



## Compass Charter Schools

### Meeting of the Compass Board of Directors

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#### Date and Time

Saturday March 8, 2025 at 10:00 AM PST

#### Location

The Carson Doubletree

2 Civic Plaza Dr.

Carson, CA 90745

Meeting held in the Mont Blanc Room

1965 Del Ciervo Pl., Camarillo, Ca, 93012

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

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#### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>10:00 AM</b>

	Purpose	Presenter	Time
Opening Items			
<b>A.</b>	Call the Meeting to Order	Thomas Arnett	2 m
<b>B.</b>	Record Attendance	Tami Wrigley	2 m
<b>II.</b>	<b>Consent Items</b>		<b>10:04 AM</b>
<b>A.</b>	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"> <li>• Approval of the March 8, 2025 Meeting Agenda</li> <li>• Approval of the January 25, 2025 Regular Meeting Minutes</li> </ul>			
<b>B.</b>	Approval of January 25, 2025 Regular Meeting Minutes	Approve Minutes Thomas Arnett	1 m
<p>Approve minutes for Meeting of the Compass Board of Directors on January 25, 2025</p>			
<b>III.</b>	<b>Public Comment</b>		<b>10:09 AM</b>
<b>A.</b>	Public Comment	FYI Thomas Arnett	10 m
<p>Addressing the Board – Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must complete a Speaker Request Card (<a href="https://forms.gle/wP1s15iB6xRSAEzP8">https://forms.gle/wP1s15iB6xRSAEzP8</a>) and submit it to Tami Wrigley. The Speaker Request Card must contain speaker name, contact number or email, and subject matter and submitted to the Executive Assistant to the Superintendent prior to the start of the meeting. Members of the public may address the Board on any matter within the Board’s jurisdiction and have <b>two (2) minutes each</b> to do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board.</p>			

	Purpose	Presenter	Time
<p>The Board may not deliberate or take action on items that are not on the agenda. However, the Board may give direction to staff following a presentation. The Chair is in charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Board meeting. The Board of Directors may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Board’s ability to conduct its business in a timely manner. The Board of Directors may also allow for additional public comment and questions after reports and presentations if it deems necessary.</p>			
<b>IV. Closed Session</b>			<b>10:19 AM</b>
<b>A. PUBLIC EMPLOYEE PERFORMANCE EVALUATION- Title: Superintendent and CEO</b>			
<b>B. Report out of Action taken in Closed session</b>	Discuss	Thomas Arnett	5 m
<b>V. Board Governance</b>			<b>10:24 AM</b>
<b>A. Open Treasurer Position</b>	Vote	Thomas Arnett	10 m
Vote to approve a new treasurer.			
<b>VI. Communications</b>			<b>10:34 AM</b>
<b>A. Board Member Communication</b>	Discuss	Thomas Arnett	10 m
<ul style="list-style-type: none"> <li>• Thomas Arnett</li> <li>• Therese Christopher</li> <li>• Samantha Herrod</li> <li>• Dr. Minita Clark</li> <li>• Corey Riley</li> <li>• Heather Hardy</li> <li>• Dr. William Stinde</li> </ul>			
<b>B. Parent Advisory Council Update</b>	FYI	Samantha Herrod	5 m
There was no Parent Advisory Council meeting in February. The next meeting is March 21.			

	Purpose	Presenter	Time
<b>C.</b> Scholar Leadership Council Report	Discuss	Zahra Grihma	5 m
<b>VII. Scholar Spotlight</b>			<b>10:54 AM</b>
<b>A.</b> Scholar Spotlight Options Scholar Spotlight	FYI	Kimberly Aguilar	1 m
<b>VIII. Superintendent's Report</b>			<b>10:55 AM</b>
<b>A.</b> Superintendent's Report	Discuss	Elizabeth Brenner	25 m
<b>B.</b> Annual Report	FYI	Elizabeth Brenner	15 m
<b>IX. Academic Services</b>			<b>11:35 AM</b>
<b>A.</b> Academic Division Update Academic Division Update. Includes RAMP update.	FYI	Greg Cohen	5 m
<b>B.</b> Day in the Life of an Online Scholar	FYI	Greg Cohen	5 m
<b>C.</b> Compass Independent Study Administrative Regulations 25-26 Compass Independent Study Administrative Regulations 25-26, with changes from 24-25 highlighted.	FYI	Greg Cohen	5 m
<b>D.</b> Board Policy #13 SECTION 13 – CURRICULUM - INDEPENDENT STUDY BOARD POLICIES This is the Compass Independent Study Board Policy (#13) for 25/26, requiring annual approval.	Vote	Greg Cohen	5 m
<b>E.</b> 25-26 Master Agreement and Acknowledgement of Responsibilities Minor edits and clarifications.	Vote	Greg Cohen	3 m
<b>F.</b> 2025-26 Scholar Handbook Requesting approval for updated Scholar Handbook for next School Year.	Vote	Greg Cohen	5 m
<b>G.</b> Board Policy #23: Suicide Prevention Minor updates to Policy #23.	Vote	Greg Cohen	5 m



	Purpose	Presenter	Time
<b>H. Accelerated Education Contract Approval</b>	Vote	Greg Cohen	5 m
<p>Accelerated Education is the online curriculum used for the Online Ed dept, AVID, summer school (billed separately), and as a choice for some Options scholars seeing a-g courses. This addendum adjusts for predicted usage, with user costs at the same rate since the initial contract signed during the 2020-21 SY. This contract covers the 2025-26 SY.</p>			
<b>I. STAR MOY Report</b>	FYI	Greg Cohen	5 m
<p>Data about STAR Middle of Year (MOY) results, and information about how teachers and parents discuss and use the reports.</p>			
<b>J. 2025 Annual Survey Highlights</b>	Discuss	Greg Cohen	10 m
<p>Highlights from annual survey, with data as of 3/3/2025.</p>			
<b>X. Operations Division</b>			<b>12:28 PM</b>
<b>A. Division Update</b>	FYI	Lisa Fishman	5 m
<b>B. Review and Approval of the January 2025 Financial Statements</b>	Vote	Lisa Fishman	5 m
<b>C. CCS FY25 Second Interim Overview</b>	FYI	Lisa Fishman	5 m
<b>D. Review and Approve FY25 Second Interim Budget - CCS Los Angeles</b>	Vote	Lisa Fishman	10 m
<b>E. Reveiw and Approval FY25 Second Interim Budget - CCS San Diego</b>	Vote	Lisa Fishman	10 m
<b>F. Review and Approval FY25 Second Interim Budget - CCS Yolo</b>	Vote	Lisa Fishman	10 m
<b>XI. People Division</b>			<b>1:13 PM</b>
<b>A. People Division Update</b>	FYI	Sophie Trivino	5 m
<p>Attachments:</p> <ul style="list-style-type: none"> <li>• People Division Report</li> <li>• Additions Report</li> <li>• Terminations Report</li> </ul>			

	Purpose	Presenter	Time
<b>XII. Closing Items</b>			<b>1:18 PM</b>
<b>A. Upcoming Meetings</b>	FYI	Elizabeth Brenner	1 m
Saturday, May 17, 2025 Board of Directors Meeting: 10:00 a.m. - 2:00 p.m.			
<b>B. Adjourn Meeting</b>	Vote	Thomas Arnett	1 m

# Coversheet

## Approval of January 25, 2025 Regular Meeting Minutes

**Section:** II. Consent Items  
**Item:** B. Approval of January 25, 2025 Regular Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Meeting of the Compass Board of Directors on January 25, 2025

APPROVED



## Compass Charter Schools

### Minutes

#### Meeting of the Compass Board of Directors

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##### **Date and Time**

Saturday January 25, 2025 at 10:00 AM

##### **Location**

Location:

The Carson Doubletree

2 Civic Plaza Dr.

Carson, CA 90745

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##### **Directors Present**

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

##### **Directors Absent**

*None*

##### **Ex Officio Members Present**

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E. Brenner, T. Wrigley

**Non Voting Members Present**

E. Brenner, T. Wrigley

**Guests Present**

M. Aguilar

**I. Opening Items**

**A. Call the Meeting to Order**

T. Arnett called a meeting of the board of directors of Compass Charter Schools to order on Saturday Jan 25, 2025 at 10:03 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**

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

**B. Approval of December 7, 2024 Regular Meeting Minutes**

S. Herrod made a motion to approve the minutes from Meeting of the Compass Board of Directors on 12-07-24.  
T. Christopher seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

T. Christopher	Aye
S. Herrod	Aye
T. Arnett	Aye
M. Clark	Aye

#### **Roll Call**

C. Riley	Absent
W. Stinde	Aye
H. Hardy	Aye

### **III. Public Comment**

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

Autumn Shaw made public comments regarding direction of the school.  
Keileigh Houston made comments regarding the litigation and transparency.

### **IV. Closed Session**

#### **A. Enter Closed Session**

The Board members moved into closed session at 10:13 a.m.

### **V. Reconvene from Closed Session**

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

Closed Session ended at 11:29 a.m. There was a break in meeting activities due to audio difficulties, so the Board reconvened at 11:49 a.m. with nothing to report from the Closed Session.

### **VI. Communications**

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

Mr. Arnett announced that Dr. Stinde has resigned his role as the Treasurer, but will remain on the Board as a Board member. Dr. Clark has offered to step into the role, and the vote will be added to the March agenda.

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

Ms. Herrod shared the Parent Advisory Council Update.

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

Ms. Grihma shared the Scholar Leadership Council Report.

### **VII. Scholar Spotlight**

#### **A. Scholar Spotlight**

The Scholar Spotlight was shown during the meeting.

### **VIII. Superintendent's Report**

**A. Superintendent's Report**

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

There was a discussion surrounding he Santa Ana Charter Petition.

**IX. Mid-year LCAP Report**

**A. Mid-year LCAP presentations**

Elizabeth Brenner covered an overview of the Mid-year LCAP Report. She outlined the California Dashboard Results, Goals, Metrics, and Action Updates for all charters.

The Board entered break at 1:14 p.m. and reconvened at 1:27 p.m.

**X. Academic Services**

**A. Academic Division Update**

Greg Cohen presented the Academic Division update. There was a discussion on the types of choices and narrowing down to what is most effective to scholar academic achievement.

**B. Day in the Life of an Options Scholar**

Greg Cohen shared the Day of the Life of an Options Scholar.

**C. 2025-26 Curriculum List**

Greg Cohen provided key updates in the 2025-26 Curriculum List. There was a conversation around personalized experience between credentialed teachers and scholars directly.

S. Herrod made a motion to approve the 2025-26 Curriculum List.

H. Hardy seconded the motion.

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

**Roll Call**

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

**XI. Operations Division**

**A. Division Update**

Lisa Fishman presented the Operations Division update.  
Lisa introduced our new auditor, Marlon Gomez, from CLA. Ms. Gomez spoke briefly about current and upcoming regulation changes.

**B. Review and Approval of the November and December 2024 Financial Statements**

M. Clark made a motion to approve the November and December 2024 Financial Statements.

S. Herrod seconded the motion.

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

**Roll Call**

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

**C. School Accountability Report Card (SARC)**

T. Arnett made a motion to approve the School Accountability Report Card.

T. Christopher seconded the motion.

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

**Roll Call**

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

**D. 2024-2025 Comprehensive School Safety Plan**

Dr. Danielle Gamez shared an overview of the 2024-25 Comprehensive School Safety Plan.

**E. Approve Board Policy 18 update -School Safety Plan**

S. Herrod made a motion to approve the Board Policy 18 update -School Safety Plan.

T. Christopher seconded the motion.

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

**Roll Call**

- C. Riley Absent
- M. Clark Aye



**Roll Call**

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

**XII. People Division**

**A. People Division Update**

Sophie Trivino presented the People Division update.

**B. 2024-25 Employee Handbook Update**

T. Christopher made a motion to approve the 2024-25 Employee Handbook Update.

M. Clark seconded the motion.

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

**Roll Call**

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

**XIII. Closing Items**

**A. Upcoming Meetings**

The next Board of Directors meeting will be held at 10:00 a.m. on March 8, 2025.

**B. Adjourn Meeting**

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

Respectfully Submitted,  
M. Aguilar

# Coversheet

## Scholar Leadership Council Report

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



## February Scholar Leadership Council Report

Prepared for March 8, 2025 Board Meeting

Scholar Leadership Council Meeting - February 11, 2025

Summary paragraph by Scholar Leadership Council Secretary, Tallulah Woolsey

Zahra began the meeting and the group discussed ways to increase the SLC attendance and participation both in Zoom meetings and in Google Classroom, along with brainstorming ways to promote the council, which included Tallulah and Zahra presenting the SLC at the upcoming club rush to recruit new members. Ms. Brenner reminded the council about the annual scholar survey and emphasized the importance of participation, suggesting scholars encourage others to complete the survey. An election was held for the open role of Vice Chair, with candidates Xaiyuri and Jonathon each presenting a slide for their campaign. Once all the votes were cast, Xaiyuri was elected as Vice Chair of the SLC, where she would assist the Chairperson, Zahra. Zahra then wrapped up the meeting with a brief summary of the key events and announced that the next SLC meeting will be on March 11th.

Meeting Recording [Link](#)

AI Summary:

**Google Classroom participation and troubleshooting @ 1:00** Zahra discussed the low participation in the Google Classroom pet posts, and asked for ideas to increase participation and engagement. Ms. Moeller suggested using the Google Classroom to gather feedback from scholars on their experiences with the new Clever technology rollout, which would provide valuable input to the IT team.

**Increasing Scholar Leadership Council membership and attendance @ 13:13** Tallulah raised concerns about the low membership and attendance for the Scholar Leadership Council meetings. The group brainstormed ideas to promote the council and encourage more scholars to join, including presenting at the upcoming club rush and having members share information in their classes.

**Annual Scholar Survey @ 17:04** Ms. Brenner reminded the group about the annual scholar survey that had been shared in the Monday Morning Update. She emphasized the importance of scholar participation, with a goal of 700-800 responses, and encouraged the members to help spread the word and get other scholars to complete the survey.

**Vice Chair Election @ 19:16** The group held an election for the Vice Chair position, with candidates Jonathan and Xaiyuri presenting their qualifications. After a vote, Xaiyuri was elected as the new Vice Chair to support Zahra, the Chair.

**Recap and Next Steps @ 28:40** Zahra summarized the key outcomes of the meeting, including the plan to increase Google Classroom participation, the efforts to boost Scholar Leadership Council membership, the upcoming scholar survey, and the new Vice Chair election. The group confirmed the date of the next meeting on March 11th.

# Coversheet

## Scholar Spotlight

**Section:** VII. Scholar Spotlight  
**Item:** A. Scholar Spotlight  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Scholar Spotligh March 2025 - Bella.png



# Meet Bella!



## Scholar spotlight

Options High School Scholar of the  
Month, January 2025  
Isabella S., 10th-grade scholar

**“Bella is a hard-working scholar who submits quality work in all her courses. She has been especially diligent in submitting video samples of all she is learning instrumental music on the guitar. Bella is motivated and respectful, demonstrating growth and perseverance throughout this semester.” ~Trisha Theobald, Compass Supervising Teacher**



# Coversheet

## Superintendent's Report

**Section:** VIII. Superintendent's Report  
**Item:** A. Superintendent's Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Superintendent's Report BOD March 2025.pdf



Superintendent's Report  
to the  
Board of Directors  
March 8, 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.



## 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

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Execute Strategy Professional Learning  Mar 10, 2025 [Edit...](#)

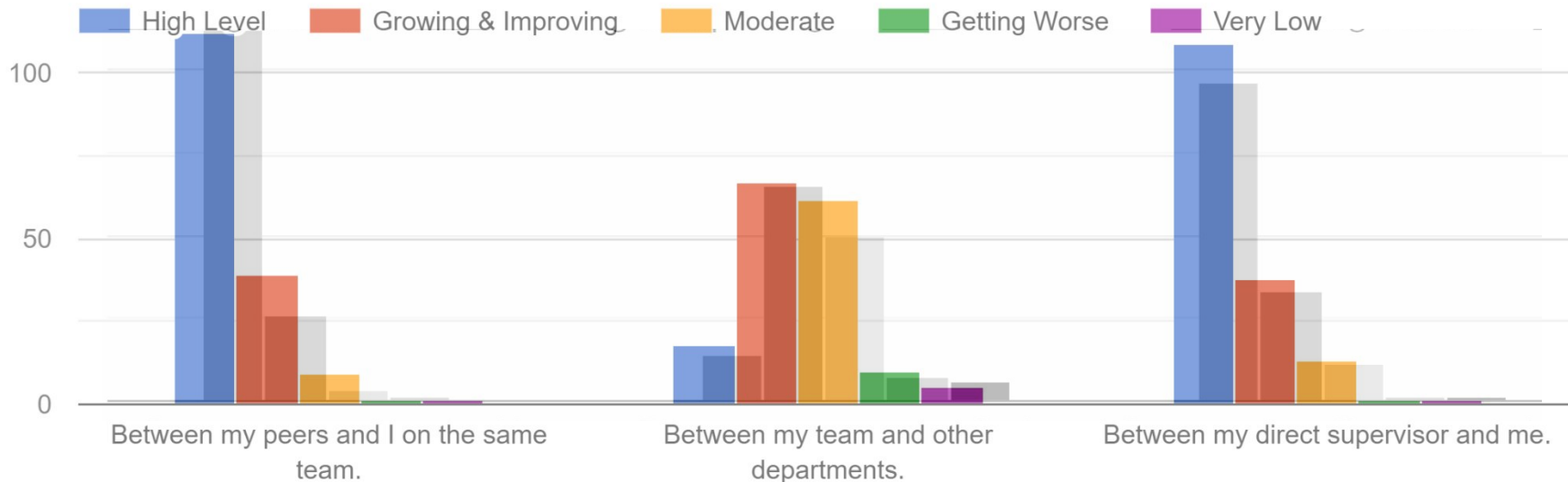
Add a Task

- Administer the annual survey and evaluate the trust questions.  Feb 28, 2025
- 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



# Trust & Inspire 2024 Comparison

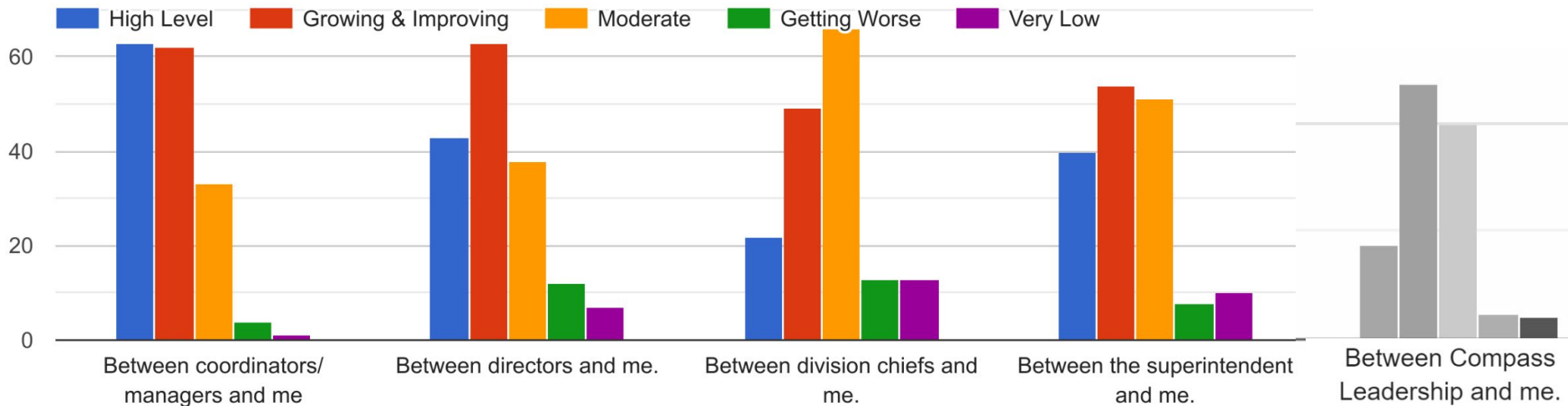
Think of the trust you extend and are given with different components within our school. Then please indicate the level of trust in the following scenarios:



# Trust & Inspire w/Leadership

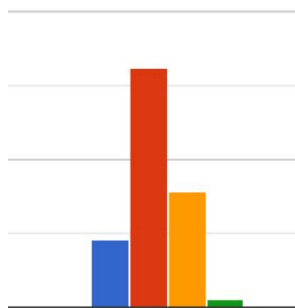


Think of the trust you extend and are given from the leadership team. Then please indicate the level of trust in the following scenarios:





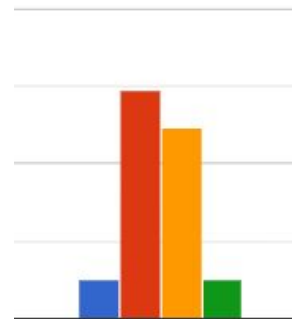
Strongly Agree    Agree    Disagree    Strongly Disagree



**Our school culture is improving.**

**2024**

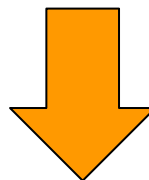
**71%**



**Our school culture is improving.**

**2025**

**54%**





# Top 10 Ideas For Improvement



1. **Increase Transparency in Decision-Making:** Leadership should actively involve staff in discussions that impact them and communicate decisions clearly.
2. **Improve Communication Across Departments:** Regular interdepartmental meetings and updates can foster collaboration and understanding.
3. **Provide More Trust and Autonomy to Teachers:** Reduce unnecessary oversight and allow experienced staff to use professional judgment in managing scholars.
4. **Enhance Staff Recognition and Appreciation:** Acknowledge contributions and efforts more frequently to improve morale.
5. **Create a Safe Space for Open Feedback:** Establish confidential feedback channels where employees can express concerns without fear of retaliation.
6. **Refine the Employee Survey Process:** Include neutral response options and ensure feedback is genuinely considered in decision-making.
7. **Address Payroll and Compensation Issues:** Provide more transparency and proactive communication regarding payroll concerns.
8. **Encourage Cross-Departmental Relationship Building:** Offer team-building opportunities and structured collaboration efforts.
9. **Prioritize Scholar-Centered Decision-Making:** Ensure that policies and changes genuinely support student learning and success rather than external pressures.
10. **Implement Stronger Conflict Resolution Measures:** Address workplace tensions and ensure that accountability measures are in place for unprofessional behavior.

# 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

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- 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

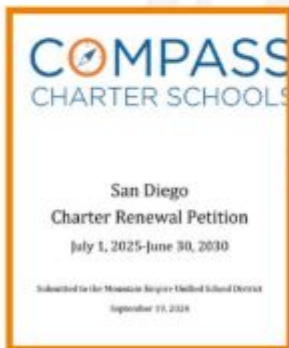


# CCSA-Data Spotlight

## Spotlight: Shows Measurable Increases

Compass Charter Schools  
Mountain Empire Unified  
[\[Petition | Staff Report\]](#)  
Data Story: Page 8 - 29

This petition accessed both CA Dashboard outcomes and verified data to demonstrate measurable increases in academic achievement over time (page 20 -29), to reflect the strength of their academic program.



### Tips:

- Highlight improvement over time in CA Dashboard performance (e.g., negative DFS moving close to or above 0, increase in ELPI)
- Compare rate of progress to State, District, or neighboring schools (DFS change)
- Highlight meeting one year's progress.
- Articulate strategies from academic program that helped to achieve increases in academic outcomes.



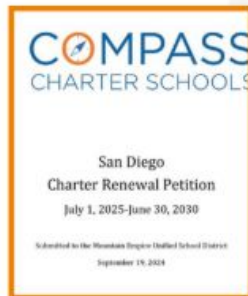
# CCSA-Data Spotlight

## Spotlight: Verified Data Samples

Verified data is sourced from state approved indicators. This is used demonstrate measurable increases in academic achievement, as defined by at least one-year's progress for each year in school, or strong postsecondary outcomes as defined by college enrollment, persistence, and completion rates equal to similar peers. This is especially useful for schools with limited Dashboard data or high mobility. To better understand how to use the list of approved sources access [CCSA's Verified Data Toolkit](#).

### Verified Assessments

Compass Charter Schools  
[\[Petition | Staff Report\]](#)  
Star Renaissance, p. 25 - 28



Equitas Academy #2  
[\[Petition | Staff Report\]](#)  
iReady, p. 28 - 33





# Parsec Data Conference



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**measure what  
we value 2025**

A Parsec Education Summit

## When

Wednesday, February 5th – Thursday, February 6th

## Where

DoubleTree Hilton Hotel Downtown Fresno, CA

[Get 2026 tickets](#)

# 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

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- Develop an Advocacy plan that drives messaging and identifies opportunities to advocate for personalized learning. 📅 Jan 25, 2025
- 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

Add a Task





- 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
- 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





# Advocacy

In January I was elected to be the Charter School representative on the Small School Districts Association Board of Directors.



## Elizabeth Brenner

Compass Charter Schools  
Membership (500-999 ADA)  
Superintendent/CEO  
**Charter Representative  
Los Angeles County**

### ABOUT

Elizabeth Brenner is an experienced educational leader dedicated to providing equitable access to high-quality education for all students. With over two decades of leadership experience, she has worked extensively with disenfranchised youth who have exited the traditional school system, helping them find success in alternative educational settings tailored to their academic needs.

Her career spans more than 20 years in California's charter school system, where she has served as a teacher, site-level administrator, and district-level administrator. A passionate advocate for charter schools, Elizabeth believes that every family should have the ability to choose the educational environment that best supports their child's success, regardless of their geographic location.

Originally from southern New Jersey, Elizabeth moved to San Diego in 1998 and embraces the outdoor lifestyle that the region offers. She enjoys staying active and spending time in nature. At home, she shares her life with her son, Jacob, as well as their two rescued greyhounds, Zeus and Farrah, and two birds, Chicken (who is not a chicken) and Buddy.




# Advocacy



ASSEMBLYMAN

## Jeff Gonzalez

HONORED TO SERVE: Imperial County, Riverside County, San Bernardino County



Welcome to the website of  
Assemblymember John Harabedian

[Contact Me](#) [Meeting Requests](#)

# Advocacy



**CCSA**  
CALIFORNIA CHARTER SCHOOLS  
**CONFERENCE**

**March 10-13, 2025**  
Safe Credit Union Convention Center, Sacramento, CA

KEEP ME INFORMED

[f](#) [@](#) [in](#) [▶](#)

A promotional banner for the California Charter Schools Conference. The background is a gradient from purple to blue. It features the CCSA logo (three overlapping shapes: a circle, a square, and a triangle) and the text 'CALIFORNIA CHARTER SCHOOLS CONFERENCE'. Below this, it states the dates 'March 10-13, 2025' and the location 'Safe Credit Union Convention Center, Sacramento, CA'. At the bottom, there is a white button that says 'KEEP ME INFORMED' and four social media icons: Facebook, Instagram, LinkedIn, and YouTube.

## 2025 SSDA Annual State Conference

*Empowering Educators and Inspiring Learners in a Changing Educational Landscape*

April 6-8, 2025

Sheraton Grand Hotel Sacramento Hotel

The TopGolf event will take place in Roseville on Saturday, April 5th from 12 PM - 4:30 PM, followed by a dinner in Sacramento! Registration opening soon!



# Updates- Santa Ana Charter



On January 28, 2025, the SAUSD denied our petition for continued operation of the OCLC.

Our appeal was submitted to the OCDE on February 24th.

The first hearing will be on April 2, 2025 and the vote will be on May 7th, 2025.





# Renewal Timeline

Both the Yolo and Los Angeles charters expire on  
June 30, 2027.

Scores from the 2023-2024 and 2024-2025  
school years will impact the renewal tier.



# Charter Renewal Tiers

**High Tier -  
Presumptive  
Renewal for  
5, 6 or 7  
years  
47607 (c)**

**Middle Tier  
(most schools)  
if renewed, the  
term is 5 years  
47607.2 (b)**

**Low Tier -  
presumptive  
denial, but  
can be given  
2 years  
47607.2 (a)**





# Renewal Timeline

<b>To avoid denial/two-year renewal ("low"):</b>
<b>For at least <u>one</u> of the two years</b> immediately preceding the renewal decision
<b>BOTH</b>
(i) on at least one indicator, receive at least <b>Yellow</b> or better
<b>AND</b>
(ii) <b>Either</b> on at least <u>one</u> academic indicator (ELA, Math, ELPI or CCI), receive Status for "All Students" that is higher than CA.
<b>or</b>
for <u>a majority of student groups</u> that, statewide, score below the state average, score <b>higher</b> than that of the corresponding CA student group on at least <u>one</u> academic indicator.



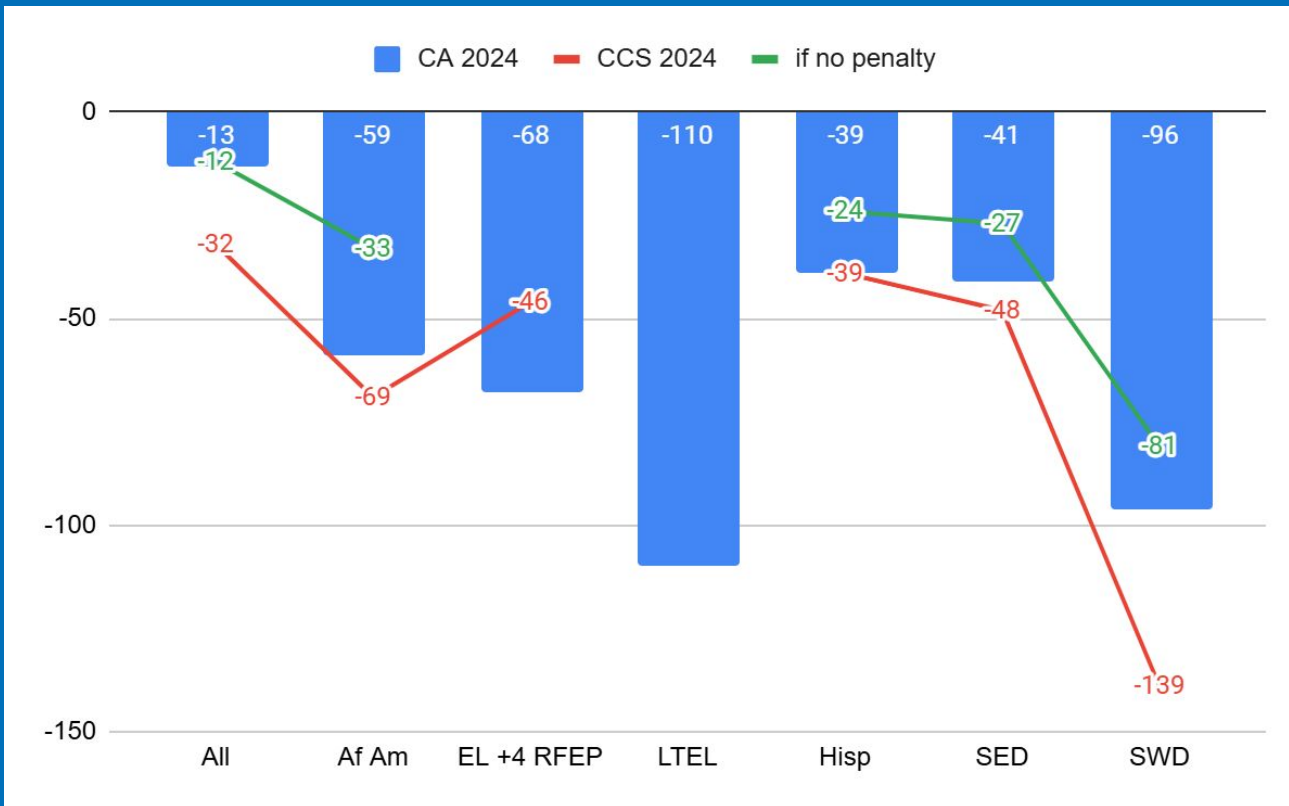
# Los Angeles

<b>2023 Criterion 2 counts toward:</b>	<i>Denial/2-Year ("Low")</i>
<b>2023 &amp; 2024 Renewal Category:</b>	<i>Denial/2-Year ("Low")</i>





# Los Angeles- ELA





# Los Angeles- Math

## 2024 CAASPP Math DFS

Compass Charter Schools of Los Angeles





2023 Criterion 2 counts toward:	<i>Denial/2-Year ("Low")</i>
2023 & 2024 Renewal Category:	<i>Denial/2-Year ("Low")</i>



# Yolo- ELA

## 2024 CAASPP ELA DFS

Compass Charter Schools of Yolo

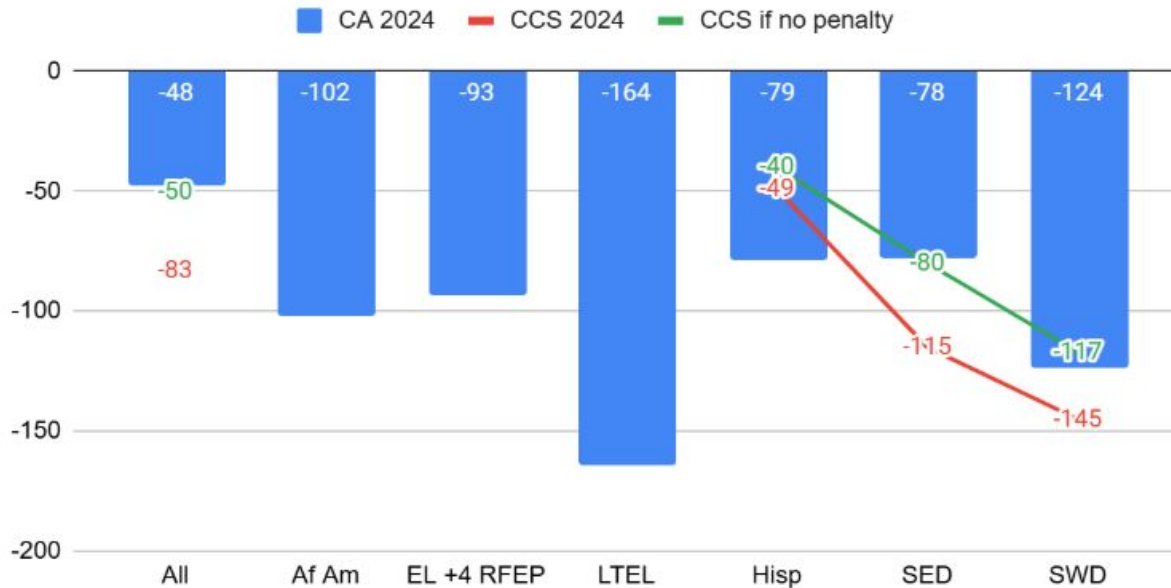




# Yolo- Math

## 2024 CAASPP Math DFS

Compass Charter Schools of Yolo





# Renewal Timeline

If we are in the Low tier based on the 2025 dashboard, the Los Angeles and Yolo schools will most likely not achieve renewal and will **close on June 30, 2027.**



# SAVE OUR SCHOOL!!!

All scholars in grades 3-8 and 11 must take  
the CAASPP

All scholars must do their best on the test.

# SAVE OUR SCHOOL!!!



## Plan of Action

1. Identify all scholars who did not participate in CAASPP last year who are scheduled to test this year. Alert STs to reach out to inform families of the importance of test participation.
2. Provide informational videos for staff to use.
3. Send out mass communications via text and voicemail to parents emphasizing the importance of participation in CAASPP.
4. STs will work with families to alleviate any barriers to participation.



Any Questions?



# Coversheet

## Annual Report

**Section:** VIII. Superintendent's Report  
**Item:** B. Annual Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Compass Charter Schools 2024 Annual Report .pptx (1).pdf

**BACKGROUND:**

Each year, Compass provides an Annual Report that is sent to its Authorizers and education partners. This report includes highlights and general metrics that apply to each school in the charter network.



# Annual Report 2024

# Table of Contents

**Mission, Vision, and Core Values**

**A Word from our Superintendent and Board Chair**

**Governing Board**

**Leadership Team**

**Teachers of the Year**

**Employees of the Year**

**Enrollment: Los Angeles, San Diego, and Yolo Charters**

**Scholar Success: CAASPP**

**Scholar Success: Renaissance**

**Scholar Success: Graduation Rate**

**Awards & Accolades**

**Affiliated Organizations**



# Mission

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

# Vision

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.

# Values

Achievement | Respect | Teamwork | Integrity | Communication



# A Word From our Superintendent and Board Chair

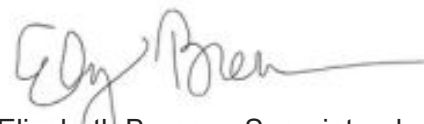
Since 2012, Compass Charter Schools has been serving families throughout California through our personalized learning model. Over the years, personalized learning has developed and changed to meet the individual needs of our scholars and their families. In this age of AI it is even more possible to tailor education to individual scholar needs and the personal connection that our teachers and staff provide to our families is critical to guide scholars through this new and evolving landscape. As public schools, it is our responsibility to ensure that our scholars have a resource rich environment in which to learn and grow that is standards-driven and takes into account each scholar's interests, strengths, and growth needs.

Our annual report includes information about enrollment and assessment trends and provides us with an opportunity to celebrate success, reflect on our practices, and identify focus areas for improvement. We review overall trends and then drill down to individual scholars to identify barriers and offer support tailored to each scholar's growth trajectory. As scholars progress through each grade level, their needs change and the partnership between our Supervising Teachers and Learning Coaches who support scholars at home allows us to adjust the learning environment quickly to adapt.

At Compass, every scholar has a team of staff dedicated to their success. In addition to our academic programs, we have a robust array of scholar academic, social-emotional, and extracurricular activities that allow our scholars and families to connect in person and online. We also offer support tailored to each scholar's unique needs provided by staff in our Academic Support, Counseling Services, Engagement, Emergent Multilingual Support, and Special Education departments.

We would like to express our gratitude to our educational partners. Our families, community partners, authorizers, and County Offices of Education all provide us with the support and guidance we need to continue to be a successful school. Thank you for your continued support and for taking the time to review our annual report.

Kind regards,



Elizabeth Brenner, Superintendent & CEO



Thomas Arnett, Board President



# Governing Board

**Thomas Arnett | Board Chair**

**Therese Christopher | Board Secretary**

**Minita Clark | Board Treasurer**

**Heather Hardy | Board Member**

**Samantha Herrod | Parent Representative**

**Corey Riley | Board Member**

**William Stinde | Board Member**





# Leadership

**Elizabeth Brenner | Superintendent & CEO**

**Gregory Cohen | Chief Academic Officer**

**Lisa Fishman, CBO, PHR | Chief Operations Officer**

**Sophia Trivino | Chief People Officer**





# Our Staff



# Congratulations to our Teachers of the Year!



**Ruth Chavez-Rivera - Options Supervising Teacher**, shares “I love working at this school because of the incredible sense of community. I am surrounded by amazing and dedicated colleagues, supportive and loving parents deeply invested in their children's success, and exceptional scholars who are hardworking and eager to learn. Together, we share a passion for education and a commitment to excellence.”



**Monique Grimes - Online Elementary School Teacher**, shares "I can't think of a better acknowledgement to receive than one from the families and scholars that I work with. The time that I spend connecting with families, scholars, and colleagues is what I cherish most. Thank you for giving me the opportunity to be a part of your educational journey."



# Congratulations to our Employees of the Year!



**Danielle Gamez - Director of Operations**, shares "Being recognized as the Classified Employee of the Year has been the highlight of my career. This award means the most to me because it came from the heartfelt nominations and votes of the colleagues I work with every day. Since joining Compass in 2020, I have worked hard to grow into an impactful leader, and I was truly humbled to hear that my leadership style was highlighted as the key reason for the award."

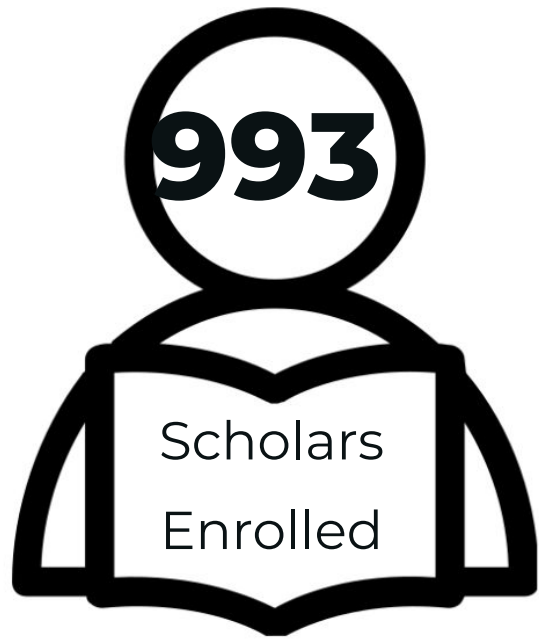


**Annette Metten - Options Supervising Teacher**, shares "This is my fourth year working at Compass, and I love it as much today as I did when I started. I truly believe in this model of education, and I love getting to see my students thrive while completing independent study. I also truly value the relationships that I get to build with my students, families, and co-workers. It was truly an honor to receive the teacher of the year award in August. It felt so special to be recognized for doing something that I love so much."



# Enrollment





# Compass Los Angeles

Serving Los Angeles, Kern, San Bernardino, and Ventura counties

**Authorizer:** Acton-Agua Dulce Unified School District

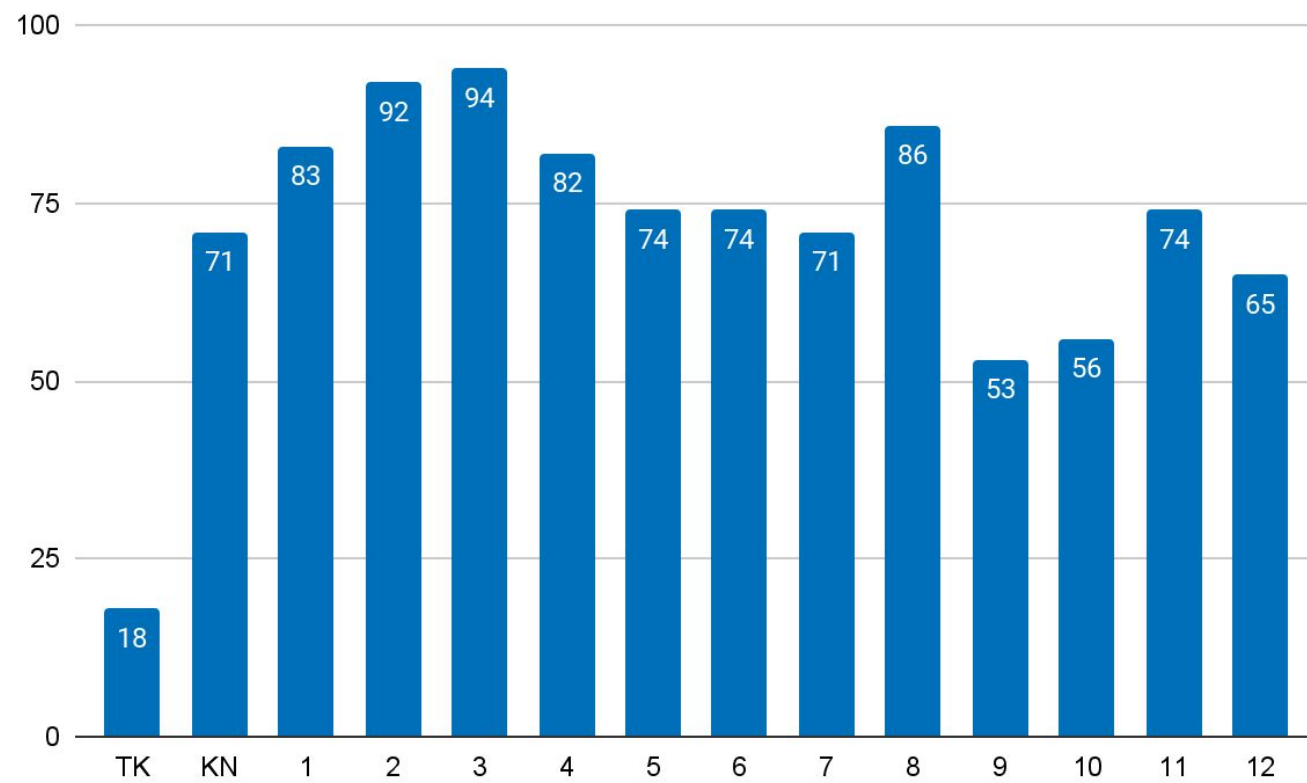
**56%**

Hispanic

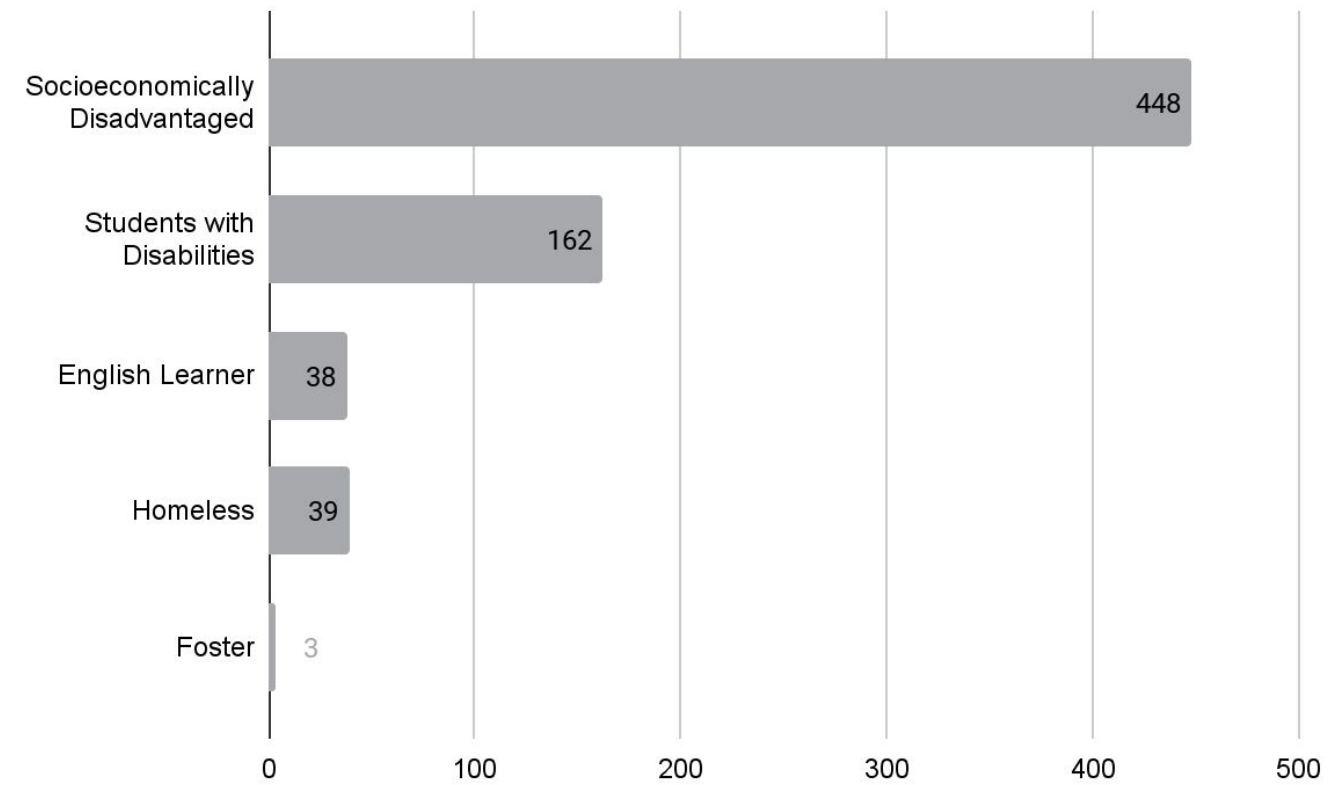
**44%**

Not Hispanic

Enrollment by Grade



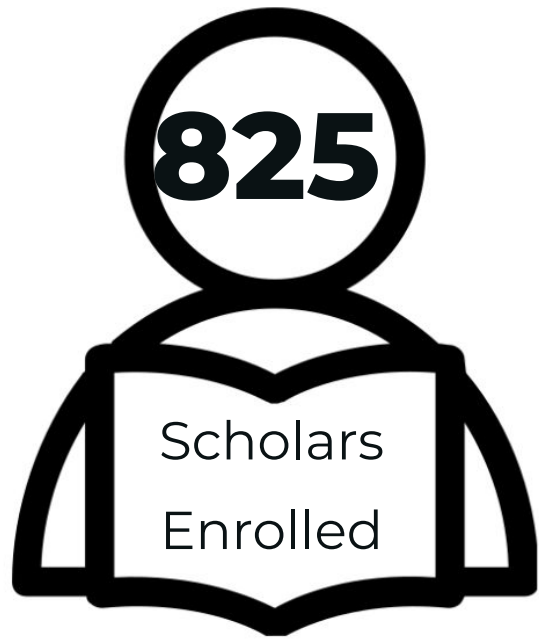
Enrollment by Student Group



All enrollment numbers as of Census Day 2024

Powered by BoardOnTrack





# Compass San Diego

Serving San Diego, Imperial, Orange, and Riverside counties

**Authorizer:** Mountain Empire Unified School District

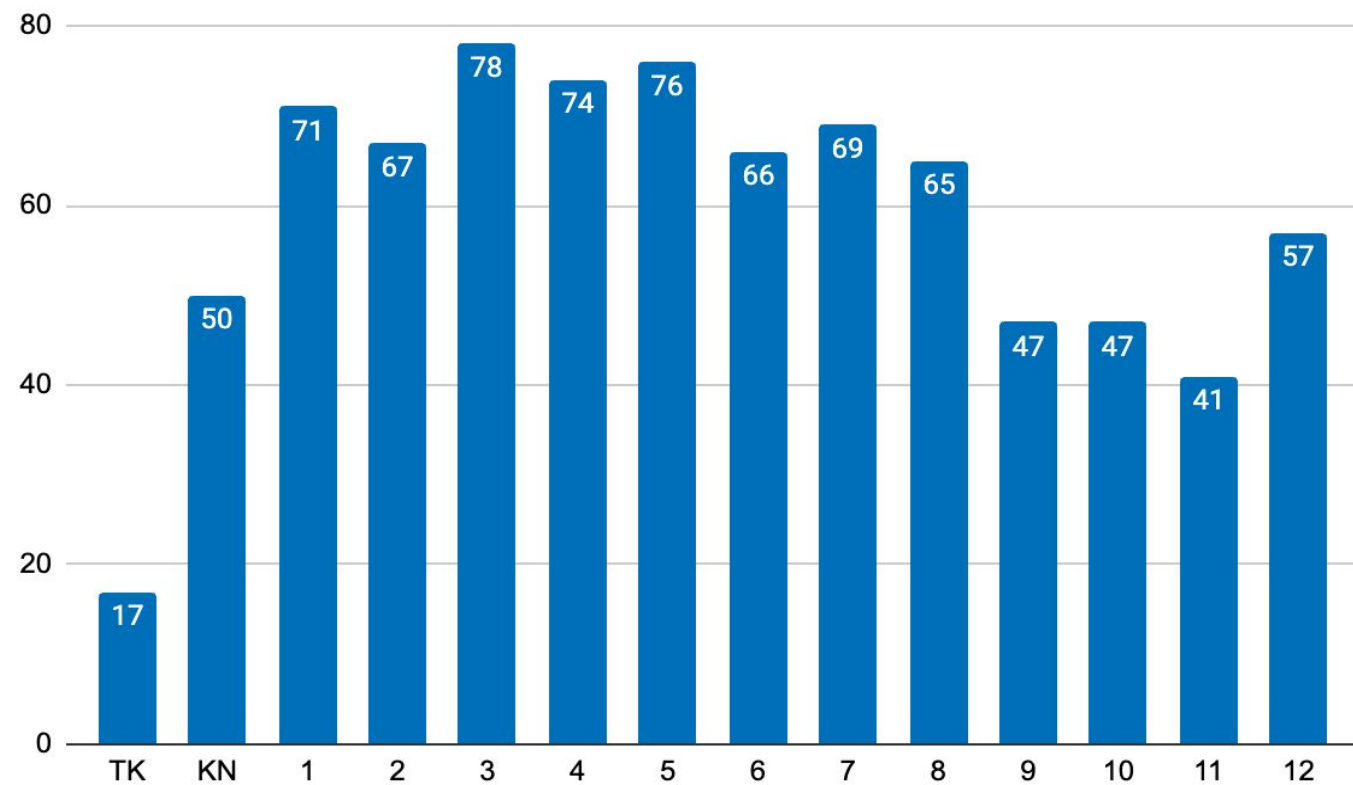
**50%**

Hispanic

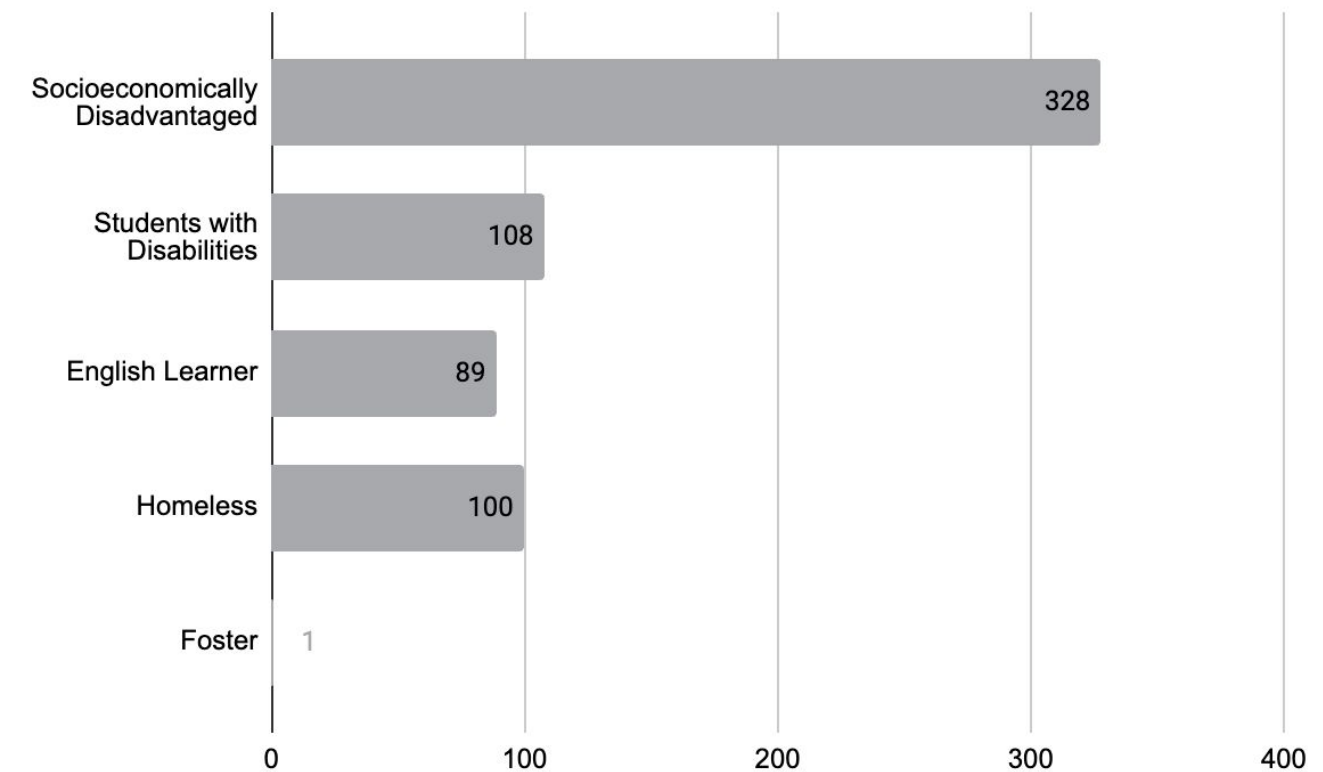
**50%**

Not Hispanic

Enrollment by Grade



Enrollment by Student Group



All enrollment numbers as of Census Day 2024

Powered by BoardOnTrack







# Compass Yolo

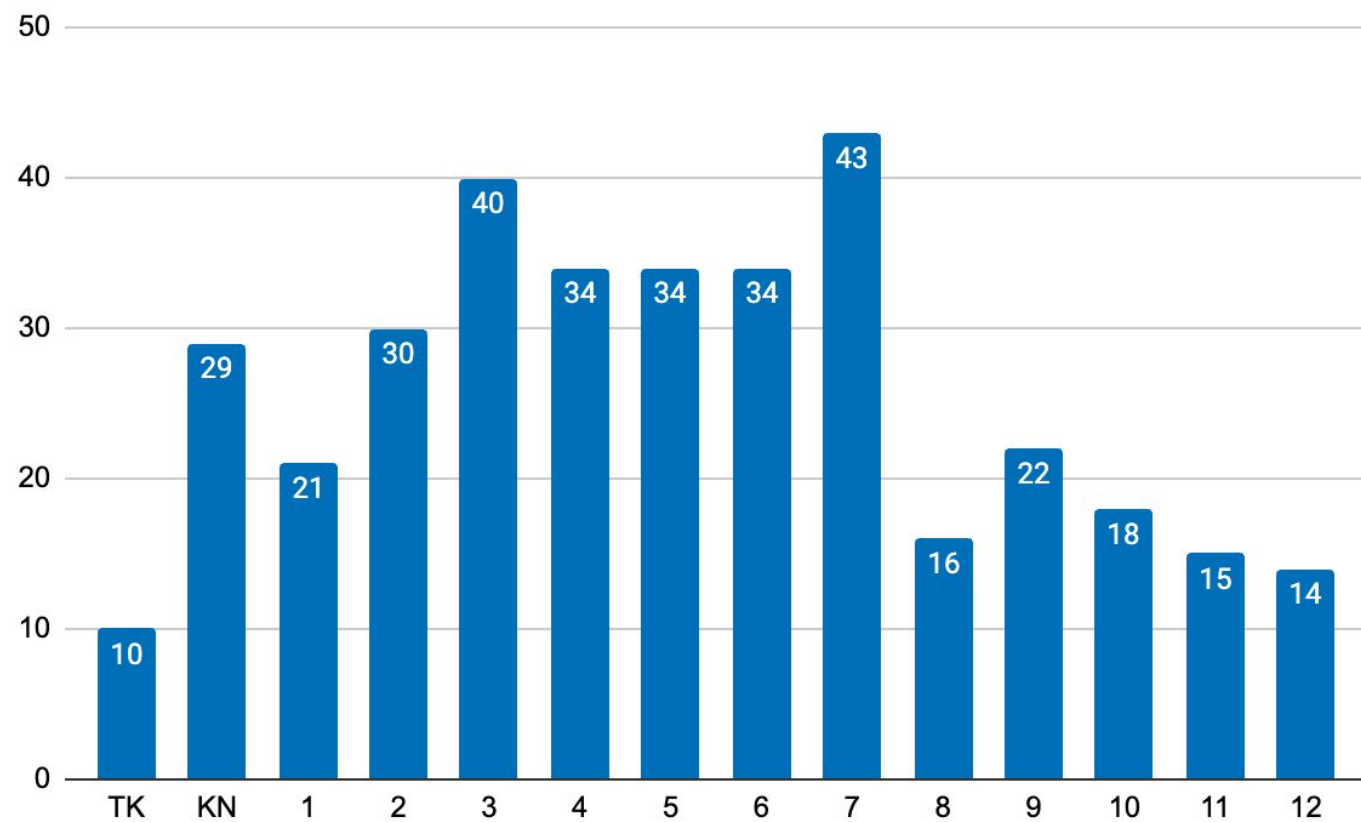
Serving Yolo, Colusa, Lake, Napa, Sacramento, Solano, and Sutter counties

**Authorizer:** Winters Joint Unified School District

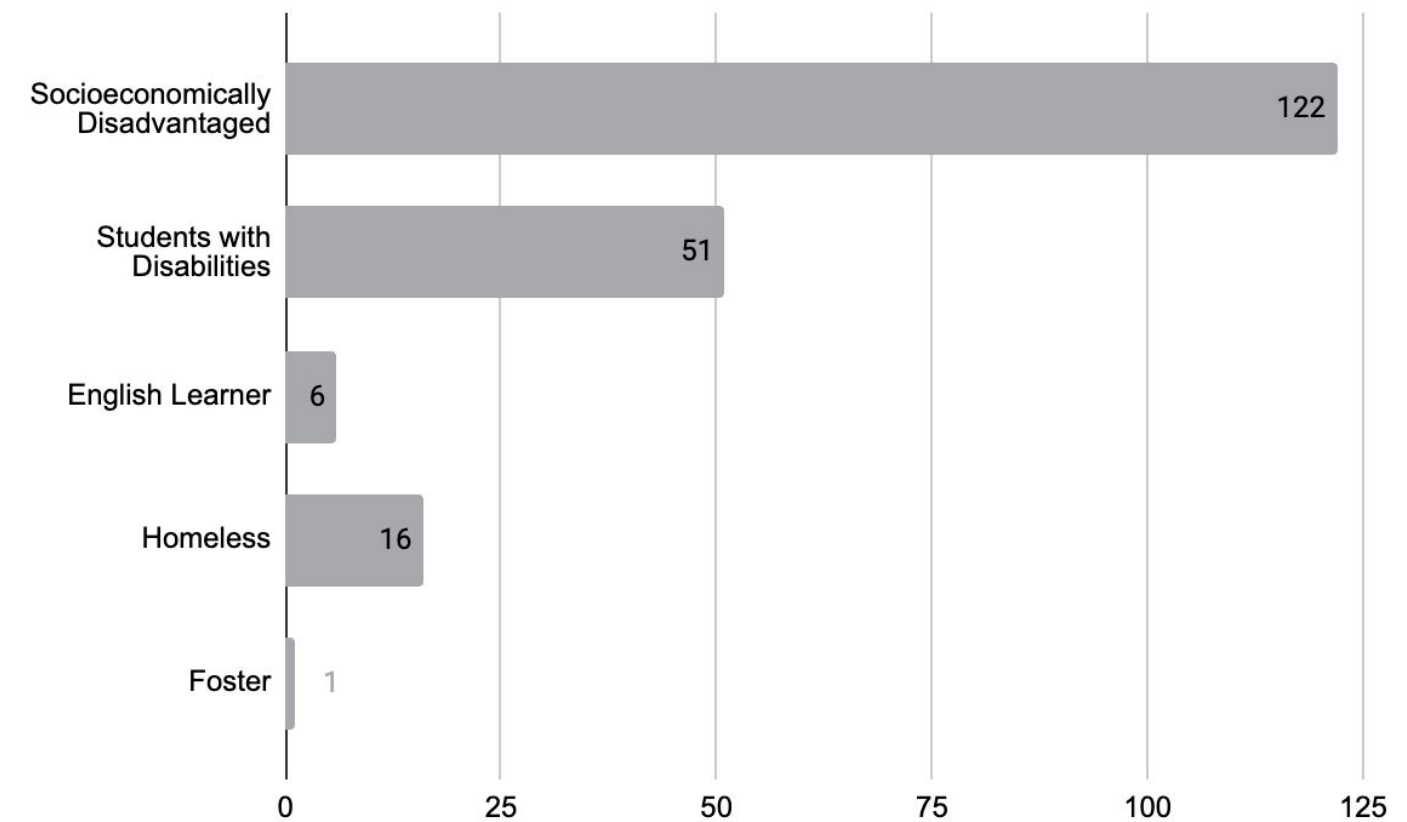
**23%**  
Hispanic

**77%**  
Not Hispanic

Enrollment by Grade



Enrollment by Student Group



All enrollment numbers as of Census Day 2024

Powered by BoardOnTrack



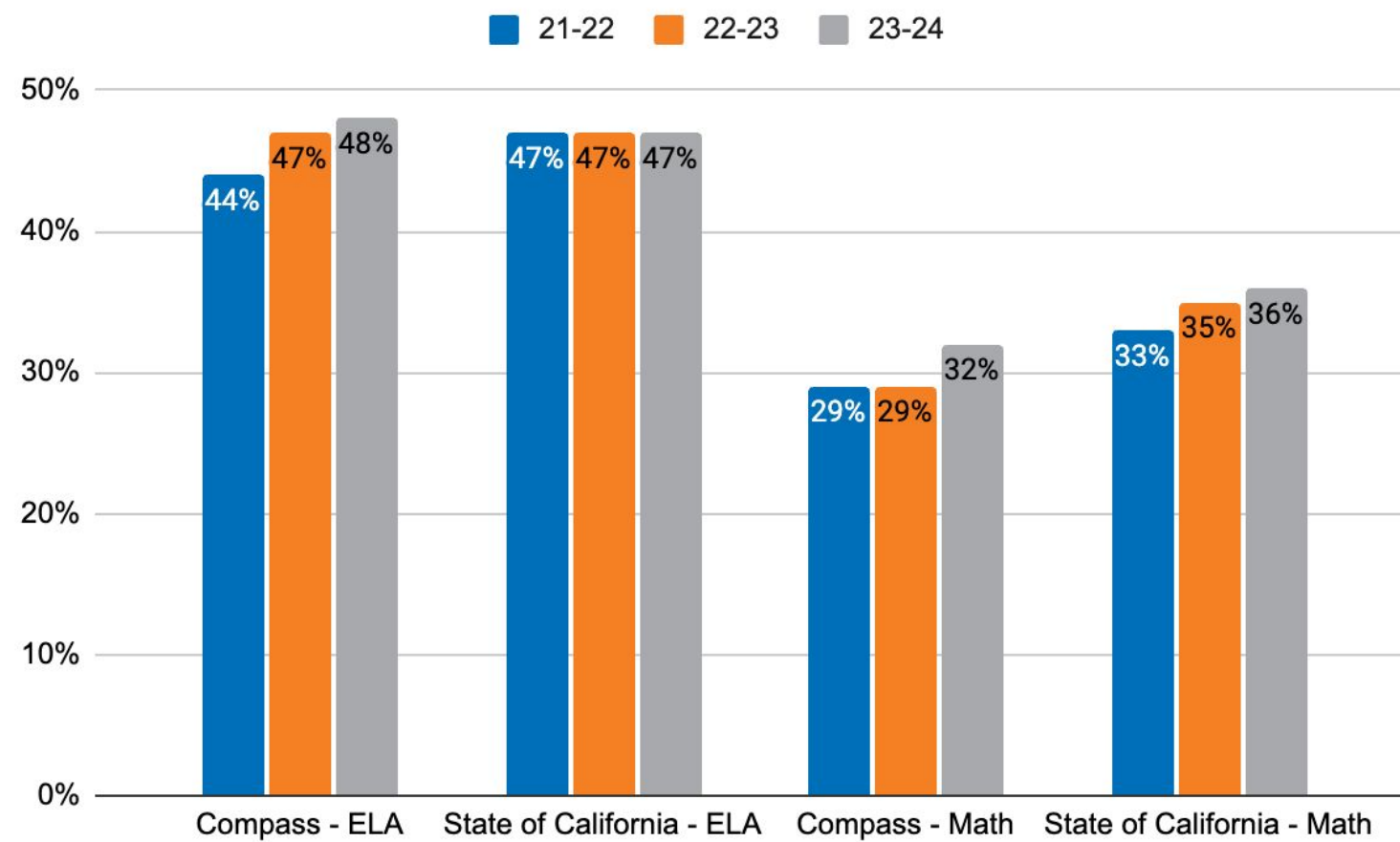
# Scholar Success: CAASPP



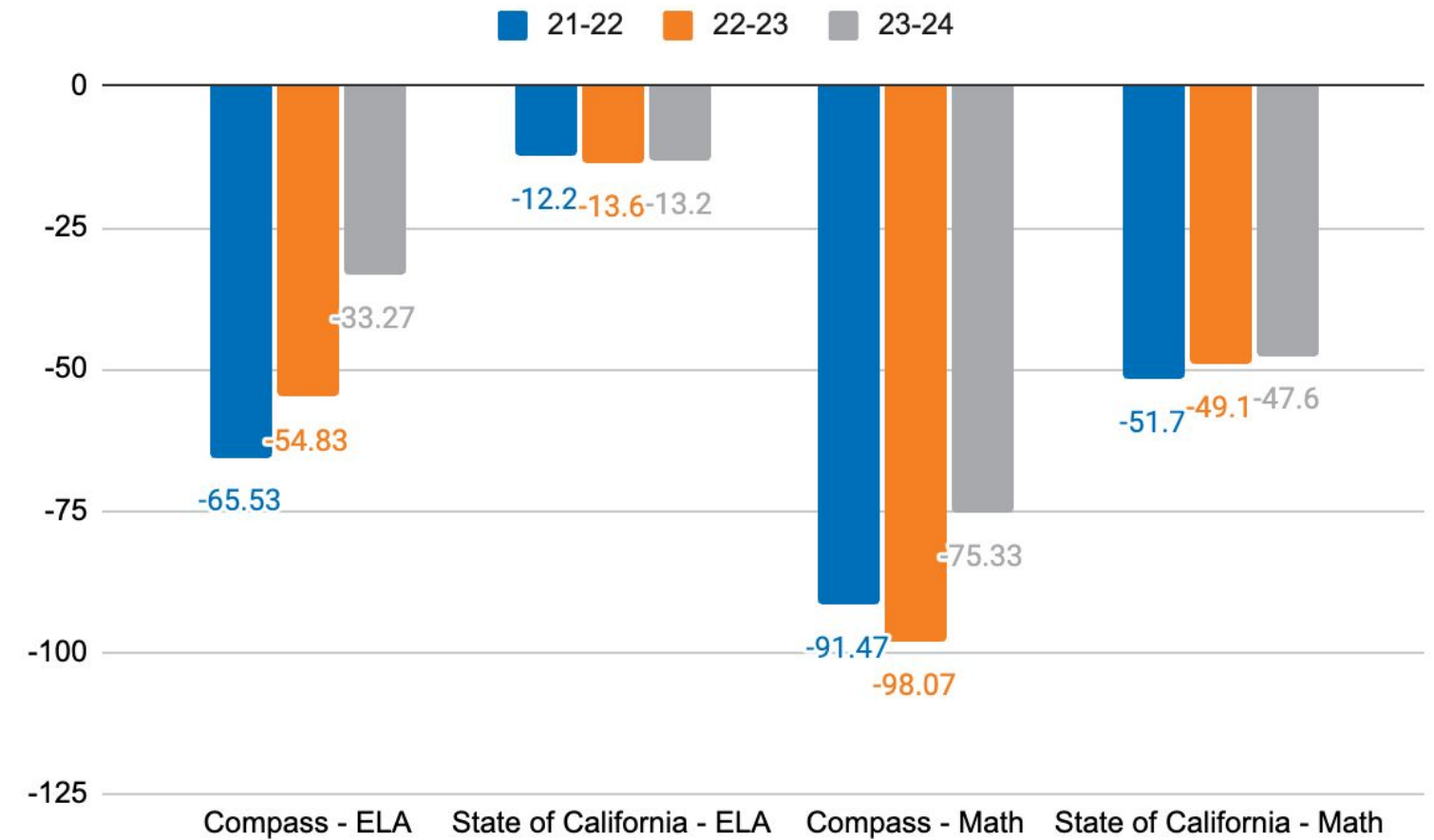


# 2023-2024 CAASPP Results

Percentage of Students Meeting/Exceeding Standard



Average Distance from Standard

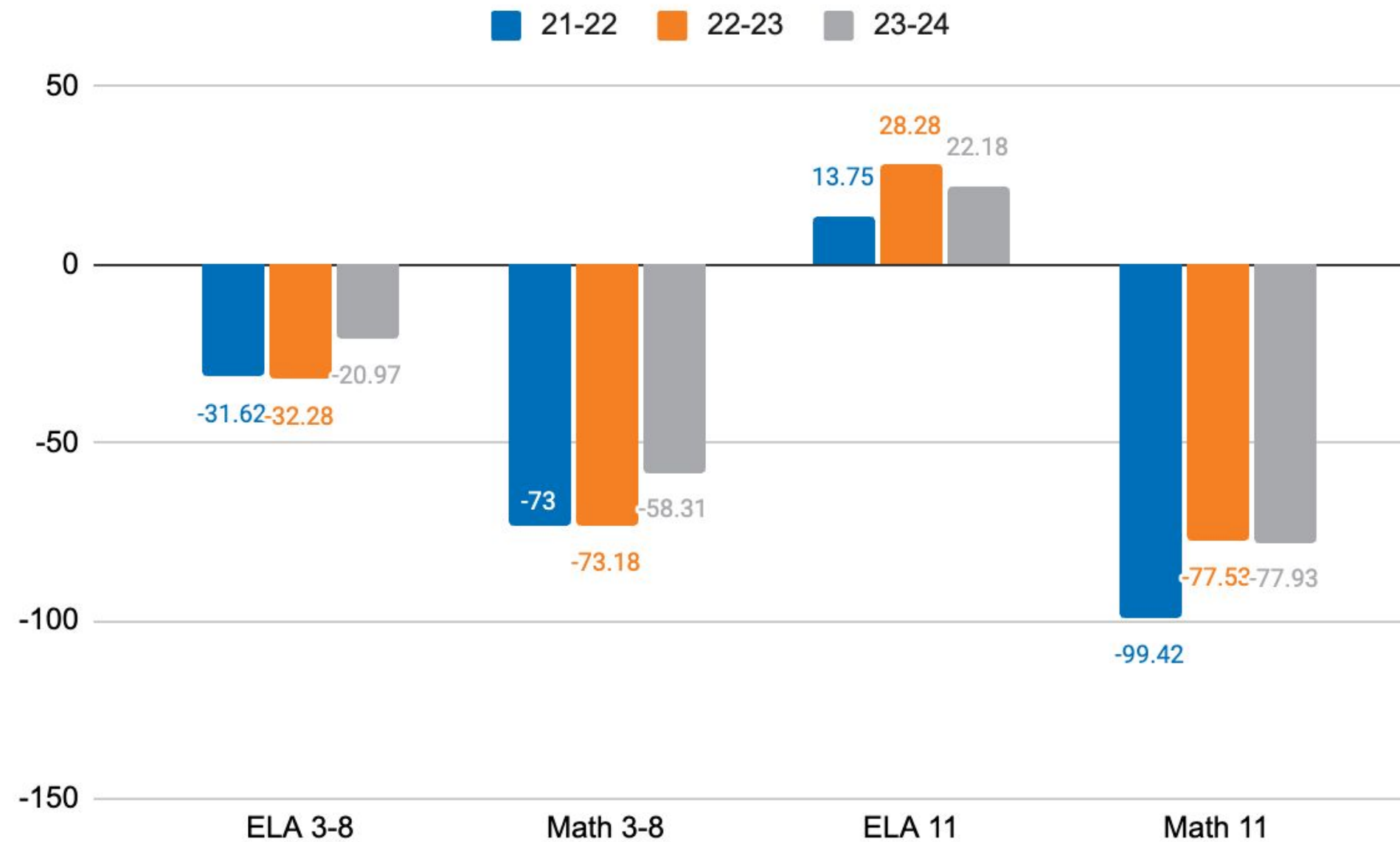


All data comes from ParsecGo; this data does not take the Loss Penalty into account.  
 Powered by BoardOnTrack



# 2023-2024 CAASPP Results for Compass Los Angeles

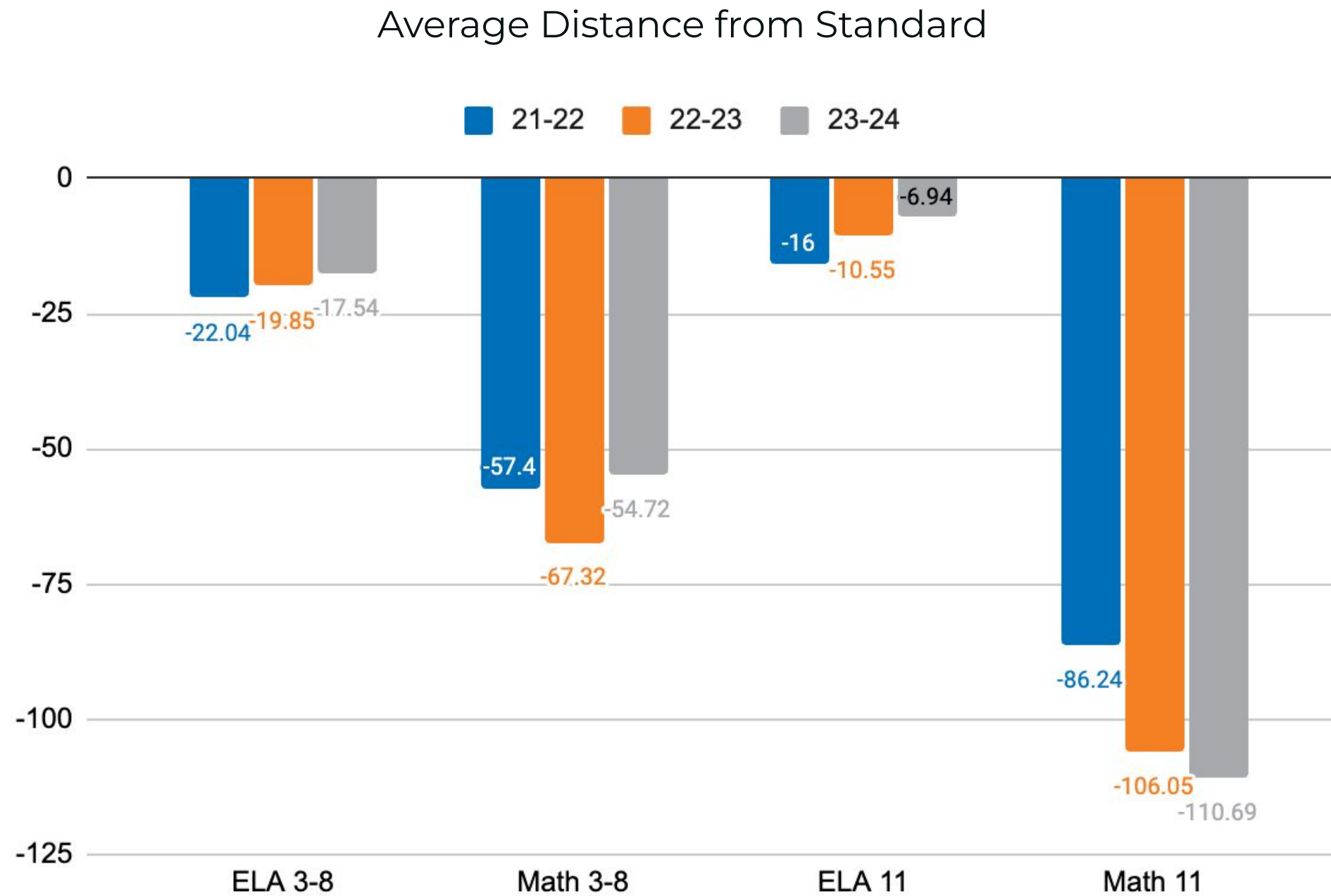
Average Distance from Standard



All data comes from ParsecGo; this data does not take the Loss Penalty into account.  
Powered by BoardOnTrack



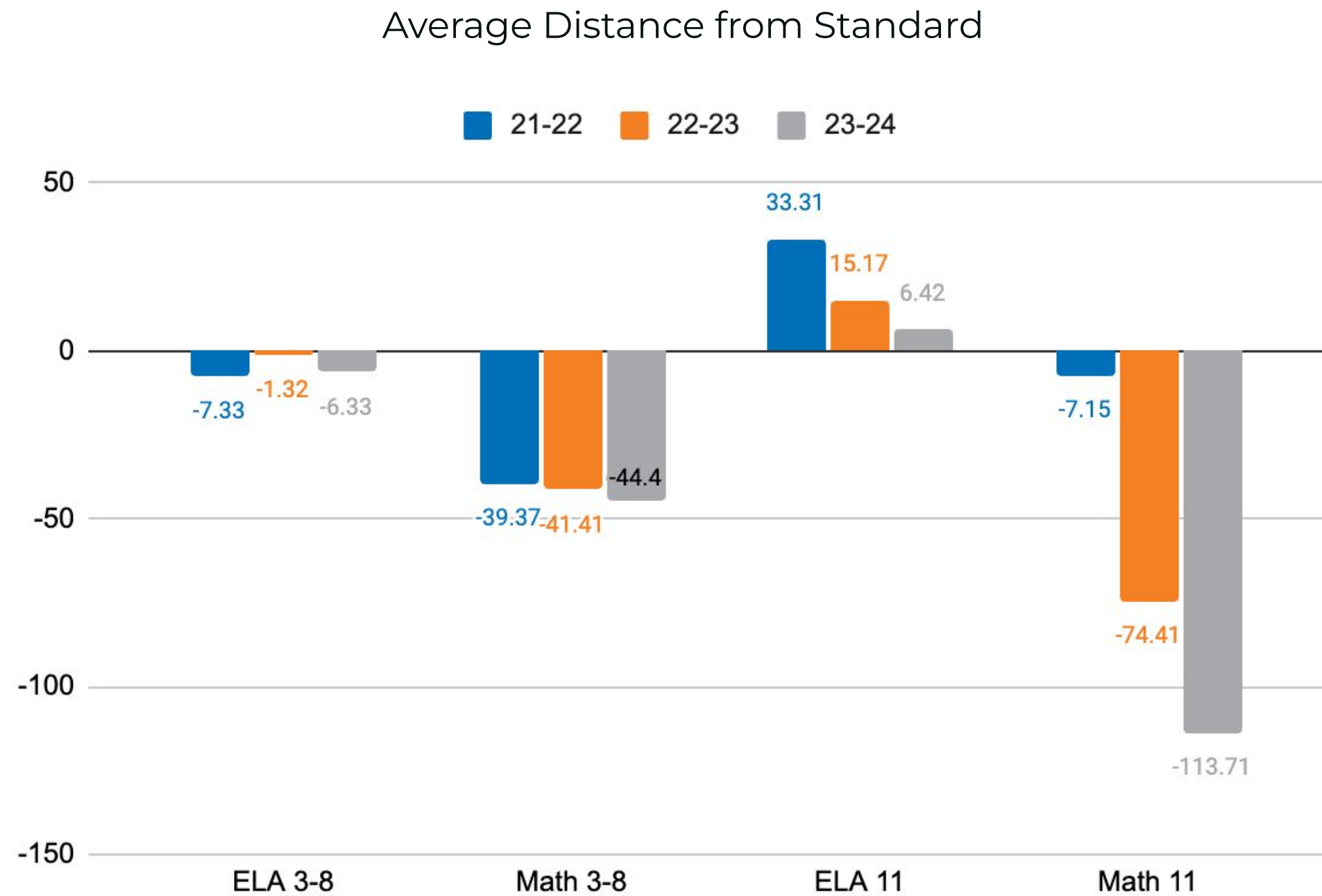
# 2023-2024 CAASPP Results for Compass San Diego



All data comes from ParsecGo; this data does not take the Loss Penalty into account.  
Powered by BoardOnTrack



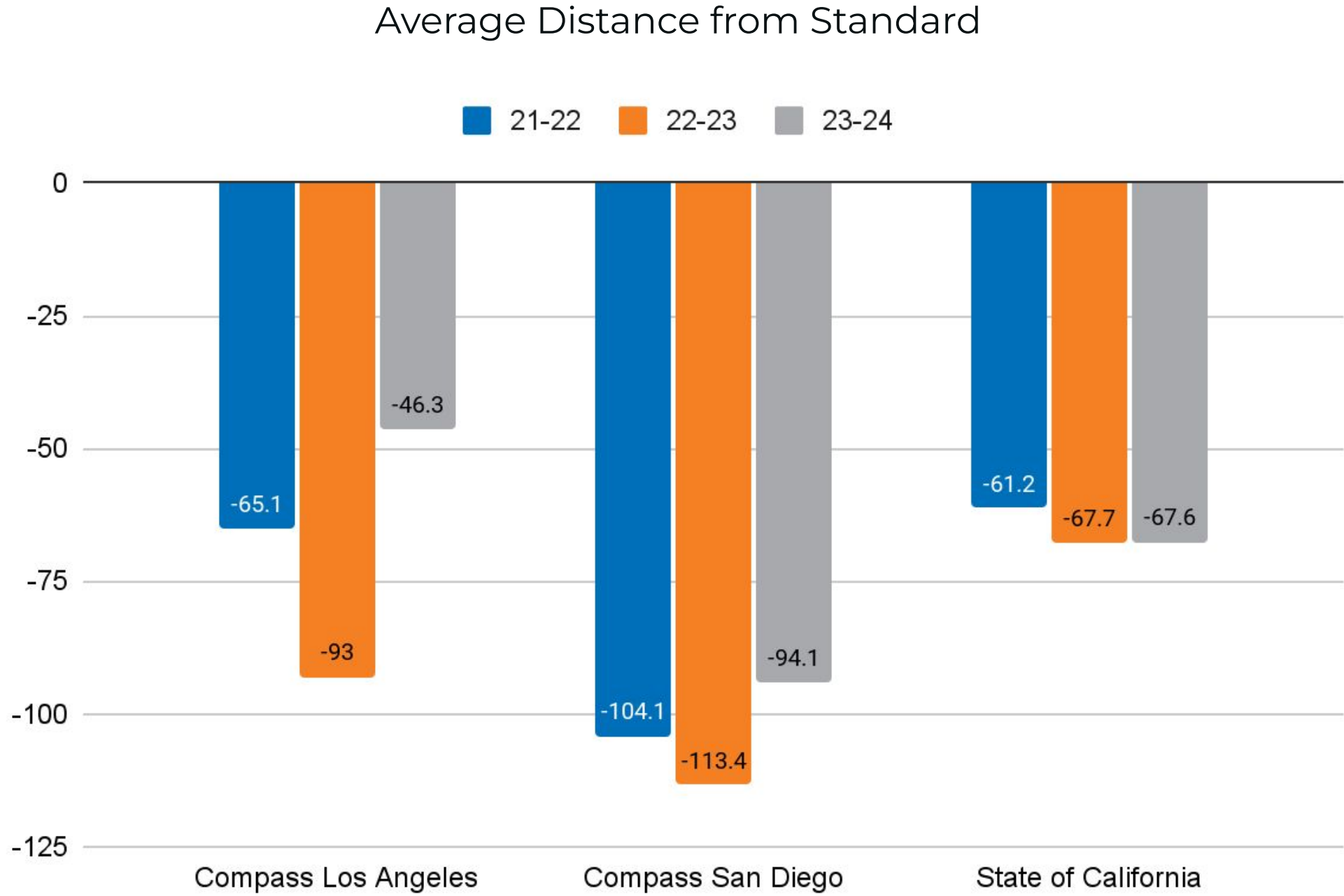
# 2023-2024 CAASPP Results for Compass Yolo



All data comes from ParsecGo; this data does not take the Loss Penalty into account.  
Powered by BoardOnTrack



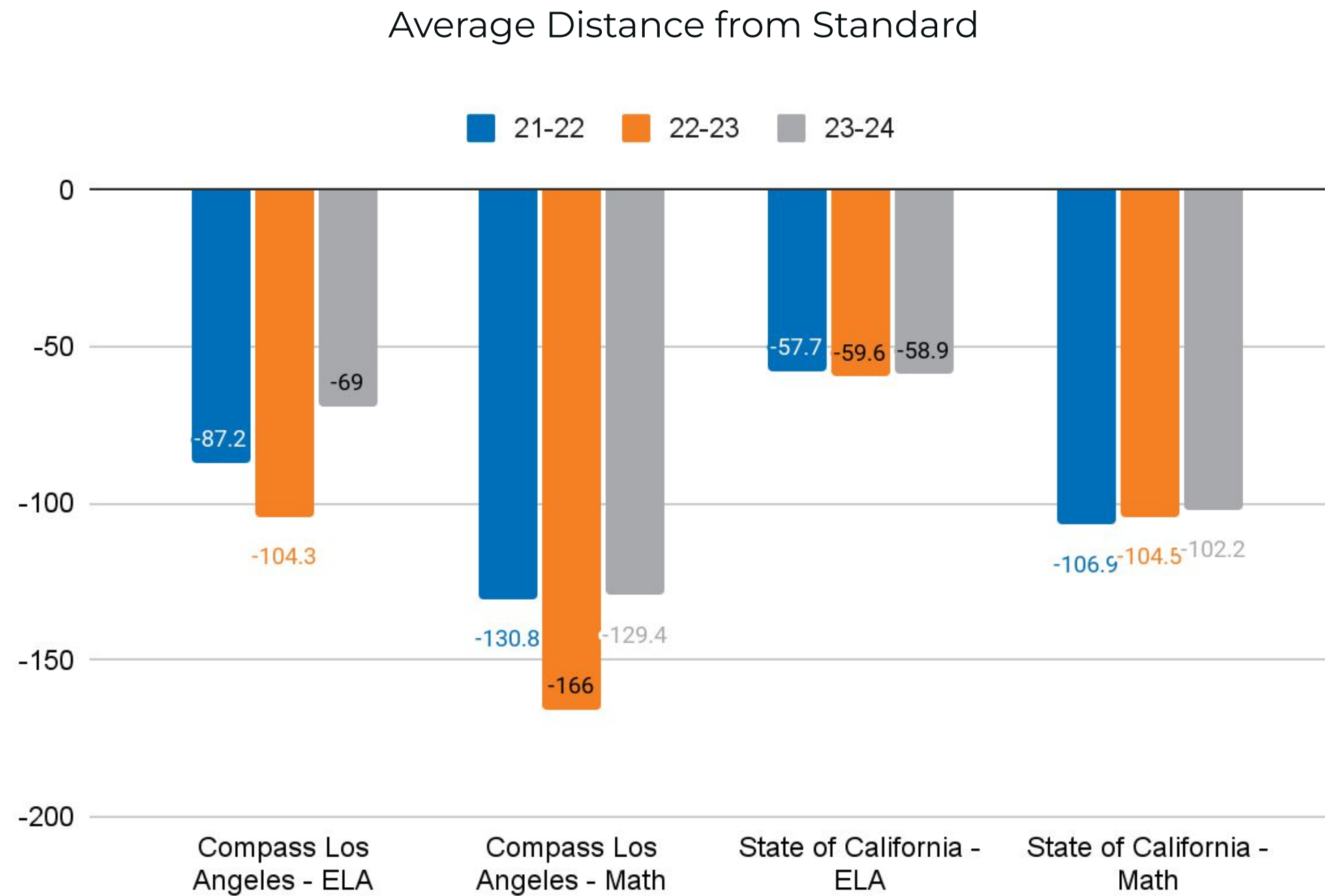
# English Learner ELA Performance



All data comes from ParsecGo; this data does not take the Loss Penalty into account.



# African American Student Performance



All data comes from ParsecGo; this data does not take the Loss Penalty into account.  
Powered by BoardOnTrack



# Scholar Success: Renaissance



# Renaissance Growth Data

*Measured as Student Growth Percentile (SGP)*

SGP compares a scholar's growth to that of his or her academic peers nationwide. These peers are students in the same grade with a similar achievement history on Star assessments.

Students whose fall-to-spring SGPs are between **35 to 65** **have demonstrated a year's growth** in a year's time. SGPs that fall **below 35 failed to meet a year's growth**, and SGPs that are **above 65 exceeded a year's growth**.

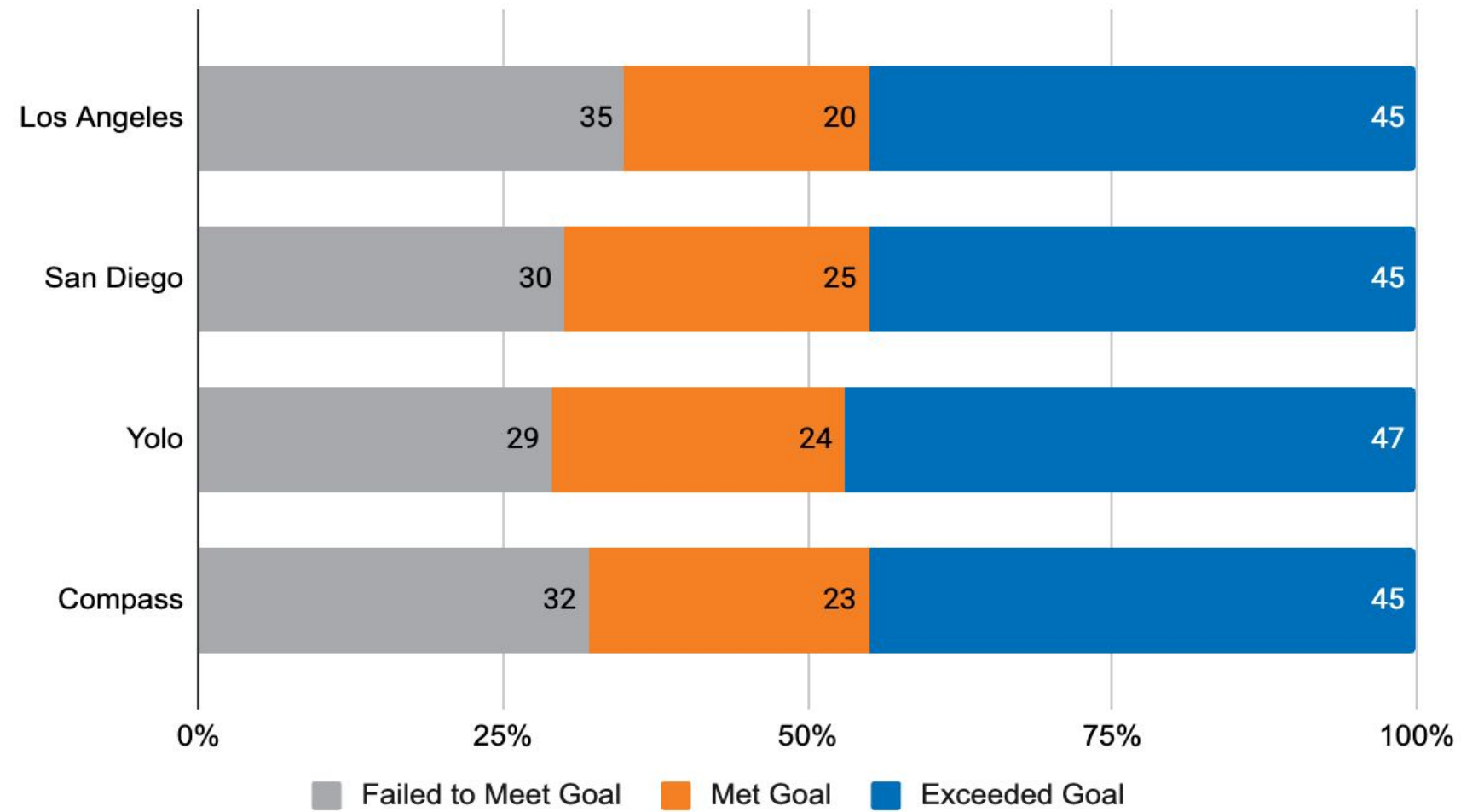




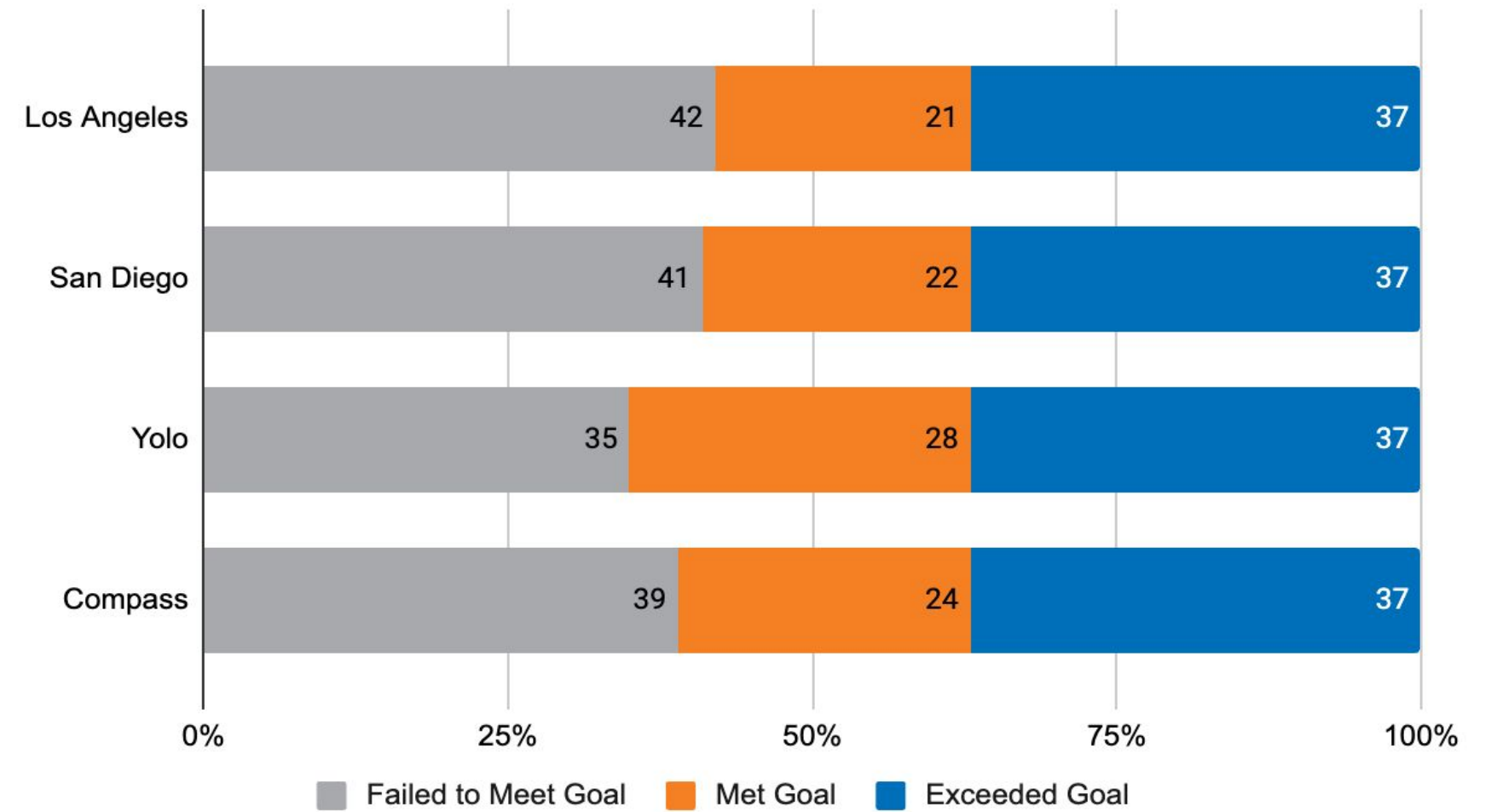
# Growth Data by Location

## Fall 23 - Spring 24

Reading

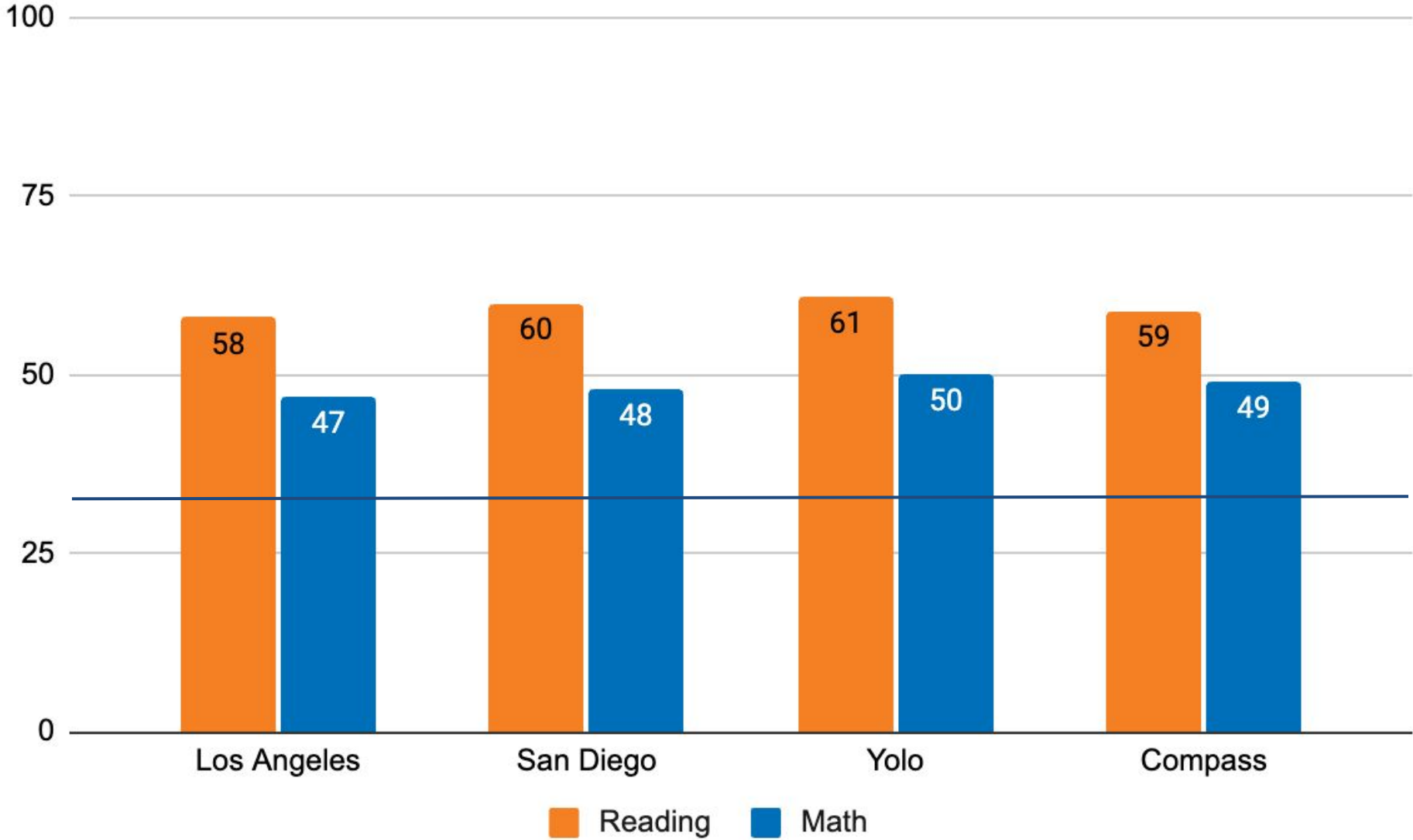


Math



# Median Student Growth Percentile by Location

## Fall 23 - Spring 24

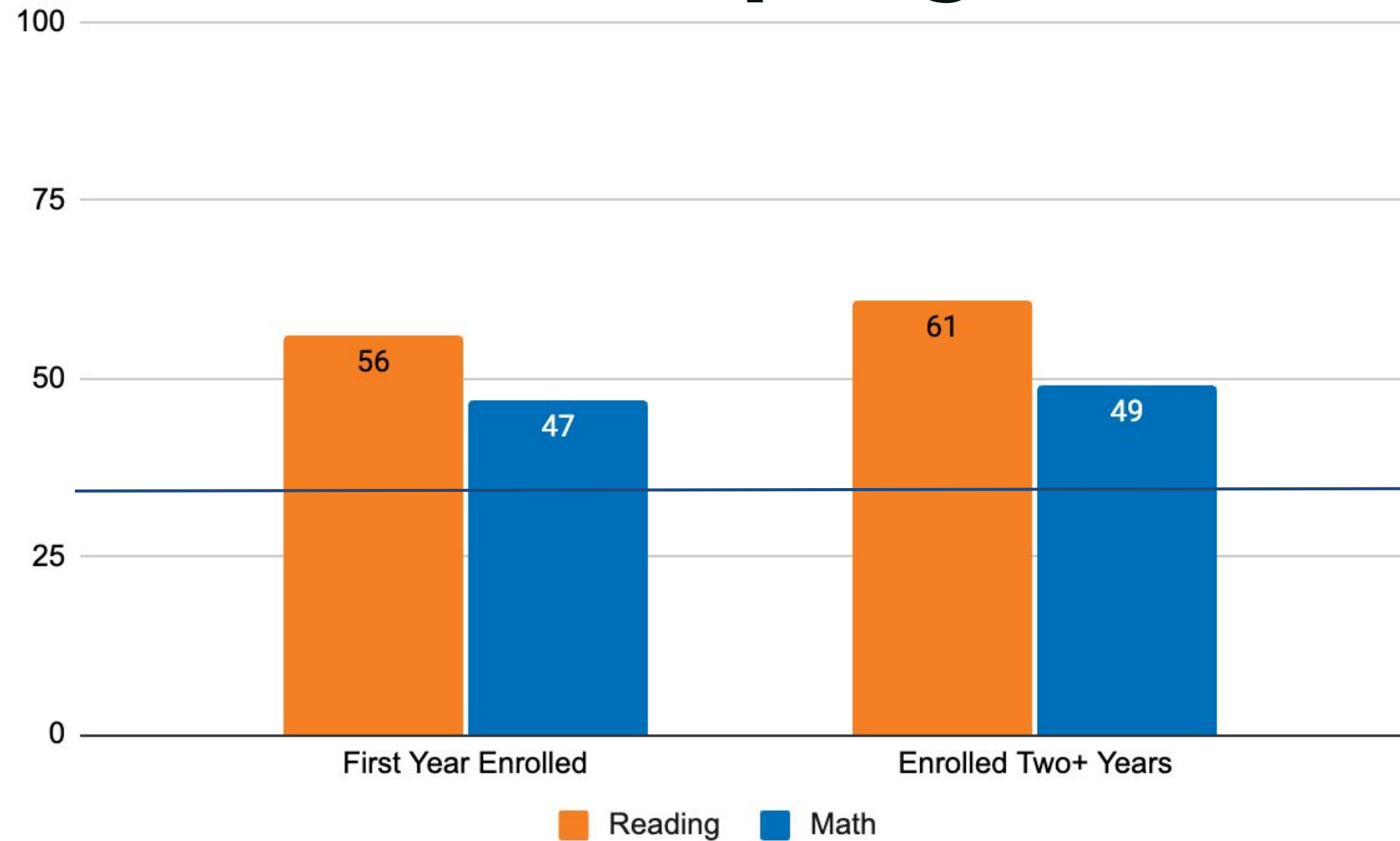


35 = minimum SGP demonstrating one year's growth from fall to spring



# Median Student Growth Percentile by Enrollment Length

## Fall 23 - Spring 24



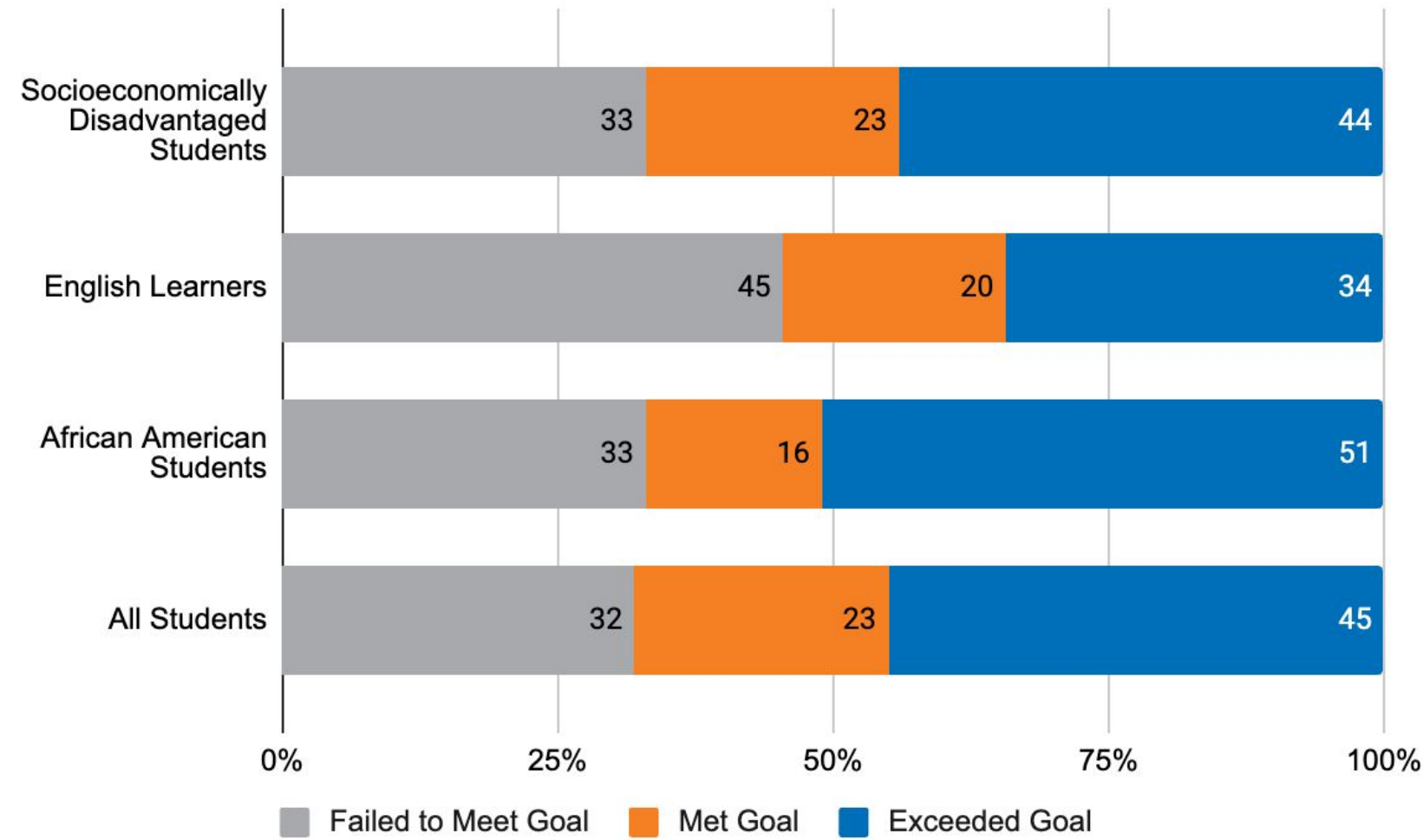
35 = minimum SGP demonstrating one year's growth from fall to spring



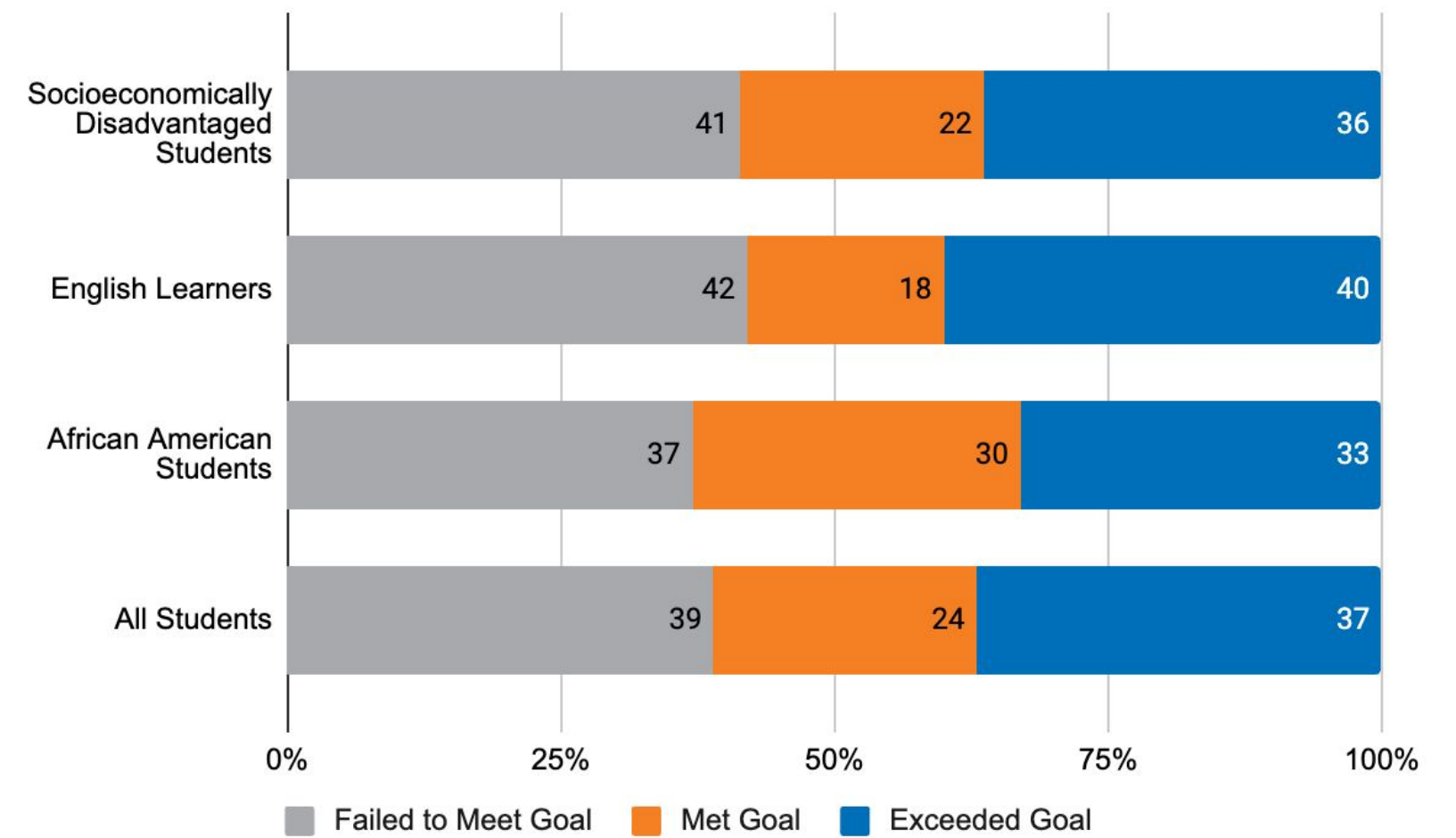
# Growth Data by Student Group

## Fall 23 - Spring 24

Reading



Math

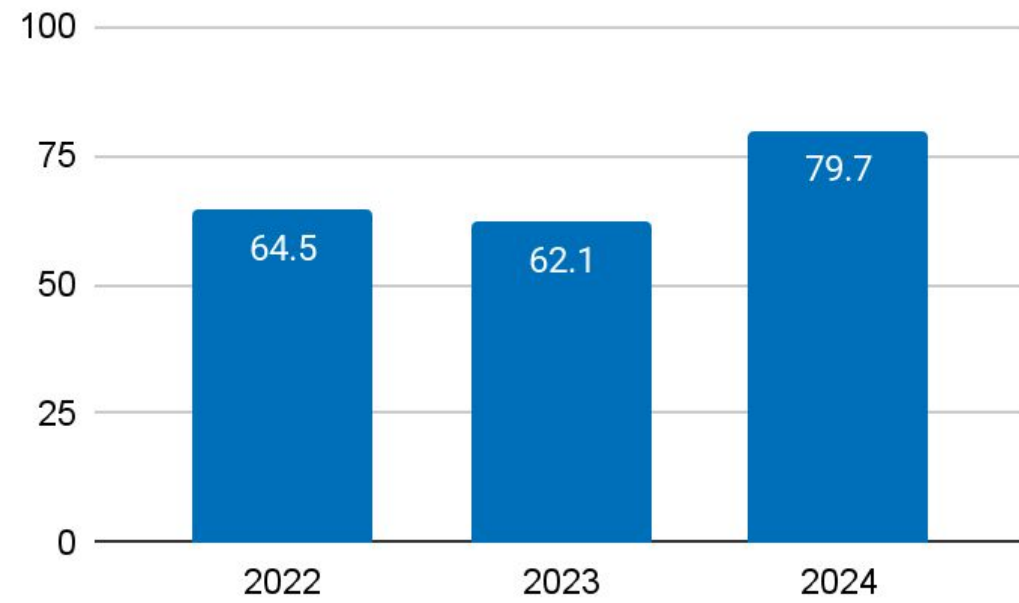


# **Scholar Success: Graduation Rate**

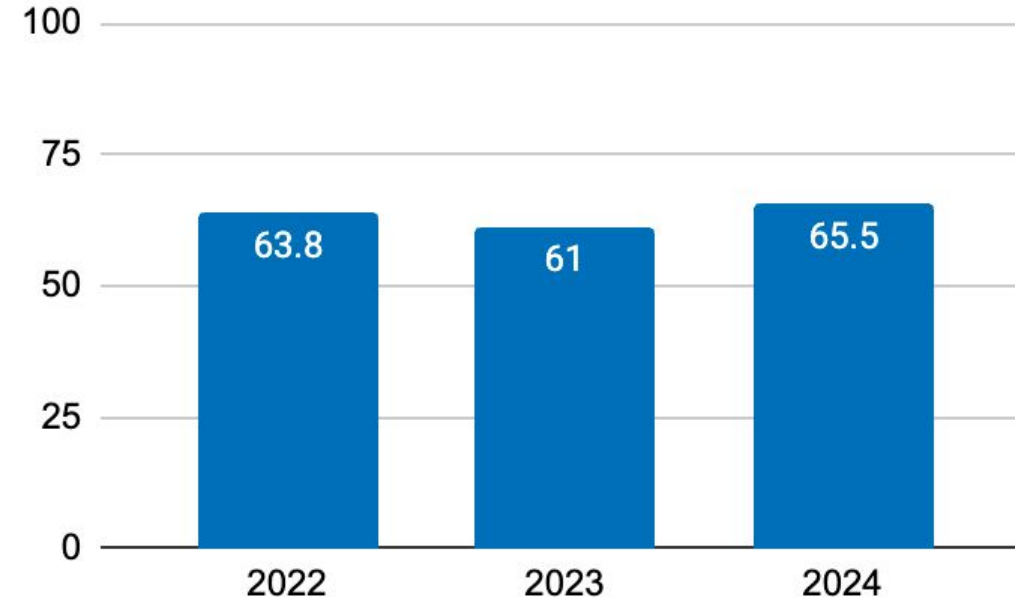


# Graduation Rate Trends 2022-2024

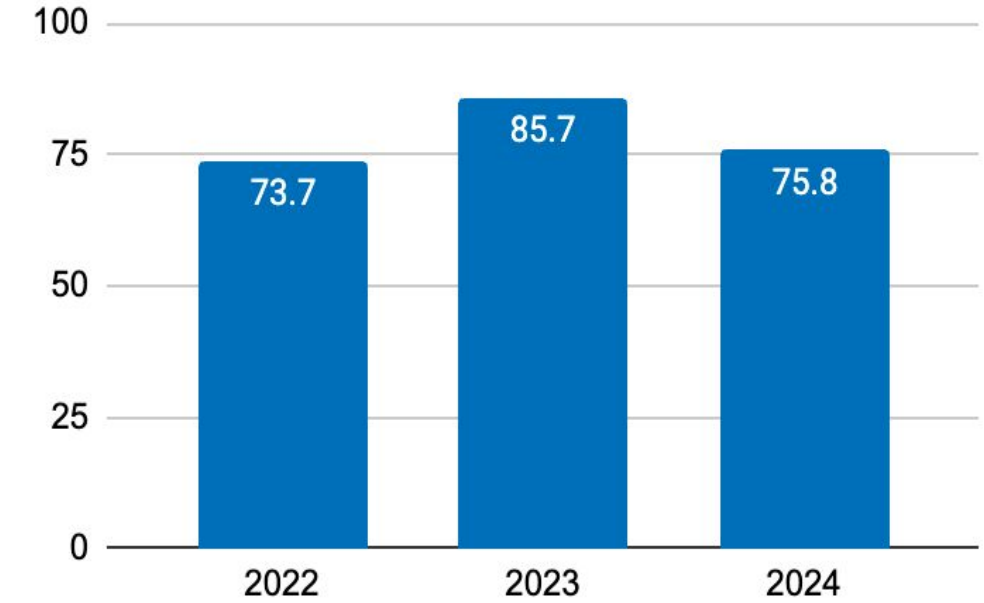
Los Angeles



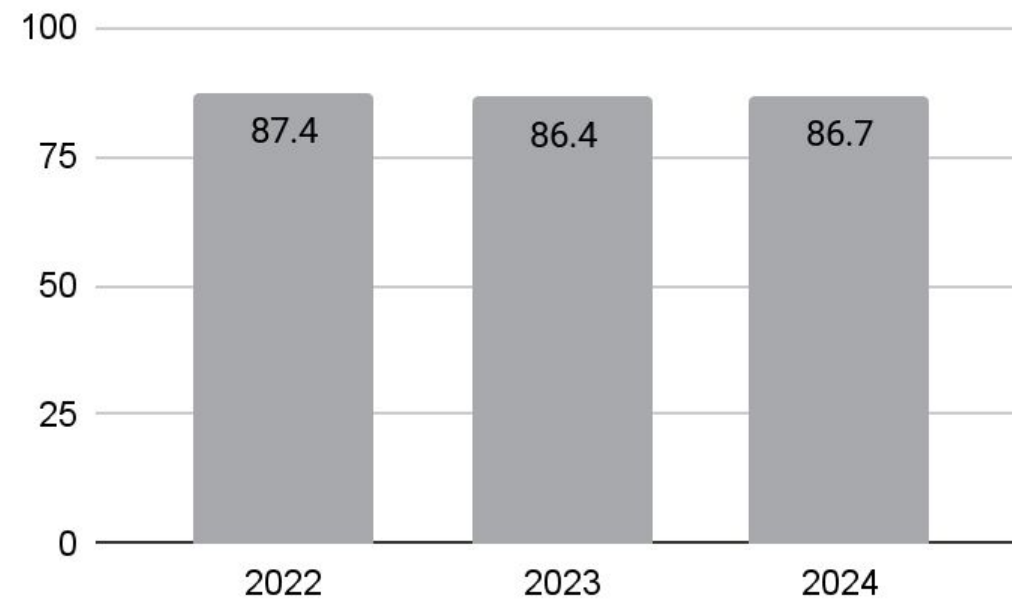
San Diego



Yolo

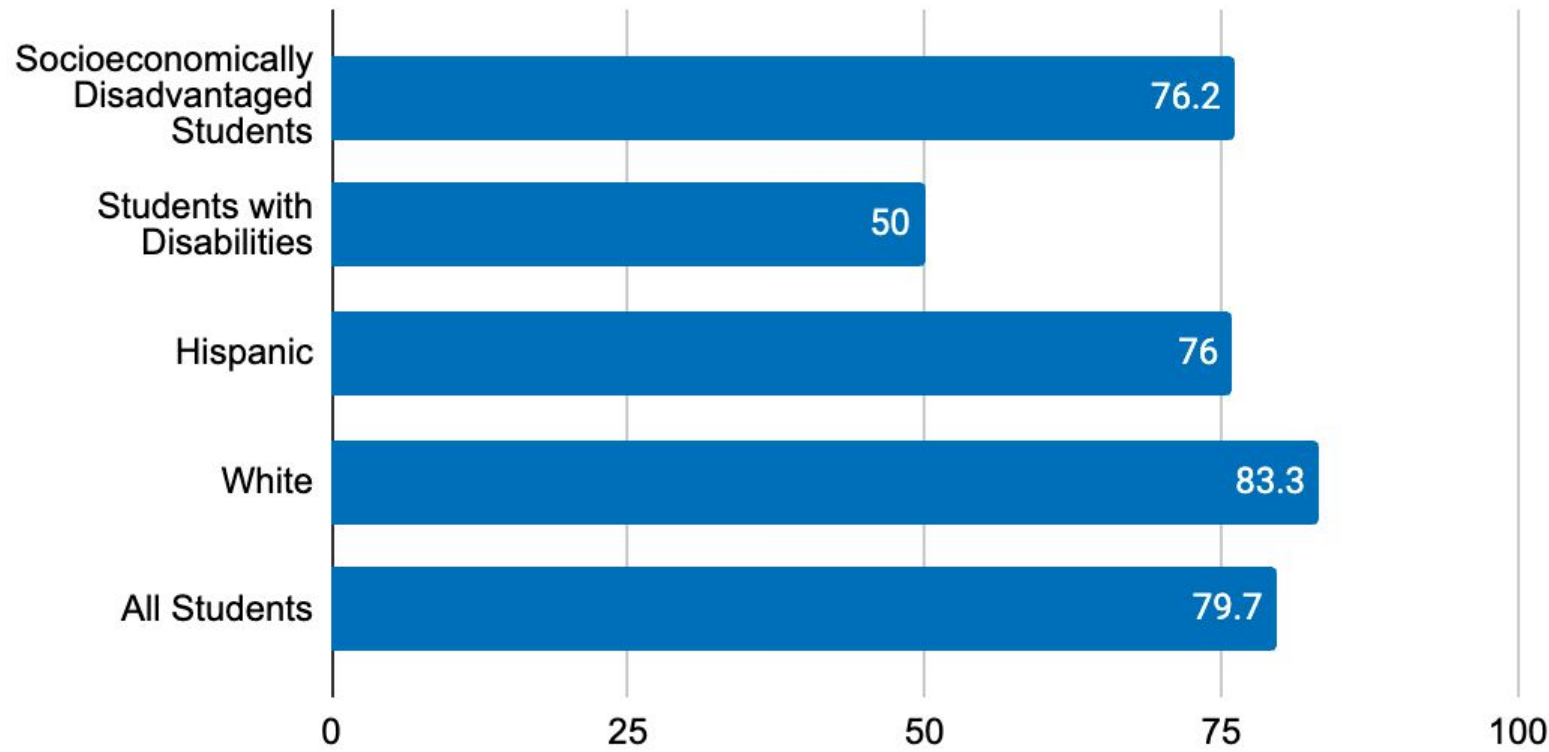


State of California

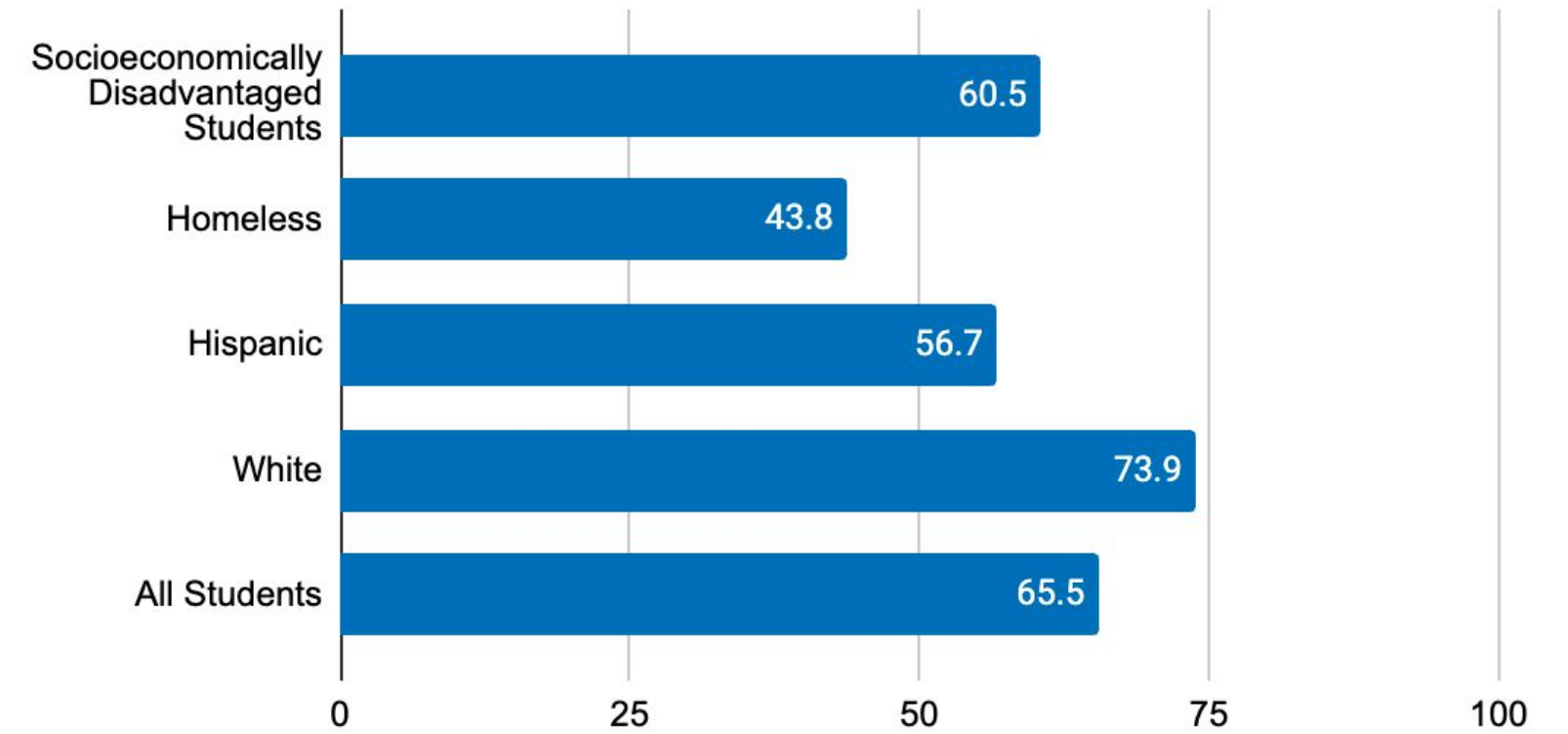


# 2024 Graduation Rates by Scholar Group

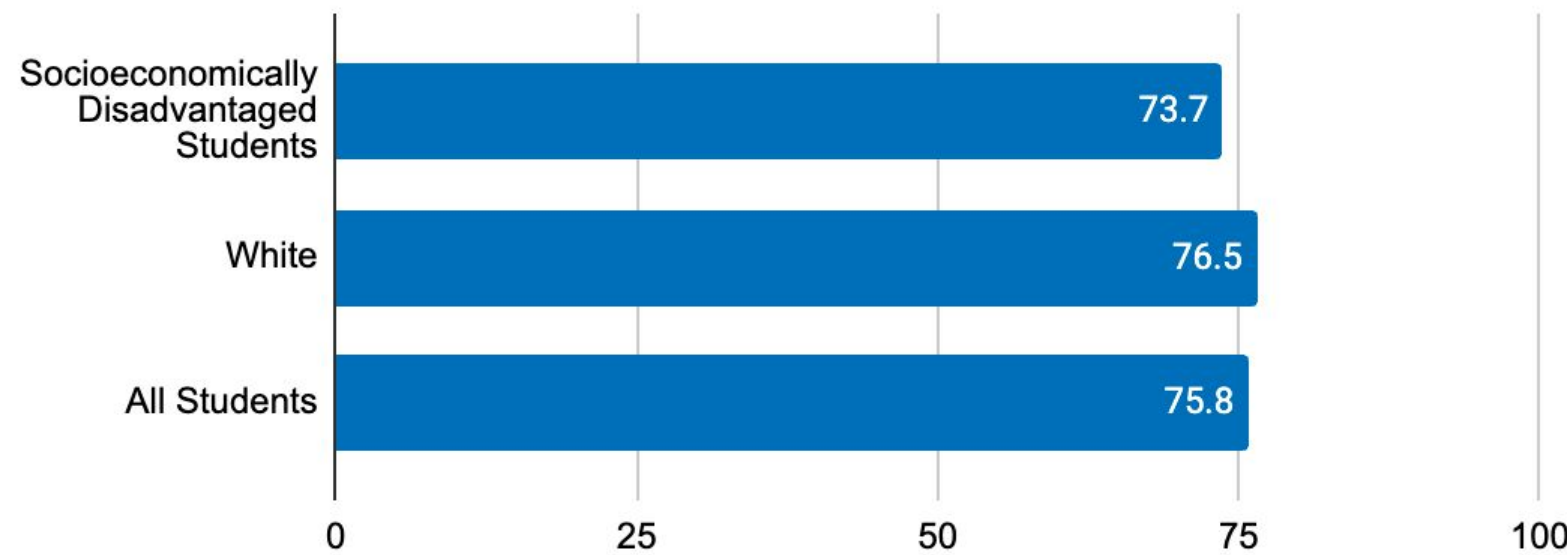
Los Angeles



San Diego



Yolo





# Awards and Accolades

- **Purple Star** – Compass Charter Schools is designated a Purple Star School by the California Department of Education for being equipped to meet the needs of military-connected scholars and their families.
- **Loud and Proud and Rising Firebird Scholarship Recipients** – Los Angeles - Avigael H., San Diego - Skylar T., and Yolo - Valerie P. These senior scholars were awarded scholarships by the Parent Advisory Council and Board of Directors.
- **Learning Coaches of the Year – Online Learning Program:** Los Angeles - Lata Mathrani Larabure, San Diego - Adriane Cunningham, Yolo - Veronica Titterington and **Options Learning Program:** Los Angeles - Brittany Thomas, San Diego - Adrianna Galancos, and Yolo - Marcie Franich. These parents were named Learning Coaches of the Year.
- **Employees of the Year** – Monique Grimes - Online Elementary School Teacher, Ruth Chavez-Rivera - Options Supervising Teacher, Annette Metten - Options Supervising Teacher (Certificated) and Danielle Gamez - Director of Operations (Classified) were recognized as Employees of the Year.
- **Firebirds of the Year - Online Learning Program:** Los Angeles - Caitlin K., San Diego - Skylar T., and Yolo - Hazel K. **Options Learning Program:** Los Angeles - Avigael H., San Diego - Sofia L., and Yolo - Michael P.
- **National Honors Society (Lifetime at Compass)** - Congratulations seniors Ashton S., Avigael H., Caitlin K., Grace N., Naomi O., Santana L., and Southern A. for a Lifetime at Compass on the National Honors Society!
- **Congratulations to scholars awarded** - ARTIC Values, Finding Your Compass, Golden State Seal, Good Samaritan Award, Honor Roll, Perfect Attendance, Presidential Awards, and Scholars of the Month.



# Compass is proudly affiliated with these





# Thank you Compass families.



[www.compasscharters.org](http://www.compasscharters.org)



# Coversheet

## Academic Division Update

**Section:** IX. Academic Services  
**Item:** A. Academic Division Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Academic Division Board Report 2025\_03\_08.pdf



## Academic Services Division | Board Report | March 8, 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.





# CAO Highlights

- ❑ Attended CCIS w/Compass delegation
- ❑ Reviewing Policies & Procedures  
(some for review today, others to come)
- ❑ Continued work w/Options to create HS Department for 25-26
- ❑ Annual Survey administration & Analysis



# Academic Support

## STAR growth results from BOY to MOY

**NEW for Spring 24/25:** On Watch scholars will have optional access to asynchronous support, including recorded lessons and NearPod activities.

**32%** Completely tested out of needing intervention support  
(increase of 2% from 23/24 BOY to MOY)

**74%** of 504 scholars are **at or above grade level** in **Math**  
(increase of 14% from 23/24)

**80%** of 504 scholars are **at or above grade level** in **Reading**  
(increase of 14% from 23/24)



# Academic Support

## *more STAR growth results from BOY to MOY*

- 25%** of Emergent Multilingual scholars attending 50% or more EL tutoring sessions moved up a benchmark category (increase of 10% from 23/24)
- 28%** of Emergent Multilingual scholars identified as Urgent Intervention on BOY assessment attending half or more EL tutoring sessions **increased** their score by at **least one or more benchmark categories** in Reading (increase of 10% from 23/24)
- 54%** Average EL Tutoring attendance for EM/EL scholars (increase of 35% from 22-23 and 2% from 23-24)

# Counseling



We are thrilled to share some incredible news! Compass Charter Schools of San Diego's counseling program has been officially recognized as a **Recognized ASCA Model Program (RAMP)** by the American School Counselor Association (ASCA). This prestigious designation highlights our commitment to providing a comprehensive, data-driven, and student-centered school counseling program that meets the highest standards of excellence.

This recognition places us among an elite group of schools nationwide that demonstrate an outstanding dedication to the success and well-being of every scholar. It reflects the hard work, collaboration, and unwavering support of our entire Compass community.

Our program will be celebrated at the RAMP Recognition Dinner on **Monday, July 14, 2025**, during the ASCA Annual Conference in Long Beach, California. This honor affirms our efforts and inspires us to continue fostering a supportive environment where every scholar can thrive.

Our Counseling team will be submitting our RAMP application for CCS of Los Angeles and CCS of Yolo in October 2025.



# Counseling



## Overview of the RAMP Process

The **RAMP application process** involves a rigorous, data-driven self-assessment and documentation of how a school counseling program meets ASCA's best practices. The process includes the following key components:

### 1. **Aligning with the ASCA National Model**

- Schools must demonstrate that their counseling program aligns with ASCA's **four components**:
  - **Define**: Establish program vision, mission, and student competencies.
  - **Manage**: Use assessments and tools to set priorities and organize the program effectively.
  - **Deliver**: Provide direct and indirect services to support students.
  - **Assess**: Measure program effectiveness and use data to drive improvements.

### 2. **Collecting and Analyzing Data**

- Schools must track and report **student outcomes, intervention effectiveness, and program impact** using measurable data.

### 3. **Developing and Implementing Action Plans**

- Schools must submit evidence of a **curriculum action plan, small-group action plan, and closing-the-gap action plan**, all of which show how the counseling program directly benefits students.

### 4. **Adhering to ASCA Ethical Standards**

- Schools must ensure their counseling practices align with **ASCA's ethical guidelines** and best practices.

### 5. **Submitting a Comprehensive Application**

- Schools must provide a detailed application, which includes **narratives, data reports, and evidence of progra implementation** over a full academic year.

# Counseling



## What RAMP Recognition Means for a School

Achieving RAMP recognition is a **prestigious accomplishment** that signals excellence in school counseling. Key benefits include:

- **National Recognition:** Schools with RAMP status are recognized as leaders in school counseling and student support.
- **Improved Student Outcomes:** The RAMP process ensures that schools focus on **data-driven strategies** to enhance student achievement, attendance, and well-being.
- **Enhanced Program Effectiveness:** The self-assessment and application process help schools refine and strengthen their counseling services.
- **Increased Stakeholder Confidence:** Parents, staff, and the community gain confidence in a school's commitment to supporting students holistically.
- **Professional Growth:** The process allows school counselors to **develop professionally**, improve their program's impact, and receive recognition for their hard work.

RAMP designation lasts for **five years** and the process itself serves as a valuable tool for **strengthening a school counseling program** and ensuring it meets the needs of all students.



# Engagement

- ❑ Baseline Data for 24-25 School Year as of 2/24/25 for Engagement Registrations of Special Populations
  - ❑ 26% of **SED** Scholars Registered for 1 or more Engagement Offerings
  - ❑ 17% of **EL** Scholars Registered for 1 or more Engagement Offerings
  - ❑ 57% of **Foster** Scholars Registered for 1 or more Engagement Offerings
  - ❑ 23% of **MKV** Scholars Registered for 1 or more Engagement Offerings
- ❑ Scholar Clubs Club Rush
  - ❑ Held Virtually on Friday, February 21 for the Spring Semester
  - ❑ 23 Scholar Clubs were presented  
(ten for grades TK to 5th and thirteen for grades 6 to 12)

Engagement event satisfaction rates are continuing to be consistently high. The Engagement Department continues to review data to find ways to increase participation.





# Online learning

- ❑ 2025-26 Accelerate Education (AE) contract approval
  - ❑ Costs have remained the same from our initial contract from 2020-21 school year.
  - ❑ Based on trends with total cost for implementing AE curriculum, the contract amendment includes the additional cost based on the “overage” cost trends over the past 3 years
- ❑ Over 92% of Online high school scholars passed their fall semester 1 courses.
  - ❑ +2% increase from fall semester 2023-24
  - ❑ +16% increase from fall semester 2022-23
- ❑ The team saw an overall increase in scholar course passing rates
  - ❑ Scholar assessment choice boards and project based learning has impacted these passing rates and increased scholar engagement.



# Options learning

- ❑ Reintegrating Seesaw for the Spring 2025 and will implement full department utilization plan for 25/26 SY
- ❑ Options Team and Community Providers department have developed a streamlined plan to simplify material ordering for staff and families. Projected to be more efficient and effective.
- ❑ Options Leadership held a series of parent meetings discussing the developing of our HS support program and our educational funding model. Parents provided feedback that improved our ability to make decisions and improvements.



# Special Education

- ❑ Compass has 382 scholars with IEPs as of 2/26/2025 (384 scholars, at this time last year)
- ❑ Compass currently has 81 scholars participating in our alternative curriculum (74 at this time last year).
- ❑ Exploring ways to improve services and save costs with alternative contracting and hiring speech therapists.



# Staff Support

- ❏ Planning is underway for the second in-service day of the year, on March 7.
  - ❏ Similar format: one keynote, two breakout sessions, team time in the afternoon.
  
- ❏ Instructional Coaches are onboarding two new hires in the Options Department, and starting cycle two of coaching
  - ❏ One Instructional Coach is on track to earn her P3 credential through SDCOE/USD by August.



Thank you.

Questions & Comments.



# Coversheet

## Day in the Life of an Online Scholar

**Section:** IX. Academic Services  
**Item:** B. Day in the Life of an Online Scholar  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 2024-25 Day in the Life of an Online Scholar (4) (1).pdf



# Compass Charter Schools' Online Learning Program

Daily instruction through Accelerate Education with  
teacher-led support and instruction





# CONTENTS OF THIS TEMPLATE

- Program overview
- Personalized learning
- Grade Banded Teams
- Daily, weekly, & Monthly expectations





# Online Learning Overview

**Academic Success:** Scholars in Compass Charter Schools' Online Learning Program consistently meet academic goals and show increased proficiency on state and internal benchmark assessments.

**Curriculum:** The program utilizes the award-winning, research-based, and standards-aligned **Accelerate Education** curriculum.

**Parental Involvement: Learning Coaches (parents)** help set goals, create schedules, monitor progress, and ensure engagement in **learning labs (synchronous instruction)**.

**Collaboration & Support:** Learning Coaches work closely with **supervising teachers** to support scholar success and celebrate achievements.



# Personalized Learning in the Online Program

01

- Customizable courses include **project-based learning, differentiated assignments, and assessments** to meet scholar needs and preferences.

02

- **Scholar choice boards, digital notebooks, and project based-learning** that leverage scholar interests to showcase mastery

03

- **Data driven instruction** during learning labs, Q&A session, small group learning sessions, and One on One support meetings

04

- **Grade level/Subject matter supplemental material kits** to support learning in online courses and learning lab engagement. A full list of materials can be found on the website.



# Grade span teams

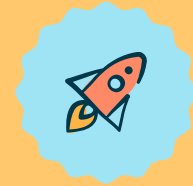


**K-5**  
**Elementary**

**6-8**  
**Middle School**

**9-12**  
**High School**

# Online Go-to Guides



These guides include:

- Expectations for success in the Online program
- Resources for scholars and learning coaches to access to support learning
- Learning lab schedules
- Best practices for Online learning
- Templates for daily/weekly/monthly schedule
- Basic overview on how to access Accelerate Education.



# Online Elementary

## K-3 Team

- Daily learning labs
- ELA and Math workbooks for handwriting practice
- Lakeshore kits engage scholars during learning labs and online course instruction
- Early literacy focus on reading and reasoning skills

## 4-5 Team

- Subject area learning lab focus
- Novel studies
- Digital notebooks
- Hands-on math learning
- Focus on writing and transitioning to middle school

# Online elementary



Compass Portals  
Accelerate Ed  
Learning Labs  
Testing  
Progress and Grading  
Technology Tips  
Engagement

## LC & Scholar Checklist

**Daily**

- Log into Accelerate Ed and complete assignments
- Check Teacher Feedback in Accelerate Ed
- Attend Live Learning Lab
- Log PE Activity in School Pathways Portal (LC)
- Log Academic Activity in School Pathways Portal (LC)

**Weekly**

- Read Monday Morning Update in Parent Square (LC)
- Check scholar Progress and Grades (LC)
- Be sure all Assignments are submitted in Accelerate Ed

**Monthly**

- Attend Connection Meeting with Supervising Teacher
- Update PLP with Supervising Teacher
- Sign and Archive Attendance at the End of LP ( LC)
- Add to your AVID Scholar Digital Portfolio

Woot!

Powered by BoardOnTrack

Template created by: SlidesMania.Com






# Online elementary



## Learning Lab Schedule



Learning Lab Schedule  Kindergarten - 5th					
	Monday	TueSday	WedneSday	ThursDay	Friday
8:00am					
8:30am	Live PE with Middle School Teacher Mrs. Talcott	Live PE with Middle School Teacher Mrs. Talcott	Live PE with Middle School Teacher Mrs. Talcott	Live PE with Middle School Teacher Mrs. Talcott	Live PE with Middle School Teacher Mrs. Talcott
9:00am		Kindergarten Mrs. Popelar	Kindergarten Mrs. Popelar	Kindergarten Mrs. Popelar	
9:30am		2nd Grade Mrs. Eagleton	2nd Grade Mrs. Eagleton	2nd Grade Mrs. Eagleton	
10:00am	Magnificent Mondays (All Scholars K-3)  5th Grade Mrs. Fullerton 10-11	3rd Grade Mrs. Watt  5th Grade Mrs. Grimes 10-11  4th Grade Mrs. Diaz 10-11	3rd Grade Mrs. Watt  4th Grade Mrs. Fullerton 10-11	3rd Grade Mrs. Watt  5th Grade Mrs. Grimes 10-11  4th Grade Mrs. Diaz 10-11	Fun Firebird Fridays Mrs. Hooper (All Scholars K-3)  4th & 5th Grade Power Hour Mrs. Fullerton & Mrs. Grimes & Mrs. Diaz
10:30am		1st Grade Mrs. Love	1st Grade Mrs. Love	1st Grade Mrs. Love	
1:00pm	Scholar Clubs (1:00pm-4:00pm)				
2:00pm					Virtual Scholar Workshops
3:00pm					
4:00pm					



# Online elementary



What does the day look like for an Online elementary scholar:

- Scholar will:
  - Set up and organize work space
  - Check their daily/weekly schedule they have created
  - Check their Compass email and Google Calendar to review communication from their teachers
  - Log into Clever and School Pathways
  - "Jump" to Accelerate Education from School Pathways.
  - Review "to do" list in Accelerate Education
  - Start engaging in a subject and lesson in Accelerate Education.
  - Take a break and log into learning lab
  - Take another break and possibly log into MTSS tutoring or ELD tutoring if needed



# Online elementary



What does the day look like for an Online elementary scholar:

- Scholar will:
  - Work on offline work and choice board work
  - Record their reading for a reading assessment
  - Take time to go outside and play (PE minutes too!)
  - Get creative with electives such as art, recorders, Minecraft, or Roblox



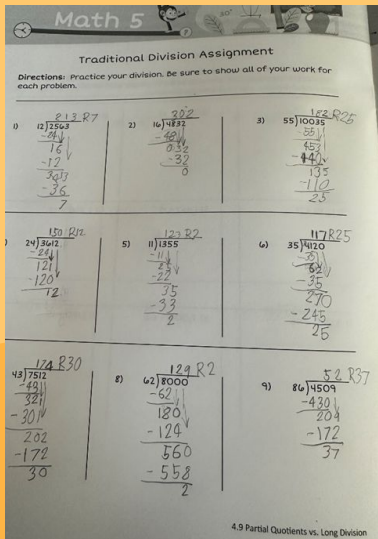
Online elementary scholars learned about Martin Luther King, Jr. Here, they show their drawings during a learning lab. Their drawings included words that represent what Martin Luther King, Jr. represented as a Civil Rights leader.



# Online elementary



Scholar highlights:



1st grader, Malia, created a poster highlighting water features for social studies



Luke H. practiced long division in 5th-grade math



## Online Middle School

- Scholars in grades 6-8
- Scholars have a supervising teacher and content course teacher
- Scholar move through middle school with the same supervising teacher

# Online Middle School



## A Day in The Life (Scholar & LC)

In this section you will learn about the day of a typical Compass scholar, as well as Scholar and Learning Coach responsibilities.

Day in the Life Checklist

1. Review daily scholar responsibilities
2. Review long-term scholar responsibilities
3. Review daily, weekly, and monthly learning coach responsibilities

Click the image to see an example of a daily scholar schedule!

## 1. Daily Scholar Responsibilities

- Use your Clever login to access your accounts. ([Slide 5](#))
- Check your Compass email and reply to any new emails. ([Slide 6](#))
- Log into Buzz and complete all work assigned for that day. ([Slides 8-11](#))
  - This includes reviewing lessons, taking notes, studying, taking quizzes, etc.
- Check feedback on work graded the previous day and make corrections as needed ([Slide 10](#))
- Check your Google Calendar and attend any Learning Labs, tutoring sessions, test sessions, etc. ([Slide 12](#))
- With your Learning Coach, open your activities log and check off all classes you worked on that day. ([Slide 15](#))



# Online Middle School



## Learning Lab Schedule



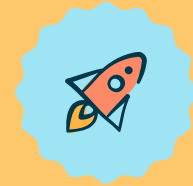
	Monday	Tuesday	Wednesday	Thursday	Friday				
8:00						8:00			
8:30	<a href="#">LL: Middle School Live P.E.</a> Mrs. Talcott (Perez) 8:30-9:00	<a href="#">LL: Middle School Live P.E.</a> Mrs. Talcott (Perez) 8:30-9:00	<a href="#">LL: Middle School Live P.E.</a> Mrs. Talcott (Perez) 8:30-9:00	<a href="#">LL: Middle School Live P.E.</a> Mrs. Talcott (Perez) 8:30-9:00	<a href="#">LL: Middle School Live P.E.</a> Mrs. Talcott (Perez) 8:30-9:00	8:30			
9:00	<a href="#">LL: AVID 6, 7 &amp; 8</a> Mrs. Lameli 9:00-10:00			<a href="#">LL: 8th English</a> Mrs. Mendoza Montgomery (M&M) 9:00am-10:00am		9:00			
9:30						9:30			
10:00	<a href="#">LL: 7th SS</a> Mrs. Lehman 10:00 - 11:00	<a href="#">LL: 6th Math</a> Mrs. Talcott (Perez) 10:00 - 11:00	<a href="#">LL: 7th Math</a> Ms. Samson 9:30am-10:30am	<a href="#">LL: Homeroom with all MS:</a> 10:00-10:30	<a href="#">LL: 7th English</a> Ms. Noller 10:00 - 11:00	<a href="#">Q&amp;A: 6th &amp; 8th English</a> Mrs. M&M 10:00-11:00	<a href="#">LL: 7th Science</a> Mrs. Talcott (Perez) 10:00 - 11:00	<a href="#">LL: 8th Science</a> Ms. Angelo 10:00 - 11:00	10:00
10:30	<a href="#">LL: 6th SS</a> Ms. Heinrich 10:30 - 11:30								10:30
11:00	<a href="#">Q&amp;A: 7th SS</a> Mrs. Lehman 11:00-12:00	<a href="#">LL: Spanish 1</a> Ms. Davis 11:00-12:00	<a href="#">Q&amp;A: 6th Math</a> Mrs. Talcott (Perez) 11am-12pm	<a href="#">LL: 8th Math</a> Ms. Samson 11:00 - 12:00					11:00
11:30	<a href="#">Q&amp;A: 6th and 8th SS</a> Ms. Heinrich 11:30-12:00			<a href="#">Q&amp;A: 7th English</a> Ms. Noller 11:00-12:00	<a href="#">LL: 6th English</a> Mrs. M&M 11:00-12:00	<a href="#">Q&amp;A: 7th Science</a> Mrs. Talcott (Perez) 11:00-12:00	<a href="#">LL: 6th Science</a> Ms. Angelo 11:00 - 12:00		11:30
12:00	<a href="#">LL: 8th SS</a> Ms. Heinrich 12:00 - 1:00	<a href="#">Q&amp;A: Spanish 1/French 1</a> Ms. Davis 12:00-1:00							12:00
1:00		<a href="#">Q&amp;A: 7th Math</a> Ms. Samson 1pm-2pm							1:00
2:00	Scholar Club Meetings and Independent Scholar Work Time	<a href="#">Q&amp;A: 8th Math</a> Ms. Samson 2pm-3pm							2:00
3:00	-List of Clubs -Sign Up Form					<a href="#">Q&amp;A: 6th &amp; 8th Grade Science</a> 3:00-4:00			3:00

Understanding this Schedule
6th Grade Class
7th Grade Class
8th Grade Class
Open to All Middle School
Elective: Only attend if you are signed up for this elective
No Classes





# Online Middle School

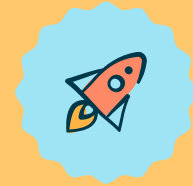


What does the day look like for an Online middle school scholar:

- Scholar will:
  - Log into Ms. Talcott-Perez's daily live PE class via Zoom
  - Set up and organize work space
  - Check their daily/weekly schedule they have created
  - Check their Compass email and Google Calendar to review communication from their teachers
  - Log into Clever and School Pathways
  - "Jump" to Accelerate Education from School Pathways.
  - Review "to do" list in Accelerate Education
  - Start engaging in a subject and lesson in Accelerate Education.



# Online Middle School

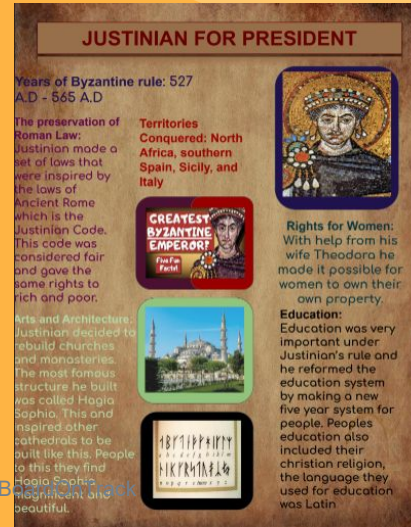


What does the day look like for an Online middle school scholar:

- Scholar will:
  - Take a break and log into subject specific learning lab
  - Take another break and possibly log into MTSS tutoring or ELD tutoring if needed



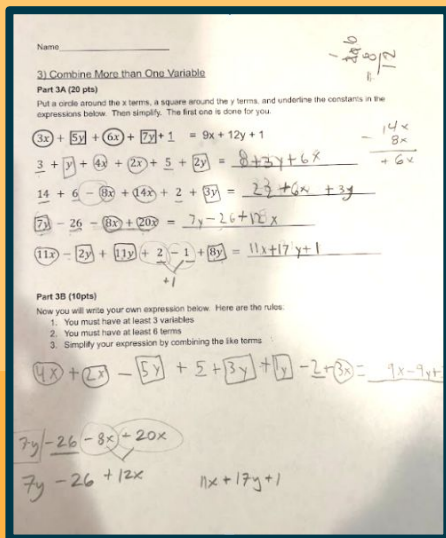
7th grader Anthony M. created a presidential poster for a historical figure in 7th grade social studies



# Online Middle School



Scholar highlights:

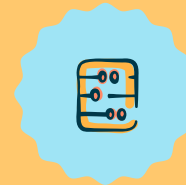


In Ms. Talcott-Perez's 7th grade science class, scholars showcased their learning by creating a model of a cell.



6th-grade scholars practiced simplifying equations in math.

# Online High School



**A-g**  
Accelerate Education  
Online HS course  
meet A-g course  
requirements

**Credit Recovery**  
These courses are  
mastery based and  
adaptively release  
content for scholar to  
work quickly

**Advance Placement**  
The Online High  
School program  
includes 4 AP  
courses (5 for  
2025-26)






# Online High School



## Learning Lab Schedule



  
**2024-25 Online High School LL & Q+A Schedule**  
**\*\*Start the week of September 3rd**

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
10 AM	<a href="#">Scheetz Q&amp;A</a> <a href="#">AVD</a>	<a href="#">Algebra 1 LL</a> (Scheetz)		<a href="#">ELA 10 LL</a> (Pollock)	<a href="#">Winter Q&amp;A</a>
11 AM	<a href="#">Sowell Q&amp;A</a> <a href="#">Spanish 1 LL</a> (Davis)	<a href="#">Geometry 1L</a> (Lewers) <a href="#">Algebra 2 LL</a> (Woodley) <a href="#">Algebra 1 LL Full Year</a> (Scheetz)	Online HS Homeroom-ST Livesynch Instruction (see links in the table below)	<a href="#">US Hist 11 LL</a> (Rosen) <a href="#">Spanish 2/3 Q&amp;A</a> (Vazquez) <a href="#">Options -&gt; AE Support (11:00-11:30)</a> (Lewers)	<a href="#">Health/PE LL</a> (Winter) <a href="#">El Massey Q&amp;A</a> <a href="#">Pre-Alg/Geometry Q&amp;A</a> (Lewers)
12 PM	LUNCH Hour (12-1 pm) <a href="#">Q&amp;A Support</a> Davis	LUNCH Hour (12-1 pm) Counseling Learning Lab 12:00-1:00 ( <a href="#">View session schedule here</a> )	LUNCH Hour (12-1 pm)	Counseling Learning Lab 12:00-1:00 ( <a href="#">View session schedule here</a> )	LUNCH Hour (12-1 pm)
1PM	Scholar Club Time (1-4 pm)	<a href="#">Pre-Algebra LL</a> (Lewers) <a href="#">Chemistry 1L</a> (Woodley) <a href="#">Ramirez Q&amp;A</a>	Early Release Wednesdays (1-5 pm)	<a href="#">Economics 12 LL</a> (Rosen) <a href="#">World History 1L</a> (Sowell)	Virtual Scholar Workshops
2 PM		<a href="#">Physics 1L</a> (Ramirez) <a href="#">Woodley Q&amp;A</a> <a href="#">Pollock Q&amp;A</a>		<a href="#">ELA 9 LL</a> (Pollock) <a href="#">ELA 11 LL</a> (El Massey)	<a href="#">Spanish 3 LL</a> (Vazquez) <a href="#">US Hist/ Gov/ Econ Q&amp;A</a> (Rosen)
3PM		<a href="#">Biology 1L</a> (Ramirez) <a href="#">PreCalc Q&amp;A</a> (Woodley)	<i>Keep working independently!</i>	<a href="#">ELA 12 LL</a> (El Massey)	
4 PM	<a href="#">Spanish 2 LL</a> (Vazquez)	<a href="#">Physical Science LL</a> (Ramirez)			



# Online High School



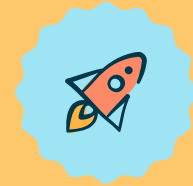
What does the day look like for an Online middle school scholar:

- Scholar will:
  - Set up and organize work space
  - Check their daily/weekly schedule they have created
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  - Log into Clever and School Pathways
  - "Jump" to Accelerate Education from School Pathways.
  - Review "to do" list in Accelerate Education
  - Start engaging in a subject and lesson in Accelerate Education.





# Online High School



What does the day look like for an Online middle school scholar:

- Scholar will:
  - Take a break and log into subject specific learning lab
  - **During Midterms and Finals, attend the proctoring room to complete the A-g exams**
  - Take another break and possibly log into MTSS tutoring or ELD tutoring if needed



In Mr. Ramirez's biology class, scholars reviewed for the semester final using Jamboard.

In this course, you have learned about several big ideas that can be applied across all aspects of the field of biology. Explain two of these big ideas, and provide an example of each.

Thinking like a scientist, you predict that washing your jeans more often will cause them to fade faster than a pair you wash fewer times. What would be your next step if conducting a scientific investigation?

Describe Cell Theory.

Why is cell theory important to scientists today? Provide an explanation along with an example.

hypotheses and predictions for example: jeans will fade faster if washed more often than if washed less often.

I would get to pairs of jeans and wash one constantly and the other once every week then I think you would find your answer -  
Dawn B

cell theory is a scientific theory that is supported in the most observable, verifiable, testable, and falsifiable way possible. It is the basic structural units of life.

the cell theory is important today because it is a foundation of biology.

because it provides information about the basic units of life.



# Online High School



Video: Scholars in the Introduction to Artificial Intelligence created a video presentation demonstrating what they are learning in this engaging elective.



Hana S. created a presentation to showcase her learning for her research project in Honors Geometry.

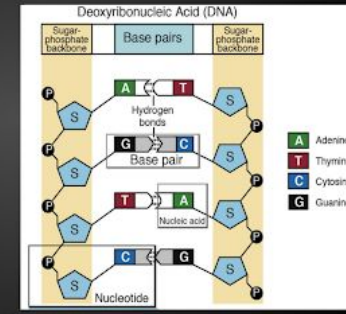


**M.C. Escher's Life**

- M.C. Escher, a Dutch artist, was born in Leeuwarden in 1898. He was a well-known illustrator, muralist, tapestry designer, and printmaker.
- Although he initially aspired to be an architect and enrolled in the School for Architecture and Decorative Arts in Haarlem, he discovered his passion for art and drawing while studying there, which prompted him to shift the focus of his work.

## Nucleotides and the Double Helix

What nucleotides have to do with the double helix is that the double helix is built up from nucleotides. The double helix will be built with four nucleotides but all four nucleotides have different bases. Though the nucleotides eventually repeat to continue the double helix.



Biology scholars showcased their learning of DNA by creating a virtual poster.



# Thank you!

Questions?

Please reach out to

Janae Smith, Director of Online Learning

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

805-407-1448



# Coversheet

## Compass Independent Study Administrative Regulations 25-26

**Section:** IX. Academic Services  
**Item:** C. Compass Independent Study Administrative Regulations 25-26  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:**  
CCS IS Independent Study Administrative Regulations 25\_26 showing changes from 24-25.pdf



## Compass Charters Independent Study Administrative Regulations ~~2024/2025~~2025/2026

All of the policies and procedures outlined in these regulations adhere to the Compass Board Policy that was approved for Independent Study.

### Resources

- [Organization chart on WorkVivo](#)
- [Promotion/Retention Policy](#)

### Notes

- Links to documents below that are renewed annually (e.g., registration links, data studio), will be updated upon renewal.

## 1. Scholar Enrollment Process | [Enrollment Specialist](#)

Note: [See Registration Lifecycle](#) for detailed instructions.

### 1.1 Enrollment Documents

\*Bold items are required documents.

1. **Proof of CA Residency**- Scholars must provide two documents [from this list](#) verifying that the scholar is a resident of the appropriate county (county where charter is authorized or its adjacent counties). The document does not have to be in the scholar's name. See residency policy [here](#).
2. **Proof of Age** - Scholars must provide one document [from this list](#) verifying their age.
3. **Prior Academic Records**- Report cards or transcripts may be uploaded at enrollment, but are not required. The Records Department always requests the cume file from the previous school. For high school scholars, enrollment asks for transcripts, but cannot delay enrollment for these documents.
4. **Immunizations** - These may be uploaded, but are not required as we are an Independent Study program.
5. **Housing Questionnaire** - ~~This is a new requirement that the school sends this out, but it does not mean that we have to get it back. It helps us determine which scholars qualify for [McKinney Vento](#).~~  
In accordance with the federal McKinney-Vento Homeless Act, Compass will administer a housing questionnaire at the beginning of each school year for returning scholars and during enrollment for new families to help identify homeless scholars and unaccompanied youth.
6. **OK** - Scholars are encouraged to provide a photograph of themselves to be used on school ID badges and for general identification purposes.

### 1.2 Conditional enrollment documents required for scholars who meet specific criteria.

1. **Caregiver Affidavit** - These are collected if a person other than the parent or legal guardian is enrolling a minor.

2. **Oral Health Assessment and Report of Health Examination** - These are collected from scholars who are in kindergarten or enrolling in the CA public school system for the first time.
3. **18+ Authorization of Release of Records** - Parent/ guardians will remain on the scholar records in the SIS unless the adult scholar (18+) requests to remove the parent/ guardians from accessing their educational records. The adult scholar can complete the [Change of Contact form](#) if they would like to remove the parent/ guardian from their scholar record.
4. **SPED/504 Records** - These may be uploaded at this time and are requested but not required. The Records Department will request these from the previous school as we cannot hold up enrollment for these documents.
5. **Kindergarten Continuance**—Per California Education Code sections 46300 and 48011, a scholar of kindergarten age who is enrolling in TK must complete this form. Per our incoming grade-level placement policy, this parent/guardian request would need approval from the Program director.

### 1.3 Enrollment Forms (signed)

1. **Household Data Collection**—This is an annual California state requirement. The state requests household income information from all families, which helps the state determine how much aid Compass gets for low-income families (if available in the Reg Online application portal).
2. **Cumulative Records Release** - Allows Compass to request cume files from scholars' previous school.
3. ~~**Special Education Agreement**—Parent/Guardian signs stating their scholar has not been in Special Education before.~~¶  
~~**504 Agreement**—Parent/Guardian signs stating their scholar has not had a 504 before.~~

### 1.4 Enrollment Procedures

1. Collect all **required** and conditional documents, and make sure that all forms are signed by the parent/guardian. If the scholar is in high school, and has stated that they have an IEP or 504, ask the parent/guardian for the applicable document(s).
2. Confirm grade level and program before importing new scholars into School Pathways Student Information System (SIS). **Refer to incoming scholar grade level placement policy in scholar handbook.**
3. Import into SIS.
4. In the SIS, complete pre-enroll process ([Yolo Enrollment Specialist](#)), which includes
  - a. Flagging [records specialist](#) (Silvia for Special Ed)
  - b. Flagging [counselor](#)
  - c. Flagging [Special Populations](#) if necessary.  
Note: Enrollment does not assign STs, or SpEd Ed Specialists or Case Managers. Program coordinators and Special Education technicians are to check the registration dashboard regularly to determine ST/ES assignments needed.
  - d. [Assign Counselor to Support Staff Association Section](#)
  - e. Sends [enrollment complete email](#) from [enrollment@compasscharters.org](mailto:enrollment@compasscharters.org) to the primary contact, including an invitation to attend orientation
  - f. Enrollment Specialist deletes own staff association

### 1.5 Orientation Procedures

1. Family Registers for Program Orientation
  - a. Each family signs up for a specific program orientation session. The link to register is included in the enrollment team email communications.

- i. [24-25 Online Orientation Registration Link](#)
  - ii. [24-25 Options Orientation Registration Link](#)
  - iii. [SPED Orientation Link](#)
2. Attend Weekly Program Orientation
    - a. Families attend the weekly program orientation to familiarize themselves with the program requirements and initial steps for getting started.
  3. Orientation Coordinator Follow-Up
    - a. After the orientation session, the Orientation Coordinator follows up with each family.
    - b. The coordinator provides all necessary resources reviewed during the program orientation.
    - c. Assistance is offered to the family until a Supervising Teacher is assigned.

### 1.6 Records Obtainment | Record Specialists

*This process is happening concurrently to prepare a master agreement for signature.*

1. Once flagged by Enrollment, [Records Specialists will request a scholar's cumulative file](#) based on previous school history.
2. As the scholar's cumulative file is received Records will:
  - a. Review all incoming records for IEP & 504 documents (if provided)
    - i. Send IEP to the Special Ed Technician if IEP is provided.
3. The complete cumulative files are uploaded to the [Cume tab](#) in the SIS.
4. For High School scholars, the scholar's previous school's transcript is shared with the assigned counselor and transcript history is added to the SIS.

**Note:** Not receiving any of the above shall not halt the enrollment process.

### 1.7 Transcript Evaluation | Counselors:

1. **What needs evaluation** - School counselors are responsible for evaluating a scholar's academic high school transcript to ensure proper course placement and progress towards meeting graduation requirements. If a scholar is not in high school, completed a high school level course in middle school, or completed a concurrent enrollment course at a community college, then a transcript evaluation would not be needed.
2. **Create Four Year Cohort Plan if needed (High School)** - Scholars will work collaboratively with their counselor to create a four-year plan. A four-year plan allows scholars to personalize their high school experience, incorporate courses that will lead to their future college major and/or career, and ensure that they graduate from high school within their four-year cohort.
3. The four-year plan should be reviewed each year to ensure that a scholar is on track ~~in meeting~~ to meet graduation requirements and post-high school goals.
4. **For Certificate of Completion or Alternative Diploma Scholars with an IEP** - If necessary, counselors should consult with an Ed Specialist regarding courses and alternate pathways. If the Ed Specialist notes any inconsistencies with a scholar's course(s) at the time of signing the master agreement, they should consult with the scholar's assigned counselor.

### 1.8 Master Agreement Creation | Operations, STs & Counselors:

1. **Master Agreement**- To attend CCS, each scholar, learning coach (parent/legal guardian), special education case manager (if applicable), and supervising teacher shall sign a Master Agreement (MA) prior to the first day of courses each school year.



This is a legal document and must be signed, dated, and returned to CCS. No scholar or learning coach will have access to the curriculum until the MA is signed and returned. Failure to sign and return an MA within the first three days of the MA start date will result in [involuntary withdrawal](#).

The signed MA is the agreement that the scholar and learning coach sign to demonstrate their intention to continue enrollment in CCS. All scholars enrolled in CCS must sign a new Master Agreement each school year.

2. **Set Master Agreement Parameters**- The master agreement and acknowledgment of responsibilities are reviewed/ revised annually by the Cabinet and Leadership team. The final draft of these documents should be reviewed by legal and board approved. Once approved, the Operations Department works collaboratively with the Systems Administrator to set the parameters of the Master Agreement (MA) in the Scholar Information System. [Asynchronous master agreement training is provided by the Compliance department to supervising teachers and Education Specialists.](#)
3. **Supervising Teacher Assignment** - All scholars must have a supervising teacher assigned in the SIS before course registration. The Online and Options Departments assign supervising teachers annually (if no changes need to be made for returning scholars then they will remain with their currently assigned supervising teacher). The Online and Options Coordinators typically use the [Data Studio](#) to find new scholars who need an ST assigned. **Expectation:** Please complete within 1 school day.

[If a scholar was involuntarily withdrawn, the coordinator will view the scholars "tag" on the dashboard and follow the Returning Tier 3 re-engagement procedures.](#)

4. **Special Education Case Manager Assignment** - When a scholar with disabilities is identified by enrollment, the Enrollment Specialist assigns the scholar to the Special Education Technician to review the special education records and work with Special Education coordinators to assign an appropriate Special Education Case Manager or Education Specialist. The Special Education Technician will then create the SPED program record and add the SPED case manager to the scholar's dashboard in the SIS. The Special Education Technician will also then flag the assigned counselor to notify that the scholar is "Ready for courses." **Expectation:** Try to complete within 2 school days. If more than 2 school days are needed, please add a note - "Placement delayed" within the SIS Contact manager. McKinney-Vento and foster youth scholars [would be when the IEP record is not available will be enrolled in general education and assigned immediate an interim offer once the records are received.](#)
5. **Course Enrollment** - The counseling department begins the process to generate and register scholars into courses within the SIS for the school year. The courses will appear on the scholar dashboard and master agreement (MA) for each scholar. Course scheduling is based on appraisal and [advice advisement](#) from the assigned school counselor (this may include communication with family and review of IEP, transcript, report cards, assessments).

**Note:** If necessary, for scholars with special needs on an IEP, counselors may consult with the Ed Specialist regarding courses and special ed programs. The expectation is that scholars take the required amount of courses/subjects unless otherwise indicated in the IEP.

6. **Generate MA** - The supervising teacher is responsible for generating the master agreement ("MA") for their roster of scholars in each charter/ scope in the SIS. The ST and Special Education Case Manager (if applicable) are expected to review it in preparation of the initial connection meeting to align curriculum/resources to the courses prior to the connection meeting. The master agreement is signed first by the supervising teacher and then sent electronically (via SP SIS through email) to the scholar, and

parent/ guardian (and if applicable, SPED case manager) within the SIS. The supervising teacher reviews all documents for pending signatures in the SIS with the "Sign Documents Compliance" page. Once the document is signed by all parties, the supervising teacher receives and all parties receive an email indicating "Contract Complete." Then the ST would navigate to the "Sign Documents Compliance" page to review, finalize, and archive the MA. This will send the MA to the "Archive Compliance" report which the Compliance Department will review and approve. The scholar's enrollment record will not be created until the MA is approved and will use the date of the last signature captured on the MA as the enrollment start date for ADA purposes. Please refer to the [MA Compliance Guide](#).

7. **MA Review and Approval** - The Compliance Department reviews master agreements three times a day (8am, 1pm, and 5pm) in the Archive Compliance Report in the SIS after a supervising teacher has archived the document. We review the MA for the following information: scholar demographic information, start date, course schedule, and all captured signatures for compliance. If the document is compliant, we approve it. However, if there is incorrect or missing information, we reject it. When the document is rejected, it sends an alert (no email) to the teacher's PLS/ Student Roster in the SIS that the document was rejected and the reason for the rejection. This should prompt the teacher to send a new MA to capture the correct information needed. After an MA is approved, this creates the "Independent Study" enrollment record in the SIS to show that the scholar is fully enrolled and adopts the date of the last signature captured on the MA as the scholar's start date unless it is before the school year begins then it will adopt the start date of the school year.
8. **MA Addendums**- An addendum, initiated by the supervising teacher, must be submitted if changes are made in SSID, courses, supervising teacher, special education case manager, grade level, or program during the school year. This document also requires that each scholar, Parent/Legal Guardian, and supervising teacher sign, thus approving the changes. If applicable, the SPED case manager should sign this document as well. Please refer to the MA Addendum Compliance guide.

An updated MA must be submitted if changes occur to the scholar's physical address that results in an interdistrict school transfer.

### 1.9 Non-Responsive Start (MA Not signed) Withdrawal

Refer to Operations [Withdrawal process](#)

### 1.10 Special Education Enrollment in SEIS

1. Contact Special Ed Technician will request special education records in the electronic system, SEIS or request a copy of the most recently implemented and consented IEP from the previous school district. Non-SEIS IEPs will be uploaded into the electronic system (SEIS), and the assigned case manager will be notified to complete the interim placement form.

## 2. Initial Connection Meeting | Supervising Teacher:

### 2.1 Schedule Initial meeting

1. Once the enrollment documents have been filled out, the teacher **must** schedule an initial meeting to review the MA and handbook with the scholar, and with parent or guardian if the scholar is a minor.
2. Send the current Welcome Packet, which includes a link to the scholar handbook and annual notifications for the family to review. ~~[Online Welcome Packet](#)~~ ~~[Options Welcome Packet](#)~~

**Note:** No attendance can be recorded prior to the signing of the master agreement and until the scholar turns in assigned work.

## 2.2 Documents that must be agreed to and signed during the first connection meeting

1. **Master Agreement**
2. **Acknowledgement of Responsibilities**- This document accompanies the MA and needs to be reviewed and signed by learning coach (parent), scholar, ~~and supervising teacher~~ **supervising teacher, and Ed Specialist if applicable.**  
**The Master Agreement and Acknowledgment of Responsibilities must be signed by all parties as written. Conditions, exemptions, markings, notes, and additions are not permitted.**
3. **Determine technology and curriculum** needed. CP receives laptop orders from families and collaborates with the ST to ensure that the ordering process is followed. STs work with LCs to ensure packaging slips are returned.

If a scholar requires a **computer** and **connectivity** device (e.g., hotspot) to access the curriculum, the scholar will fill out a request form using our tech support system:

<https://www.compasscharters.org/contact/helpdesk/www.compasscharters.org/support>

## 2.3 Mandatory Assessments

1. **Baseline Assessments** – In accordance with the Compass Charter Schools pre/post guidelines, every scholar must ~~be given a pretest~~ **complete an initial diagnostic** in STAR Math and STAR Reading. The ~~pretest~~ **diagnostic reports** for **Math** and **Reading** must be ~~available~~ **accessible** to the scholar and ~~parent~~, when applicable, **to the parent** via the scholar's account.
2. **Growth Assessments** – scholars will be ~~tested~~ **assessed** using the STAR reading and math assessment when they are enrolled and at the beginning of the year (BOY), middle of year (MOY) and end of year (EOY).
3. **Timeline of Assessments** – Scholars need to complete the STAR assessment within three weeks of enrollment, either during the designated STAR window or, if they enroll after the designated windows, within three weeks of their enrollment date.

## 2.4 Establish lab time and/or weekly synchronous instruction time.

## 2.5 Verify required scholar log-ins.

This happens automatically when the scholar is enrolled in SIS.

## 2.6 [Options] Review curriculum and supply needs with LC.

Options ST supports ordering through OPS on an as needed basis. This may include: computer, hotspot, classroom supplies, curriculum, etc.

# 3. Connection Meetings | Supervising Teachers

## 3.1 Frequency, Expectations and Staffing

1. Supervising Teachers must meet with scholars and their learning coach at a minimum of once every twenty-seven school days to review the body of work with families via video conferencing platform.

2. Teachers are expected to monitor work and engagement on a weekly basis, at minimum.
3. When scheduling connection meetings, STs should review resources and supports for scholars. If applicable and appropriate to benefit the scholar, collaborate with and/or invite relevant supporting staff, which might include the counselor, academic support, EL tutor, 504 Coordinator, or Ed Specialists to provide needed input and/or support.
4. Supporting staff should attend connection meetings when possible, especially when scholars are having difficulty with the program. If support staff cannot attend, one should share notes ahead of time via SIS Contact Manager.

## 4. Teaching, Learning, Attendance and Assessment

### 4.1 Grading of Assignments

1. Per EC [51747\(c\)](#) and [51749.5\(a\)\(4\)](#), Compass shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.
2. For all scholars, the maximum length of time that may elapse between the time an assignment is made and the date by which the scholar must complete the assigned work shall be every twenty-seven school days ([Sec.13, Board Policy](#)).
3. Assignments must be given in increments that do not exceed twenty-seven days using the **Assignment and Work Record Sheet** in the SIS.
4. The Supervising Teacher (and Educational Specialists when appropriate) must review and evaluate student work in accordance with the state standards and determine if work is at grade level, showing progress towards grade-level standard mastery, and aligned to state standards. The assignment grades must be recorded in the SIS or in the online grade book (as in Accelerate Education).
5. See **Semester and Final Grades** for more.

### 4.2 Work Samples

1. Work Samples must be uploaded to SIS before the end of the learning period. The Compass policy for scholar work samples is **one work sample per course** we are taking attendance on, per **learning period** to submit through the portal to be identified for compliance audit [by the Supervising Teacher](#). All of the scholar's work must be stored electronically. Work samples must be labeled to match the assignment record.
2. Refer to these [work sample guidelines](#) for additional compliance guidance.

#### Assignment *Guidelines*

**Assigned work-** The Supervising Teacher, or course teacher, assigns work each learning period in the SIS that is aligned to grade-level standards.

**Assigned Work Evaluation-** At the end of the learning period, the Supervising Teacher evaluates the assigned work to determine scholar standard mastery and time value for attendance. ~~\*\*The assigned body of work is submitted in the designated learning management system (LMS). Supervising teachers will select work samples from this body of work.~~

Work samples **must include** the scholar's **full name, date submitted\*** (on a school day in the current learning period), evaluation mark by a teacher, **and subject** on the page.

\*If there is another date on the assignment indicating when the assignment was completed, that date **must be** on a school day during the learning period as well.

Expectations on work submitted-

- Be representative of the scholar's own work and abilities
- Be neat and legible
- ~~Include the scholar's name on the page~~ ¶
- ~~Not~~ contain any religious teachings or references
- (For math and science) Show problems worked out or explained in detail by the scholar
- NOT be multiple choice worksheets
- Be scored and/or have written evaluative comments by the learning coach (parent)
- For photos or Videos:
  - Be clear with sufficient light
  - Include the scholar with the project or work
  - Demonstrate the learning
  - Have a clearly written summary of the learning. (Use several photos if needed.)

~~3. Note: For Online Accelerate Education courses that are credit recovery (CR), the work that is submitted for each course is a quiz to determine standard mastery for each module unit.~~ ¶



#### 4.3 Attendance

1. Attendance accounting for charter schools is recorded in two ways, **Daily Engagement** and **Time valueValue**.
2. Scholar Engagement is tracked by the Activity Log, which encompasses the Scholar Activities Log, PE Log, online course activity and the Engagement Log
3. **Activities Logs** - Scholars and/or Learning Coaches must use the Student Activities Log (Grid Log MA) daily to log that school work was completed each day. **Only dates that are checked with scholar activity can be claimed in School Pathways for attendance.** Blanks on the activity log from lack of educational activity for the day or from lack of connections with the ST are considered absences. For scholars engaged in ~~the~~ both programs, the Activities Log should be ~~done~~ **marked** daily by the scholar and/or learning coach. The supervising teacher is expected to review the Student Activity Log submissions on a weekly basis to monitor for progress.
  - a) **Online Program - Teachers assign work to scholars for the learning period through connection meetings or through the LMS course.** Live Sync (occurs through the School Pathways event calendar and the engagement log in the SIS), Activities Log, and Write in PE log (grades K-5) (both through the parent portal of the SIS).

For scholars engaged in Accelerated Ed (Online), this log entry is automatically done when accessing Accelerated Ed curriculum. However, if the scholar is doing non Accelerated Ed work that day (e.g tutoring, synchronous instruction, reading a book, project), the Activities Log needs to be checked manually for that day by the Learning Coach or the Supervising Teacher.



- b) **Options Program** - Connection meetings also validate the Student Activities Logs. In order for attendance credit to be given and to monitor scholar academic progress, a representative body of work must be provided to the teacher when requested and in accordance with the frequency, time, and manner specified in the Board Policy on Independent Study and the applicable provisions of the Master Agreement, which will be aligned to the standards assigned by the supervising teacher. Each day the scholar, teacher or parent must indicate on the grid log which subjects that the scholar worked on to verify that the scholar accessed the curriculum/engaged in educational activities that day. This form must be stored in the scholar's electronic file each learning period.
- c) **Ed Specialists** will assign work, when appropriate, based on essential or alternative course assignments, e.g., for scholars with modified curriculum.

#### 4. Synchronous Instruction

- a) **Definition** - Per Assembly Bill 130, [EC 51747\(e\)](#) and Board Policy Manual Section 13, Compass credentialed staff offer grades opportunities for synchronous instruction. Synchronous instruction includes classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by the scholar's assigned teacher of record, and involving live two-way communication.
- b) **Application & Frequency**
  - (1) Provided via an online video conferencing platform wherein scholars will have the opportunity to participate in daily lessons and learning activities with similar aged peers (or in person at learning center).
  - (2) ~~Schedule~~ Compass staff will provide a schedule for daily and weekly synchronous instruction ~~will be communicated~~ to scholars and their families via ParentSquare and/or ~~electronic communication (e.g., ParentSquare, Google calendar)~~.
  - (3) Scholars shall be required to utilize their Compass Google accounts to access daily synchronous instruction.
  - (4) Synchronous instruction shall be **approximately 30 minutes per session**, but may be longer or shorter in duration at the discretion of the ~~supervising teacher~~ **facilitating staff member**.
    - (a) **Grades TK-3** - For scholars in transitional kindergarten, kindergarten and grades 1 to 3, supervising teachers provide opportunities for **daily** synchronous instruction for all pupils throughout the school year.
    - (b) **Grades 4-8** - Supervising teachers provide opportunities for both **daily** live interaction (between the pupil and a certificated or non-certificated employee of the Charter School) and **at least weekly synchronous instruction** for all pupils throughout the school year.  
  
Daily live interaction shall be available to all scholars in grades 4-8 through a schedule of social and academic programs published via ParentSquare and/or Google calendar.
    - (c) **Grades 9-12** - Supervising teachers provide opportunities for at least **weekly** synchronous instruction for all pupils throughout the school year.
- c) **Documentation** - Office hours, one-on-one instruction, and other instruction involving two-way communication, such as a connection meeting provided by the supervising teacher may count as synchronous instruction.
- d) The supervising teacher ~~must document~~ **content subject teacher/staff must document synchronous instruction and/or live interaction attendance** in the **Engagement Log (or School Pathways event engagement calendar)** whether scholars attended ~~or did not participate in offered sessions of synchronous instruction~~ **the offered session**.

**5. Time Value** is the number of hours of work that a scholar does work throughout the week.

A work equivalent of four hours for Kindergarten, five hours for grades 1-8, and 6 or more hours for grades 9-12, is equal to one day of attendance. Teachers have discretion in judging the time value of work product and determining what amount of work constitutes a day of attendance. The teacher should assign approximately thirty hours of work per week to ensure that a scholar completes a minimum of twenty hours of work.

**6. End of Learning Period** - At the end of the learning period, the supervising teacher shall determine attendance credit based upon the scholar's daily engagement in instructional activities required by the school on days that school is in session (Monday through Friday, non-holidays) and further determined based upon the time value of the scholar's body of work, judged at the discretion of the supervising credentialed teacher.

a. ↩

**The For scholars who do not engage in online activity during an instructional day, the supervising teacher ensures the Learning Logs (Grid Log MA) are signed for each scholar if activity has been added.** The dates and days of attendance collected must match.

**Attendance can only be collected on days with activity noted in the Student Activity Log. ¶**

**b. The Student Activity Log contains all activity found in the Student Activities Log (GridLog MA), online courses, P.E. log, synchronous instruction and live interaction. At the end of the learning period the ST will archive their scholar's Student Activity Log in School Pathways. This document does not need to be signed.**

**c. Assignment Work Record (AWR) – The AWR provides the list of assignments scholars are to complete during the learning period. This list is provided to and with input from the scholar and learning coach at the start of a learning period and evaluated by the end of the learning period to determine attendance time value and scholar progress.** Then, after the attendance team checks reviews the attendance, the teacher signs this at the end of the LP, legally verifying that the scholar has completed work valuing the amount of days in the LP stated on the document. The AWR must accurately reflect what the scholar has completed during the LP. This log will be stored in the School Pathways Student Information System (SIS) electronically at the end of the LP when it is finalized.

**Options** STs monitor scholar work daily through the SIS. ~~Other portfolio systems may be used temporarily for the 24/25 school year as a transition to full assignment upload in the SIS.~~

**Online** STs monitor through, although scholars are not required to submit work daily. Different programs (e.g., Early Explorers, High School Program) may use different portfolio systems temporarily; however, all compliance documents and grading must be recorded in the SIS.

STs are responsible for ensuring that compliance documents and grades are entered into the SIS, and collaborate with course teachers regarding progress for scholars in grade 6-12. ¶

~~For grades 6-12, the course teacher also shares course progress and concerns with the ST and directly with the Scholars and Learning Coach. ¶~~

they may request that learning coaches or scholars upload materials as needed. Work submission deadlines are set by the ST and must fall within the learning period.

**Online** STs monitor through the SIS and collaborate with course teachers regarding progress for scholars in grade 6-12. Once the learning period is complete and all of the scholars' attendance on the teacher's caseload has been entered, an Attendance Work Record (AWR) must be generated in the SIS. ~~The attendance team then alerts the supervising teacher to sign and archive the AWR. ¶~~



#### 4.4. California Mathematics Act of 2015—

In accordance with [California SB 359](#), known as the California Mathematics Act of 2015, Compass is required to follow a thirty day placement checkpoint for all 9th grade scholars to ensure each scholar has been appropriately and fairly placed in a correct math level course. The checkpoint process conducted by the teacher includes the following:

- Math diagnostic test administered to all returning 9th grade scholars within the first thirty days of entering the school
- 30 day progress report will be evaluated for new 9th grade scholars
- Course placement will be re-evaluated based on the results of these test scores and progress reports to determine whether additional academic interventions are necessary or whether the scholar should be placed into a different math course.
- The scholar's assigned counselor will finalize the course level math change and flag the Supervising Teacher to issue an addendum to the master agreement.

#### 4.5. Math Placement Guidelines for Middle/High School

CCS recognizes that scholar achievement in math is important for preparing scholars for success. The purpose of this process is to create a fair, objective, and transparent procedure for placement in math courses for scholars.

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

- Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP")
- Internal assessments that are aligned to state-adopted content standards in mathematics
- Classroom assignment and grades
- Final grade in mathematics on the scholar's official, end of the year report card and/or transcript

##### **Note: Concurrent Enrollment Math Courses**

The California Community College Chancellor's office is interpreting the bill AB 705 to effectively ban all pretransfer level math courses from being offered at California Community Colleges beginning Fall 2022. Proposed legislation, AB 1705 (Irwin), directly bans pretransfer level math and English classes at all California Community Colleges. Beginning Fall 2022, community colleges will not be allowed to offer Beginning Algebra (Algebra 1), Intermediate Algebra (Algebra 2), Math for Associate Degrees, Geometry, and Pre-statistics.

**Based on college course availability, scholars would not be able to take Algebra 1, Geometry, and/or Algebra 2 equivalent courses through concurrent enrollment.**

#### 4.6. High School Course Sequencing

All scholars must adhere to the established course sequencing for all subjects, including English, Math, History, Science, and Foreign Language. Course sequencing ensures scholars progress through a structured academic pathway that aligns with graduation requirements, maintains instructional integrity, and upholds equity and academic standards in compliance with our charter.

CCS course sequencing is designed to scaffold learning from freshman to senior year, ensuring scholars develop foundational knowledge and essential skills necessary for college and career readiness. All course

placements must align with curriculum frameworks set by the California Department of Education (CDE) and comply with our authorizer, NCAA, and AG requirements.

#### 4.7 Late Start Guidelines

Compass implements late start guidelines for scholars who enter after the semester has begun to ensure a smooth transition into the academic learning environment while setting them up for success. These guidelines are structured to help provide scholars the necessary time to acclimate to independent study expectations, routines, and curriculum pacing. The guidelines foster a more equitable learning experience, ensuring all scholars receive the support they need to thrive.

## 5. Intervention, IS Evaluation & Withdrawal

### 5.1 Documentation

1. Supervising teachers shall document in the SIS any evaluation or findings that document inadequate progress. **Note:** These records may be forwarded to other schools.
2. If a scholar violates the written agreement (MA), e.g., misses a meeting, required MTSS intervention session, **designated ELD session**, IEP related services, synchronous instruction; then the teacher (and Ed Specialist, when appropriate) must make and document every reasonable effort to contact the scholar and parent/guardian to determine the rationale for absence through the Tier 1 and Tier 2 ~~re-engagement~~**reengagement** process.
3. All documentation regarding this process will be added in the SIS through the contact manager. ~~Please see the [Contact Manager Guide](#).~~

### 5.2 Tiered Re-Engagement Process

1. The Supervising Teacher or other supporting staff member should initiate the **Tiered Re-Engagement process** if a scholar fails to complete five assignments during any period of twenty-seven school days or a scholar's educational progress falls below satisfactory levels, as determined by the Scholar Study Team Policy and Missed Assignment Policy, for reasons which may include:
  - (1) Scholar is not making satisfactory academic progress and/or ~~engagement~~**engaging regularly** in the independent study program
  - (2) Not completing assignments, assessments, or other indicators that make evident that the pupil is not working on assignments for courses in which the scholar is enrolled
  - (3) Not learning required concepts, as determined by the supervising teacher
  - (4) Not making sufficient progress toward successful completion of the course of study or individual course, as determined by the supervising teacher
  - (5) Not showing adequate progress in required diagnostic assessments, administered three times per year
  - (6) Scholars' semester grades as determined by the teacher of record
  - (7) Relevant data gathered during monthly Connections Meetings
  - (8) All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four (4) continuous weeks of the Charter School's approved instructional calendar
  - (9) Scholars not engaging in required synchronous instructional offerings for over 50 percent of the scheduled synchronous instruction in a school month as applicable by grade span (per AB 130)
  - (10) Pupils who are in violation of the written (master) agreement

2. For **chronic absenteeism** (items 8, 9, 10 above) the ST shall:

- (1) Confirm current scholar contact information.
- (2) Notify parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation.

3. **Independent Study Evaluation**

In accordance with Compass' Independent Study Board Policy, in such cases where the Tiered Re-Engagement process does not improve scholar progress or attendance as evidenced through the scholar not following the outlined action plan on the Independent Study Evaluation Support Plan, the Superintendent or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or whether the scholar should return to or otherwise be placed in the school district of residence upon the following triggers:

- A. When any pupil fails to complete five assignments during any period of twenty-seven school days.
- B. In the event the scholar's educational progress falls below satisfactory levels as determined by the Charter School's Scholar Success Team Policy and Missed Assignment Policy which considers ALL of the following indicators:
  - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
  - ii. Failure to engage in any schoolwork for a cumulative period of five school days in a twenty-seven day period.
  - iii. Completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
  - iv. Learning required concepts, as determined by the supervising teacher.
  - v. Progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

The Charter School may also consider the following in determining satisfactory progress:

1. The required diagnostic assessment which is administered three times per year; or
2. Scholars' semester grades as determined by the supervising teacher; or
3. Data gathered during monthly Connections Meetings.

A scholar is deemed to be making satisfactory educational progress if the scholar is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their IEP based on all the indicators set forth in the board policy.

5.3 **Involuntary Withdrawal**

If it is determined through the ISE process that a scholar is to be involuntarily withdrawn, the Superintendent designee will complete the withdrawal form indicating the involuntary withdrawal. The Operations department will process the withdrawal according to CALPADs reporting and will notify the scholar's district of residence.

Scholars who are involuntarily withdrawn and wish to re-enroll will be required to participate in the "Returning Tier 3 re-engagement" protocol, as described in the ISE Policy.

5.4 **Scholar/Learning Coach Requested Withdrawal**

Refer to Operations [Withdrawal process](#).

## 6. Semester and Final Grades

All semester and final grades must be entered into the SIS as scholars complete courses. Only credentialed teachers can evaluate scholar work, determine final grades, and then enter them in the SIS. By entering the final grade in the SIS, the teacher verifies that the scholar has met all course requirements.

1. Course sections have a start and end date for each semester. Once the course end date occurs, the scholar is no longer active in that course. Thus, work can no longer be submitted after that course end date.
2. For Online courses, the online teacher will follow the manual grade out directions as outlined on the [Online Report Card job aid](#).
3. The Director of Online Learning coordinates with Accelerate Education to ensure scholars are made 'inactive' as triggered from the School Pathways/Accelerate Education bridge.
4. Options program subject area teachers must enter final grades for their subject(s) in the SIS. At the end of each learning period. Scholars must submit all work prior to the close of the course and cannot submit assignments after the course end date.



Sources: [Compass Independent Study Board Policy](#), [Scholar Handbook](#) and the law ([changes 23-24](#), [Charter School Petition \(SD\)](#), [Board site](#))

## Coversheet

### Board Policy #13 SECTION 13 – CURRICULUM - INDEPENDENT STUDY BOARD POLICIES

**Section:** IX. Academic Services  
**Item:** D. Board Policy #13 SECTION 13 – CURRICULUM - INDEPENDENT  
STUDY BOARD POLICIES  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Policy 13.pdf

## **Board Policy #: 13 SECTION 13 – CURRICULUM - INDEPENDENT STUDY BOARD POLICIES**

Adopted/Ratified: October 3, 2019

Revision Date: March 22, 2020, March 28, 2021, July 31, 2021, September 29, 2021, July 26, 2022, June 22, 2023, May 18, 2024, August 5, 2024, **March 8, 2025**

### **SECTION 13 – CURRICULUM - INDEPENDENT STUDY BOARD POLICIES**

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

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty-seven (27) school days.
2. The Superintendent & CEO or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - a. When any pupil fails to complete five (5) assignments in a period of twenty-seven (27) school days.
  - b. In the event a Scholar’s educational progress falls below satisfactory levels as determined by the Charter School’s Scholar Study Team Policy and Missed Assignment Policy which considers ALL of the following indicators:
    - i. Achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - ii. Failure to engage in any schoolwork for a cumulative period of five (5) school days in a 27 day period.
    - iii. Completion of assignments, assessments, or other indicators that show evidence that the pupil is working on assignments.
    - iv. Learning required concepts, as determined by the supervising teacher.
    - v. Progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

The Charter School may also consider the following in determining satisfactory progress:

1. The required diagnostic assessment which is administered three times per year; or

2. Scholars' semester grades as determined by the teacher of record; or
3. Data gathered during monthly Connections Meetings.
4. Failure to attend required Special Education services.

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

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

The Charter School has adopted tiered reengagement strategies for the following pupils:

1. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four (4) continuous weeks of the Charter School's approved instructional calendar;
2. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
3. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

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

The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by a Compass Charter Schools teacher or teachers of record shall be as follows:



1. Each teacher or teachers of record will provide daily synchronous instruction via an online video conferencing platform wherein scholars will have the opportunity to participate in daily lessons and learning activities with similar aged peers.
2. Daily synchronous instruction shall be approximately 30 minutes per day, but may be longer or shorter in duration at the discretion of the teacher or teachers of record.
3. The schedule for daily synchronous instruction will be communicated to scholars and their families via ParentSquare, Google calendar, and other virtual communication platforms.
4. Scholars shall be required to utilize their Compass Google accounts to access daily synchronous instruction.

For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year provided by a Compass Charter Schools teacher or teachers of record shall be as follows:

1. Each teacher or teachers of record will provide weekly synchronous instruction via an online video conferencing platform wherein scholars will have the opportunity to participate in weekly lessons and learning activities with similar aged peers.
2. Weekly synchronous instruction shall be approximately 30 minutes per week, but may be longer or shorter in duration at the discretion of the credentialed staff member and/or supervising teacher.
3. The schedule for daily live interaction will be communicated to scholars and their families via ParentSquare, and/or Google calendar, and other virtual communication platforms.

For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year provided by a Compass Charter Schools teacher or teachers of record shall be as follows:

1. Each credentialed staff member will provide weekly synchronous instruction via an online video conferencing platform wherein scholars will have the opportunity to participate in weekly lessons and learning activities with similar aged peers.
2. Weekly synchronous instruction shall be approximately 30 minutes per week, but may be longer or shorter in duration at the discretion of the credentialed staff member and/or supervising teacher. The schedule for weekly synchronous instruction will be communicated to scholars and their families via ParentSquare and/or Google calendar.
3. Scholars shall be required to utilize their Compass Google accounts to access weekly synchronous instruction.

The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days:

1. Upon written receipt of a family's wish to return to in-person instruction, the Charter School staff shall inform the family of their right to return to their district of residence for in-person instruction because the Charter School does not offer an in-person instruction option.

2. If the family specifically requests additional in-person options, the Charter School will provide a list of recommended alternatives based on the scholar's current address of residence. Parents may also visit <https://www.greatschools.org/> to locate additional school options in their area.
3. The Charter School shall not have any obligation to assist the family with enrollment in a school district or another charter school, nor can the Charter School guarantee enrollment availability in any school.

The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction (paragraphs 4, 5, and 6 above) shall not apply to pupils who participate in an independent study program for fewer than 16 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. The tiered reengagement strategies shall not apply to independent study offered due to school closure or material decrease in attendance for 16 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

- a. The manner, time, frequency, and place for submitting a pupil's assignments and for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
- d. A statement of the policies adopted herein, pursuant to Education Code Section 51747(a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code sections 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- i. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for less than 16 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

The Superintendent & CEO may establish regulations to implement these policies in accordance with the law.

# Coversheet

## 25-26 Master Agreement and Acknowledgement of Responsibilities

**Section:** IX. Academic Services  
**Item:** E. 25-26 Master Agreement and Acknowledgement of Responsibilities  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 25-26 MA and AOR Pending Board Approval - Google Docs.pdf



## lc\_id

# Master Agreement for Independent Study

<p><b>Student: student_name</b></p> <p><b>Student Number: st_number</b></p> <p><b>Address: street1</b></p> <p><b>Location: citystatezip</b></p> <p><b>1st Phone Number: homephone</b></p> <p><b>DOB: 08/02/20242025</b></p> <p><b>Program Placement: tr_gradtypes_id</b></p>	<p><b>Contract Term: contractterm</b></p> <p><b>Beginning Date: 08/02/20242025</b></p> <p><b>End Date: 08/02/20242025</b></p> <p><b>Year: schoolyear</b></p> <p><b>2nd Phone Number: cellphone</b></p> <p><b>Grade Level:</b></p> <p><b>School for Classroom Option: altschool</b></p>
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### It is understood that:

Scholars are required to report to their supervising teacher as follows for submitting work and reporting their academic progress; and for communicating their academic progress with their parent or guardian.

### Manner of Reporting:

One-on-One In-Person, Small Group In-Person, E-mail, One-on-One Virtual, Small Group Virtual.

**Time:** 8 a.m.-4 p.m., Mondays through Fridays

**Frequency:** One (1) required meeting per learning period not to exceed twenty-seven (27) school days

**Place of Meeting:** Zoom, One-on-One In Person Meeting, Small Group In Person Meeting, phone meeting

### Objectives:

The scholar shall engage in content provided by the Charter School which is aligned to grade level standards that is substantially equivalent to in person instruction. High school grade levels shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

### Methods of Study:

Examples of methods of study for the scholar will include but are not limited to: Live Learning Labs, Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Experiential Learning, Online Curriculum, Web/Internet Research, Library Research, Field Trips, Learning Center Courses, Community Provider Resources.

### Methods of Evaluation:

Academic evaluation of the scholar's completed work equivalent to the number of days in each Learning Period is designated on the Assignment and Work Record (AWR). Examples of acceptable methods of evaluation include but are not limited to: Teacher- Made Assessments, Scholar Conferences, Progress/Report Cards, Chapter/Unit Tests, Observations, Portfolios, State Standards Testing (California Assessment of Student Performance and Progress, California Science Test, Physical Fitness Test, and other related tests), Learning Journals, Presentations, Internal Diagnostic Assessments, Quizzes, Labs, and Final Exams.

### Specific Resources:

Compass Charter Schools will provide appropriate instructional materials and personnel to enable the scholar to complete the assigned work. Resources used must be deemed necessary for the achievement of learning and objectives and be reasonably available on similar terms to all scholars. The school will confirm or provide access to all scholars to the connectivity and devices adequate to participate in the educational program and complete assigned work.

### Board Policies Pursuant to Education Code Section 51747(a) and (b):

For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty-seven (27) school days.

1. The Superintendent or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

- a. When any pupil fails to complete five (5) assignments in a period of twenty-seven (27) school days.
- b. A scholar’s educational progress falls below satisfactory levels as determined by the Charter School’s

Scholar Study Team Policy and Missed Assignment Policy which considers ALL of the following indicators:

- i. Achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
- ii. Failure to engage in any schoolwork for a cumulative period of five (5) school days in a 27 day period iii. Completion of assignments, assessments, or other indicators that show evidence that the pupil is working on assignments.
- iv. Learning required concepts, as determined by the supervising teacher.
- v. Progress toward successful completion of the course of study or individual course, as determined by the supervising teacher. The Charter School may also consider the following in determining satisfactory progress:
  - 1. The required diagnostic assessment which is administered three times per year; or
  - 2. Scholars’ semester grades as determined by the teacher of record; or
  - 3. Data gathered during monthly Connections Meetings.
  - 4. Attendance in required Special Education services.

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

**Statement of the Measures of Academic Achievement to be Earned by the Pupil Upon Completion:**

The scholar will complete the courses listed below. All course objectives are consistent with Compass Charter Schools’ standards, as outlined in Compass Charter Schools’ subject/course descriptions, which are aligned to grade level standards substantially equivalent to in-person instruction. For high school grade levels, this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria. The term “Course Value” (“CV”) refers to the number of credits (secondary education) or weeks of work (elementary education) the scholar will attempt.

Students will meet California State Standards in all courses. All students, grades K-8, take benchmark assessments three times throughout the school year, which measure both proficiency and individualized growth. Students, grades 9-12, shall obtain academic credits towards Charter School graduation requirements.

Schedule	Category	Course Value
Class Title	Category Title	Class Credits Credit Type
	Curriculum Title	Course Value Attributes

**Statement of Academic and Other Supports for Special Populations:**

The Charter School shall utilize its SST to address the needs of scholars who are not performing at grade level, or who need support in other areas, such as English Learners, scholars in foster care or scholars who are experiencing homelessness, and/or scholars requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act (“IDEA”) and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the scholar’s individualized education program (“IEP”). Policies, procedures, and guidelines are in place to ensure that scholars are identified, assessed, and provided with a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all scholars with disabilities.

**Voluntary Statement:**

It is understood that independent study is an optional educational alternative in which no scholar may be required to participate. In the case of a scholar who is referred or assigned to any school, course or program pursuant to Education Code Sections 48915 or 48917, instruction may be provided to the scholar through independent study only if the scholar is offered the alternative of classroom instruction.

**Scholar-Parent-Educator Conference:**

Before signing this written agreement, the parent or guardian of a scholar may request that the Charter School conduct a telephone, videoconference, or in-person scholar-parent-educator conference or other school meeting during which the scholar, parent or guardian, and, if requested by the scholar or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the scholar in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

**Signatures and Dates:**

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

I have read and I understand the terms of this agreement, and agree to all provisions set forth.

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Pupil Signature	Date
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Parent/Guardian/Caregiver (if pupil is under the age of 18) Signature	Date
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Parent/Guardian/Caregiver (if pupil is under the age of 18) Signature	Date
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Certificated employee who has been designated as having responsibility for the general supervision of independent study Signature	Date
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Certificated employee designated as having  
responsibility for the special education  
programming of the pupil as applicable  
Signature

Date



## lc\_id

# Acknowledgement of Responsibilities

**Student:** student\_name

**Contract Term:** contractterm

**Student Number:** st\_number

**Beginning Date:** 08/02/2025

**Address:** street1

**End Date:** 08/02/2025

**Location:** citystatezip

**Year:** schoolyear

**1st Phone Number:** homephone

**2nd Phone Number:** cellphone

**DOB:** 08/02/2025

**Grade Level:**

**Program Placement:** tr\_gradtypes\_id

**School for Classroom Option:** altschool

### I, the scholar, agree to the following:

- I am responsible for the terms as outlined in the Master Agreement.
- I am responsible for completing the coursework, as outlined in the Master Agreement, that is assigned to me by the teacher or teachers of record each learning period.
- I will conduct myself in a respectful, responsible, and safe manner at all Compass functions. I understand that my participation in extracurricular school functions is a privilege that can be revoked if my behavior is not acceptable.
- I will request support from my supervising teacher, education specialist (if applicable), school counselor (if applicable), and tutors (if applicable), as needed.
- I will complete all required school assessments, **within the timeline**, including the following: Alternate Local Assessment, benchmark assessments, and course assessments (as applicable).
- I will complete all state level assessments that apply to me, which include: CAASPP, CAA, CAST, PFT, and ELPAC.
- I will attend required virtual connection meetings with my supervising teacher and will come prepared to discuss my learning and academic progress.
- I will attend all scheduled synchronous instruction sessions.
- [Scholars with Individualized Education Programs (IEPs)] I will attend all scheduled SAI and related services offered in my IEP.
- [Scholars designated as English Learners] I will utilize the required EL curriculum, and attend all scheduled live ELD sessions with my EL Tutor or local service provider.
- [Scholars identified as needing tiered intervention support/tutoring] I will attend all scheduled intervention and tiered support live sessions with my Intervention Tutor, **Intervention** Resource Specialist, or local service provider. [Scholars taking A-G high school courses] I will engage in at least one hour per week per high school subject of interactive instruction and/or academic tutoring/advising.
- I understand that ~~not fulfilling failure to fulfill the above responsibilities and/or attending attend~~ required sessions, ~~that additional support will be provided to me~~ **will result in additional support** through the tiered re-engagement process.

### I, the scholar, read, understand, and agree to comply with the Scholar Handbook.

### I, the parent/guardian/caregiver/adult scholar, agree to the following:

- My scholar's participation in this independent study program is voluntary..
- I am responsible for the ~~daily teaching~~ **facilitation of learning** and/or monitoring of all subjects/courses outlined in the Master Agreement. I will communicate with my scholar's supervising teacher, education specialist (if applicable), school counselor (if applicable), and tutors (if applicable) in a timely and effective way.
- I will notify CCS within five (5) business days if there is a change in contact information.
- I will conduct myself in a respectful, responsible, and safe manner at all Compass in-person and virtual functions. I understand that my participation in school functions is a privilege that can be revoked if my behavior is not acceptable.
- I will not use harassing or threatening language or profanity in any communications with Compass staff including posting on official school social media platforms.

- I am responsible for monitoring the academic progress of my scholar as determined by the supervising teacher.
- My scholar will complete all required school assessments, **within the timeline**, including the following: Alternate Local Assessment, benchmark assessments, and course assessments (as applicable).
- My scholar will complete all applicable state level assessments, which include: CAASPP, CAA, CAST, PFT, and ELPAC.
- I am responsible for the transportation of my scholar to school assessments and engagement events. Transportation and reimbursement of such are not provided as part of this agreement/program unless otherwise required by law.
- I will request support from my scholar's supervising teacher, education specialist (if applicable), school counselor (if applicable), and tutors (if applicable), as necessary.
- I will attend required virtual connection meetings with my scholar's supervising teacher and will come prepared to discuss my scholar's learning and academic progress.
- I will complete my scholar's activity log daily.
- I will provide completed assignments as required and as requested by my scholar's supervising teacher. Upon disenrollment, withdrawal, or the designated due date, I will return all school-purchased, "**non-consumable non-consumable**" materials to Compass within one (1) week. All materials are the property of Compass and are on loan to my scholar while enrolled in Compass. If any materials are damaged or lost, I may be required to pay the value at the time of loss of such items.
- I understand that my scholar is required to have a report card as part of their permanent academic record. I understand that my scholar's CAASPP scores will be placed in their cumulative file.
- [Parents of scholars designated as English Learners] I will ensure my scholar completes the ELPAC as required by law, will utilize the required EL curriculum, and ensure that my scholar attends live ELD sessions. I will report all attendance to classes and tutoring provided by local service providers on my weekly activity log.
- [Parents of scholars with IEPs] I will ensure my scholar attends all scheduled SAI and related services offered in the IEP. [Parents of scholars identified as needing tiered intervention support/tutoring] I will ensure my scholar attends all scheduled intervention and tiered support live sessions with their Intervention Tutor, **Intervention** Resource Specialist, or local service provider.
- [Parents of Options Scholars] I understand that Compass educational support funds are provided to adequately access and engage in the courses outlined on the master agreement and to support my scholar's personalized and unique education needs while abiding by the legal and appropriate use of state funds.
- [Parents of Options scholars using supplemental support from a community provider] I understand that the community provider does not replace my responsibility for the day-to-day instruction or **ensuring ensure** that my scholar is learning and progressing.
- [Parents of scholars in grade 12] My scholar will be deemed a Cal Grant applicant with the California Student Aid Commission (Education Code Section 69432.9). I understand that Compass will submit grade point averages to the Commission by October 1st of the scholar's 12th grade year. Parents of scholars under 18 years of age, or scholars age 18 and older, who would like to opt-out must send written notification to the Records Department prior to February 1st of the scholar's 11th grade year.
- I understand that Education Code Section 51225.7 requires each 12th grade scholar to complete and submit a FAFSA or CADAA unless the scholar is determined to be exempt or an opt-out form is completed by a legally emancipated scholar, a scholar who is 18 years or older, a legal guardian, or parent, or a local educational agency on a scholar's behalf.

**I, the parent/guardian/caregiver, read, understand, and agree to comply with the Scholar Handbook and acknowledge receipt of the annual notifications provided wherein.**

**I, the credentialed teacher, agree to and am responsible for the following:**

- The oversight of independent study in accordance with state law, Compass Charter Schools' policy, and regulations.
- I will support and facilitate scholar success and the school's mission and vision.
- I will facilitate and support the parent in the daily teaching and monitoring of all subjects/courses outlined in the Master Agreement and Personalized Learning Plan.
- I will effectively communicate with the parent(s) and scholar(s) on my roster.
- I will uphold the Compass ARTIC values.
- I will schedule and facilitate virtual meetings with the scholar and parent/guardian/caregiver and will come prepared to discuss the scholar's learning and academic progress.
- Upon the scholar's disenrollment or withdrawal, I will notify the parent/guardian/caregiver of the materials required to be returned.
- I am responsible for the assignment, supervision, and assessment of grade-level standards-based coursework.

- I am responsible for the assignment of all grades and will report this information for inclusion in the scholar's permanent record.
- I am responsible for the establishment, completion, and maintenance of necessary documentation, reports, and records.
- I will participate in the administration of the school and state-mandated tests, as required.
- I am responsible for the selection and processing of completed scholar work samples.
- [Supervising Teachers of scholars designated as English Learners] I will ensure my scholar completes the ELPAC as required by law, will utilize the required EL curriculum, and attend live ELD sessions.
- [Supervising Teachers of scholars with IEPs] I will ensure that the IEP accommodations and modifications are implemented and support scholar attendance for scheduled services as appropriate.
- [Special education case managers/education specialist] I will ensure my scholar attends all scheduled services provided according to the scholar's IEP.
- [Supervising Teachers of scholars with 504s] I will ensure the 504 plan is implemented as written.
- [Supervising Teachers of scholars identified as needing tiered intervention support/tutoring] I will ensure my scholar attends all scheduled intervention and tiered support live sessions with their Intervention Tutor, Resource Specialist, or local service provider.
- I will ensure educational support funds and/or supplemental materials support each scholar's unique needs while abiding by the appropriate use of state funds.
- [Supervising Teachers of Options scholars] I will ensure that an effective curriculum is in place for all core subjects before non-core activities are funded through educational support funds.
- [Supervising Teachers of Options scholars] I will ensure that all curriculum selected is in alignment with the courses indicated in the Master Agreement.

**I, the credentialed teacher, read, understand, and agree to comply with the Employee Handbook.**

We, the undersigned, understand and voluntarily agree to the terms and conditions of this Independent Study agreement. Our signatures below indicate that we voluntarily participated in the establishment of these Agreements/Responsibilities and that we understand and accept our responsibilities in relation to this document.

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Pupil Signature

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Date

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Parent/Guardian/Caregiver  
(if pupil is under the age ~~Date~~ of 18) Signature  
Date

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Parent/Guardian/Caregiver

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(if pupil is under the age ~~\_\_\_\_\_~~ ~~Date~~ of 18) Signature ~~\_\_\_\_\_~~

~~\_\_\_\_\_~~  
~~\_\_\_\_\_~~  
Date

~~\_\_\_\_\_~~ ~~\_\_\_\_\_~~  
Certificated employee who has been designated  
as ~~\_\_\_\_\_~~ ~~Date~~ having responsibility for the general supervision  
of independent study ~~Signature~~

~~\_\_\_\_\_~~  
~~\_\_\_\_\_~~ ~~\_\_\_\_\_~~ Study Signature  
Date

~~\_\_\_\_\_~~ ~~\_\_\_\_\_~~  
Certificated employee designated as having ~~\_\_\_\_\_~~ ~~Date~~  
responsibility for the special education  
programming of the pupil as applicable Signature Date

# Coversheet

## 2025-26 Scholar Handbook

**Section:** IX. Academic Services  
**Item:** F. 2025-26 Scholar Handbook  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2025-26 DRAFT Compass Scholar Handbook 2025\_26.pdf  
Summary of Scholar Handbook Changes.pdf



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# ~~2024-25~~ 2025-26 Scholar Handbook

CCS of Los Angeles | CCS of San Diego | CCS of Yolo

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850 Hampshire Road, Suite R Thousand Oaks, CA 91361 | 855-937-4227 | fax: 805-590-7077 | [www.compasscharters.org](http://www.compasscharters.org)

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## Acknowledgment of Scholar Handbook

Scholars and Learning Coaches:

1. Please **read** the scholar handbook, which will include expectations, policies, procedures, annual notifications, and information crucial to a successful Compass Charter Schools experience. Feel free to direct any questions to your supervising teacher, or appropriate Compass staff member.
  2. When you **sign** the **Master Agreement and Acknowledgement of Responsibilities**, you will be **agreeing** that:
    - a. I, the scholar, read, understand, and agree to comply with the Scholar Handbook.
    - b. I, the parent/guardian/caregiver, read, understand, and agree to comply with the Scholar Handbook and acknowledge receipt of the annual notifications provided wherein.
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## Letter from the Superintendent & CEO

Dear Scholars and Learning Coaches:

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

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

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

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

Kind regards,

Elizabeth Brenner  
Superintendent & CEO

## CCS Vocabulary

Like any school, Compass has its own unique culture, systems, and terms. Please familiarize yourself with these terms to better understand and navigate Compass.

**ARTIC Values:** These are the values that Compass staff, families, learning coaches, and scholars are expected to adhere to. ARTIC is an acronym for achievement, respect, teamwork, integrity, and communication.

**Board Policy Manual:** A written document which includes all of the Charter School's board approved policies. A link to the Board Policy can be found on our website at [www.compasscharters.org/about-us/board-of-directors](http://www.compasscharters.org/about-us/board-of-directors).

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

**Educational Support Funds:** The funds allocated for educational materials and services that have been approved by the School for scholar use.

**Education Specialist:** A credentialed special education teacher who is assigned to provide specialized academic instruction to scholars who have special education services in their IEP.

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

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

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

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

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

**OCLC:** Orange County Learning Center. A facility operated by Compass in Santa Ana where Options scholars within close proximity can attend two days a week.

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

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

**Scholar:** At Compass, we choose to refer to each student as a scholar. Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

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

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

**Supervising Teacher (ST):** All scholars are assigned a credentialed ST to support and guide each scholar on their educational journey.

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

## Mission Statement

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

## Vision Statement

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

## Core Values

~~Achievement | Respect | Teamwork | Integrity~~ | 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

## Scholar Profile

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

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

## Pledge of Excellence

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

All member schools adhere to the pledge's provisions, committing to ethical professional conduct. The Code is intended to serve as a basis for ethical decisions in operating these charter schools. The Pledge reads:

"Independent study in the state of California is defined as non-classroom based instruction. Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, distance, and computer-based education.

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

1. As operators of high-quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the scholar where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
2. As operators of high-quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that review our financial and operational activities annually and showcase reports that are exception-free. This speaks to the commitment that we hold on financial accountability and operational integrity.
3. As operators of high-quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.
4. As operators of high-quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.



5. As operators of high-quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating scholars. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of scholars in our care. Our commitment to scholars does not center on money, influence, or politics.
6. As operators of high-quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping scholars to think, communicate, and achieve.
7. As operators of high-quality public charter schools offering independent study, we stand united in following the state law in the operation of resource centers and school sites.

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

## Description of Program

Compass is one of California's leading public charter schools serving scholars throughout the state in transitional kindergarten (TK), kindergarten (K), and grades one through twelve. We are a primarily virtual, personalized learning program. We recognize that, in education, one size does not fit all, and we have two great programs to serve scholars: the Online Learning Program and the Options Learning Program. Compass is designed and organized to serve scholars and families who have chosen a unique educational setting that can meet an individual scholar’s needs.

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

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

## Enrollment Requirements

### General Requirements

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

### Immunization Requirements

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

Scholars who have been exposed to a communicable disease for which they have not been immunized may be excluded from classroom-based instruction at the discretion of the Charter School.

These required immunizations include:

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

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

1. Scholars who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370.
  - o Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
  - o On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any scholar to 7th grade, unless the scholar has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
  - o Medical exemptions issued before January 1, 2020 will continue to remain valid until the child enrolls in the next grade span, defined below.
2. Scholars who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction.
  - o A scholar who has not received all of the required immunizations will not be eligible to attend classes at a Charter School resource center unless the scholar is otherwise exempt under #1.

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

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

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

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

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

### Oral Health Exam Requirements

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

### Residency Requirements

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

## Diabetes

### Type 1

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

- A description of type 1 diabetes.
- A description of the risk factors and warning signs associated with type 1 diabetes.
- A recommendation that parents or guardians of scholars displaying warning signs associated with type 1 diabetes should immediately consult with the scholar's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
- A description of the screening process for type 1 diabetes and the implications of test results.

- A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the scholar's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: [www.cde.ca.gov/ls/he/hn/type1diabetes.asp](http://www.cde.ca.gov/ls/he/hn/type1diabetes.asp). Please contact the Central Office if you have questions about, or need a copy of, this information sheet.

## Type 2

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

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

A copy of the information sheet regarding type 2 diabetes is available at: [cde.ca.gov/ls/he/hn/type2diabetes.asp](http://cde.ca.gov/ls/he/hn/type2diabetes.asp). Please contact the Central Office if you have questions about, or need a copy of, this information sheet.

## Physical Examinations and Right to Refuse

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

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

## Mental Health Services

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

Available through CCS:

- **School-based counseling services:** Your scholar is encouraged to directly connect with their school counselor. Our team of school counselors are trained and qualified to provide education, prevention, intervention and

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

- **Care Solace:** Care Solace is a care coordination service to help scholars, staff, and families find mental health and substance use treatment matched to their needs. Care Solace's multilingual and culturally sensitive Care Companion™ team is available 24/7/365 to quickly connect individuals to community providers regardless of need.
  - **How Students, Staff & Families Can Access Care Solace Services:**
    - Care Solace is available by calling (888) 515-0595 or at <https://www.caresolace.com/ccs>. A dedicated Care Companion™ will help research treatment options matched to their needs, secure appointments, and follow up to ensure satisfaction with the provider and treatment.

Contact your school counselor and they can support you with a warm hand-off referral to a Care Companion. Available in the Community:

- **Community resources** are listed on the school website under [Counseling Services](#) and can be located on the [Counseling Virtual Office page](#).

Available Nationally:

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

## Human Trafficking Prevention

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

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

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

## Synthetic Drugs/Fentanyl Dangers

AB 889 added Education Code section 48985.5 requires a charter school to annually inform parents or guardians of the dangers associated with using synthetic drugs at the beginning of the first semester or quarter of the regular term.

According to the California Department of Public Health: Brightly-colored fentanyl (referred to as rainbow fentanyl) has been identified as a new trend according to the United States (U.S.) Drug Enforcement Agency (DEA) [1].

Rainbow fentanyl can be found in many forms, including pills, powder, and blocks that can resemble sidewalk chalk or candy. Any pill (regardless of its color, shape, or size) that does not come from a health care provider or pharmacist can contain fentanyl and can be deadly. Fentanyl is 80-100 times more potent than morphine and 40-50 times more potent than heroin and, as a result, is a major cause of overdose for unsuspecting individuals [2].\*

Drug traffickers have turned smartphones into a one-stop shop to market, sell, buy, and deliver deadly, fake prescription pills and other dangerous drugs. Drug traffickers advertise on social media platforms like Facebook, Instagram, Snapchat, TikTok, Twitter and YouTube, usually in disappearing, 24-hour stories and in posts, which are promptly posted and removed. Posts and stories, often accompanied by known code words and emojis designed to evade detection by law enforcement and preset algorithms, are used to market and sell illicit and deadly drugs including fentanyl on social media. Using direct messaging or by commenting on a post, drug traffickers and potential buyers often move to an encrypted communications app like WhatsApp, Signal, and Telegram to arrange drug deals with prospective buyers, and then payment is made with a one-click app like Venmo, Zelle, Cash App, or Remitly. [4] People who do illegal drugs in this manner, especially fentanyl have an highly increased risk of death.

What you can do:

- Stay vigilant and aware of the drug trafficking threats on smartphone apps.
- Know the dangers of counterfeit pills: their accessibility, availability and increasing lethality.
- Share the message that One Pill Can Kill.
- Visit [DEA.Gov/onepill](https://www.dea.gov/onepill) to learn more. [4]

According to the California Department of Public Health (CDPH) California Overdose Surveillance Dashboard [3]:

- Emergency department visits related to non-fatal opioid overdoses in California's youth ages 10-19 years more than tripled from 2018 (379 total) to 2020 (1,222 total).
- Opioid-related overdose deaths in California's youth ages 10-19 years increased from 2018 (54 total) to 2020 (274 total), marking a 407 percent increase over two years, largely driven by fentanyl.
- Fentanyl-related overdose deaths in California's youth ages 10-19 years increased from 2018 (36 total) to 2020 (261 total), a 625 percent increase.

late

For more information, reach out to your counselor or explore these resources:

- [California Department of Public Health Overdose Prevention Initiative](#)
- [What every parent and caregiver needs to know about fake pills](#)
- [One Pill Can Kill](#)

Cited:

[1] Drug Enforcement Agency. DEA Warns of Brightly-Colored Fentanyl Used to Target Young Americans. DEA Warns of Brightly-Colored Fentanyl Used to Target Young Americans (Last Updated: August 2022)

[2] CDPH. What is Fentanyl? <https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Fentanyl.aspx> (Last Updated: August 2022)

[3] CDPH. California Overdose Surveillance Dashboard <https://skylab.cdph.ca.gov/ODdash/> (Last Updated: July 2022)

[4] [www.dea.gov/sites/default/files/2022-03/20220208-DEA\\_Social%20Media%20Drug%20Trafficking%20Threat%20Overview.pdf](https://www.dea.gov/sites/default/files/2022-03/20220208-DEA_Social%20Media%20Drug%20Trafficking%20Threat%20Overview.pdf)

## Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage



scholars from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of CCS to provide a healthy environment for scholars and staff.

In the best interest of scholars, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, scholars, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from CCS.

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

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

## Surveys About Personal Beliefs

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

## Free and Reduced-Price Meals

Pursuant to California Law, CCS shall provide two nutritionally adequate meals to each scholar who requests a meal without consideration of the scholar's eligibility for federally funded free or reduced-price meals with a maximum of one free meal per meal service (breakfast and lunch) each school day on which the scholar is scheduled for two or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by CCS. Alternative income forms (family income survey) are included during the enrollment through the School Pathways Parent Portal. All families are encouraged to complete the application form, to include as many eligible scholars as possible.

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

## Income and Household Size Survey

Public schools may qualify for several federal and state grants based on annual population demographics. By completing this ~~survey during the enrollment process~~ annual survey, families can help the Charter School obtain additional resources necessary to serve all scholars. Generally, schools with families that have eligible incomes based on the free and reduced lunch qualifiers may support these additional grants. Please note, funding determinations are based upon the total number of scholars that qualify. The information submitted in this survey is a confidential educational record and therefore protected by all relevant federal and state privacy laws that pertain to educational records including, without limitation, the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended (20 U.S.C. Â§ 1232g; 34 CFR Part 99); Title 2, Division 4, Part 27, Chapter 6.5 of the California Education Code, beginning at Section 49060 et seq.; the California Information Practices Act (California Civil Code Section 1798 et seq.) and Article 1, Section 1 of the California Constitution.



## School Safety Plan

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

## Pregnant and Parenting Scholars

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

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

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

Elizabeth Brenner | Superintendent & CEO

850 Hampshire Road, Suite R | Thousand Oaks, California 91361 | (818) 824-6233 | [ebrenner@compasscharters.org](mailto:ebrenner@compasscharters.org)

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

## Master Agreement

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

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

**The Master Agreement and Acknowledgment of Responsibilities must be signed by all parties as written. Conditions, exemptions, markings, notes, and additions are not permitted.**

## Teacher Qualification Information

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

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

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Contact the Superintendent & CEO at (855) 937-4227 or [info@compasscharters.org](mailto:info@compasscharters.org) to obtain this information.

## Internet Service

Participation in CCS requires an Internet connection. The nature of the CCS program's communication methods requires that scholars and learning coaches have Internet access to access resources, as well as to log attendance and submit assignments. Families struggling to secure internet services should contact the IT team to learn about their options and resources available to them. Learning coaches who wish to request Internet service reimbursement will need to fill out the appropriate forms and email them to our IT Department. Alternatively, a learning coach may opt to independently purchase an Internet connection.

## Internet Safety Policy

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

As part of our ongoing efforts to keep scholars safe online and to enforce our Residency Policy, the CCS IT team manages and oversees the use of scholar accounts and associated internet activity. However, no management system is 100% effective. If you come across any suspicious behavior, emails, media, or other communications while using any of your school issued accounts, please alert your teacher and/or the CCS IT team immediately: [itteam@compasscharters.org](mailto:itteam@compasscharters.org). Please read the Scholar Use of Technology Policy (Section 37) of the Acceptable Use Policy for scholars and families for more information.

## Incoming Scholar Grade Level Placement Policy

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

### TK - 8th Grade

- Incoming scholars will be placed at their age-appropriate grade level, not below or above grade level, unless the previous school has officially approved a retention or promotion (official documentation from the school is required).
- For incoming scholars, if the grade level placement the learning coach desires differs from that indicated in the prospective assignment, the situation must be discussed with the Program Director prior to making the change

on the Master Agreement. The Director will make a recommendation for the Superintendent & CEO or designee who shall make the final decision.

- Per California Education Code sections 46300 and 48011, a scholar of kindergarten age who is enrolling in TK must complete the Kindergarten Continuance form. Per our incoming grade-level placement policy, this parent/guardian request would need approval from the Program director.

### **Middle School (6th-8th Grade)**

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

### **High School (9th-12th Grade)**

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

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

## **Policy on Promotion and Retention**

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

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

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

For scholars qualified under the Individuals with Disabilities Education Act (IDEA), the Individualized Education Program (IEP) team must meet to determine if retention or promotion will provide the scholar with a Free Appropriate Public Education, prior to any decisions being made.



## **Benchmark Testing**

All scholars will be required to take a benchmark assessment in math and reading in order to determine a baseline of proficiency levels at the beginning of the school year. They will be assessed again in December, prior to winter break, and at the end of the school year. Pursuant to CCS’s Independent Study Board Policy, scholars are required to participate in benchmark assessments, as detailed in the Master Agreement, in order to determine satisfactory educational progress. If a scholar fails to or declines to participate in benchmark assessments, this will trigger CCS to conduct an

evaluation to determine whether it is in the best interests of the scholar to remain in independent study. If the scholar has not attended school for an entire academic year or more, appropriate placement will be reviewed by the Director of Counseling Services, Program Coordinator, and Program Director. Scholars may be required to take additional assessments to determine appropriate placement. **Scholars will complete the initial benchmark assessment within three weeks of enrollment.**

## Scholar Expectations

- Attend live, monthly Connection Meetings with your ST.
- Attend live, real-time virtual classroom synchronous sessions as assigned.
- Attend all applicable support sessions if applicable (e.g. designated English Language Development tutoring for English learners, MTSS intervention tutoring, or counseling sessions, and Special Education services).
- Scholars taking high school courses that qualify for “a-g” requirements will engage in at least one hour per week per high school subject of interactive instruction and/or academic tutoring/advising.
- Upload a body of work and assignments to the appropriate platform for teacher evaluation.
- At a minimum, work approximately one (1) hour per subject or up to six (6) hours per day. The amount of time a scholar spends per subject will vary based on individual scholar strengths.
- Complete the assignments according to the assignment work record and reach out to your teacher(s) with questions to ensure success.
- Do your own work. Do not plagiarize. Do not claim work generated by Artificial Intelligence (AI) as your own. All scholars are required to follow and be aware of the Academic Dishonesty Plagiarism Policy.
- Be an active and engaged learner. Create a daily schedule to ensure all assigned work is completed. Complete work every school day and adhere to the attendance policy.
- Proactively communicate with teachers, counselors, and administration as needed. Respond to all communication within 24 hours.
- If technical difficulties arise with CCS-issued computers, contact the IT Department immediately to resolve the issue.
- When a scholar participates in extracurricular activities, the scholar is expected to maintain coursework and submit assignments on time.
- Notify the Records Department within five business days if there is a change of address, phone or email.
- Be respectful and follow the CCS ARTIC values in all interactions with fellow scholars, learning coaches, faculty, and staff.
- Participate in the required internal benchmark assessments, **social-emotional learning (SEL) screener, K-2 Reading Difficulties Risk Screener**, and all state testing, e.g. CAASPP, and the Physical Fitness Test (PFT), if applicable.
- California Education Code (CEC) § 51225.7 requires each 12th grade scholar’s completion and submission of a FAFSA or CADAA unless the scholar is determined to be exempt or an opt-out form is completed by a legally emancipated scholar, a scholar who is 18 years or older, a legal guardian, or parent, or a local educational agency on a scholar’s behalf. Notify the College Career Readiness Counselor to request an opt-out form.

## Learning Coach Responsibilities

- Attend monthly Connection Meetings with your scholar’s ST.
- Communicate regularly with all school staff, including your scholar’s supervising teacher.
- Be respectful and follow the CCS ARTIC values in all interactions with other learning coaches, CCS staff, and our providers; ensure your scholar is respectful and follows CCS ARTIC values in all interactions with other scholars, CCS staff, and providers
- Complete and sign Activity Logs daily and sign at the end of the learning period.
- Check email and phone messages daily (including any automated messages about scholar attendance and/or progress) for all CCS communication, including Monday Morning Updates, Parent Square messages, and the quarterly newsletters; respond promptly if a response is required.
- Maintain reliable contact information on record at the school. Inform the Records Department within five

business days of any changes to contact information, including phone, email, or address.

- Monitor scholar progress and initiate conversations about progress before there is an issue.
- Ensure that all assigned scholar work is submitted each learning period for teacher evaluation.
- Notify your ST of any extended family travel, except during normal school vacations and holidays, at least two weeks prior to leaving.
- Create a home environment that is conducive to learning. This includes a regular schedule, eliminating distractions, and being a guiding presence in your scholar's daily school life by preparing for learning. Encourage and help the scholar to be actively involved in the learning process.
- Ensure the scholar works daily, Monday through Friday, for sufficient time to ensure success. Establish daily and weekly goals by creating a consistent schedule. Setting, reaching, and then celebrating those goals can motivate scholars toward success.
- Support your scholar to attend synchronous learning sessions, all support sessions, special education services, and open office hours as requested by CCS staff. Become familiar with the CCS grading system and grade level standards expectations, making sure to provide a sufficient body of work to the ST to determine progress and final grades.
- Work in partnership with the ST and counselor to support the scholar.
- Ensure school property is treated with respect and used for appropriate educational purposes.
- Support the scholar's participation in benchmark assessments, [our SEL screener](#), [K-2 Reading Difficulties Risk Screener](#), and state testing.

## Virtual Classroom and Session Expectations

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

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

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



## Attendance

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

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

### Activity Logs

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

### Assigned Work Requirements

In order for attendance credit to be given and to monitor scholar academic progress, ~~a representative body of work must be provided to the teacher when requested and in accordance with the frequency, time, and manner specified in the Board Policy on Independent Study and the applicable provisions of the Master Agreement.~~ **scholars must complete and submit all work assigned during the learning period and within the timeline/due date indicated on this assigned work.** Work is assigned at the beginning of each learning period by the supervising teacher. In Online Accelerate Education courses, this assigned work is outlined within the course activities.

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

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

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

### Connection Meetings

Learning coaches and scholars will attend scheduled connection meetings each month with the ST. During connection meetings, scholar work and progress will be reviewed. Scholars will showcase their learning during the connection meeting through presenting assignments that highlight academic progress. Goals that ensure scholar success will also be created and reviewed during connection meetings. Further, the ST will review and assign work to be completed during the following learning period.

Although connections can certainly be made more often and by other means as needed, scholars and learning coaches (parents) must connect with the ST by a live video connection (e.g. Zoom) no less than once per every twenty-seven school days. The learning coach (parent(s)), scholar, and ST should decide on and set the connection meeting dates for the year and keep that schedule.

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

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

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



## Homeroom Instruction

Opportunities for synchronous instruction and daily live interaction shall be made available to scholars in accordance with the Independent Study Board Policy. Supervising teachers will be providing homeroom instruction for their roster scholars to participate in grouped, synchronous instruction daily for TK-3rd grades and weekly for grades 4-12. In addition, scholars in the Online Learning Program will attend learning labs to provide direct instruction that coincides with scholar asynchronous learning and scholar need.

## Missed Assignments/Truancy

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

For scholars in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty-seven school days.

In order for attendance credit to be given, at the start of each learning period, the teacher will assign to the scholar work to be completed. The assigning and completion of these assignments will be indicated on the Assignment Work Record and the ST will evaluate the time value and work submitted in order to give attendance credit at the end of the LP.

## State Standardized Testing

Per the CDE, "Charter schools are required to participate in the California Assessment of Student Performance and Progress (CAASPP), and scholars in applicable grades will participate therein, unless exempted as provided by law."

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

- Grades 5, 8, 10 ~~11 and 12~~, or 11: California Science Test (CAST).  
Grades ~~11 and~~ Grade 12 scholars will take the CAST if they have not previously taken it.
- Grades 3-8, and 11: SBAC (California Assessment of Student Performance and Progress [CAASPP]) in ELA & math.
- Grade 5, 7, 9 - Physical Fitness Test (PFT)
- English Language Learners: English Language Proficiency Assessments for California (ELPAC)

These examinations provide CCS with information for evaluation and future planning. These exams also indicate CCS' effectiveness in carrying out its educational mission. Participation rates are critical to the success of our school. According to recent changes promulgated by the Every Student Succeeds Act (ESSA), signed into law in December 2015, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its scholars participate in any assessment, the school receives a serious penalty by the state of California or federal government. The state of California has changed how it calculates the academic indicator for schools on the California Dashboard. California is now required to apply a penalty to the calculation of the Academic Indicator for any school that does not reach that 95% requirement. The state will assign the Lowest Obtainable Scale Score (LOSS) to each scholar needed to bring the participation rate of the school, district, and/or student group to 95%. This is akin to assigning a score of zero to each scholar who doesn't take the CAASPP. Please note, though, that scholars who did not test will NOT receive a LOSS on their individual California Assessment of Student Performance and Progress (CAASPP) student score reports - this impacts the school as a whole, not the individual scholar or the CAASPP Student Score Data File. Our state test scores are shared with our authorizing school districts that, under recent legislation, have the ability to deny the renewal of a charter school without further intervention. If a charter school's state test participation rate is low, the authorizer may be more likely to decline charter renewal.

CCS administers all state standardized tests at sites geographically placed among our scholar locations or remotely, California Department of Education (CDE) permitting. A testing schedule will be provided to our learning coaches. Individual scholar performance results on statewide assessments will be distributed to both learning coaches and STs and



on the California Department of Education's (CDE) web page at [www.cde.ca.gov/ta](http://www.cde.ca.gov/ta). Notwithstanding any other provision of law, a learning coach's written request to CCS officials to excuse their scholar from any or all parts of the CAASPP assessments, including CAST, shall be granted.

## Tests Proctored by Agencies Other Than CCS

### Advanced Placement (AP)

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

### Preliminary Scholastic Aptitude Test (PSAT/NMSQT)

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

### Scholastic Aptitude Test (SAT)

A nationwide test used by some institutions to help determine college and university admission eligibility. However, please be advised that The California State University (CSU) and University of California (UC) no longer utilizes the SAT in determining admission eligibility for their campuses. The SAT is offered and administered by the College Board. It is the scholar's responsibility to register and pay for this test. The test may be taken more than once. There are several different test dates between August and June. Scholars are encouraged to take the SAT as early as May or June of their junior year. Apply online at [www.collegeboard.com](http://www.collegeboard.com). For questions on SAT testing, registration, fee waivers and locations, please contact the College & Career Readiness Counselor.

### American College Test (ACT)

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

### California Proficiency- Program (CPP)

A test for scholars who need to verify high school level skills to earn the legal equivalent of a high school diploma. Scholars eligible to take the CPP must have at least one academic year of enrollment in the 10th grade at the end of the semester during which the CPP administration will be conducted. Prior to registering for the exam, please contact your counselor. For more information, visit [cde.ca.gov/ta/tg/cp.as](http://cde.ca.gov/ta/tg/cp.as).

### College Level Examination Program (CLEP)

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

## General Educational Development Test (GED)

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

## High School Equivalency Test (HiSET)

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

## Contact Information & Communication Procedures

### Methods of Communication

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

#### Email Expectations

- **For the protection and safety of our staff and scholars, all scholars must use their school-issued CCS scholar email for all communication, access to live sessions via Zoom, CCS online platforms, such as Google Classroom, virtual workshops, engagement events, and more.**
- The CCS issued email address is to be the primary email for all scholar communications (including 6-12). Learning coaches will need to use their own email addresses for email communication and cannot use the scholar's email address to communicate.
- All scholars are expected to communicate respectfully with school staff and peers through all methods of communication by using appropriate language. Failure to do so may result in disciplinary action.
- Scholars are expected to reply to communication from school personnel within 24 hours.
- All scholars should include their name and grade when they are emailing school staff.

### Notification Regarding Change of Contact Information

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

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

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

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

## Proof of Residency

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

## Academic Program

### AVID

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

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

### Scholar Recognition

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

be considered for this achievement.

- Scholar of the Month is awarded by teacher recommendation based on demonstration of CCS' ARTIC values.
- State Seal of Biliteracy (12th) - The State Seal of Biliteracy is an award given in recognition of scholars who have attained a high level of proficiency in two or more languages. The State Seal of Biliteracy takes the form of a gold seal that appears on the transcript or diploma of the graduating senior, and is a statement of accomplishment for college admissions and future employers. Seal will be awarded to qualifying scholars per California Education Code sections 51460–51464.
- State Seal of Civic Engagement (11-12th) - The State Seal of Civic Engagement is an award given in recognition of scholars who demonstrate excellence in civics education and participation, and an understanding of the United States Constitution, the California Constitution, and the democratic system of government. The State Seal of Civic Engagement takes the form of a seal that appears on either the scholar's transcript or diploma and is a statement of accomplishment for college admissions and future employers. The State Seal of Civic Engagement will be awarded to qualifying scholars per Education Code sections 51470–51474.
- Teacher (ST) recognition awards will be determined based on recommendations and will highlight additional scholar success.

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

## Educational Support Materials

The materials provided by Compass Charters School are the property of the school. purchased with state Educational Support Funds are the property of Compass Charter Schools. The materials are loaned to the scholar while they are enrolled in the Charter School and are for their use for educational purposes. Once the scholar withdraws, the non-consumable materials must be paid for or returned within one (1) week; otherwise, the family will be billed for the cost of the materials. If any item purchased by the Charter School for instructional use is lost or broken by a scholar, the scholar must pay to replace the item.

## Options Learning Program

### Demonstration of Learning

Scholars must regularly share their educational experiences with their ST in the SIS. The assignments submitted should be a collection of experiences and work that is a source of pride for the scholar aligned to the assigned standard, should be at the scholar's grade level and be a representation of the scholar's true level of learning. This will help guide the learning coach, scholar, and ST discussions on the scholar's progress and will help the ST determine final grades, as well as indicate if there is a need for additional support. It also provides insight regarding a scholar's interest or passion so that the ST can provide additional resources or support in those areas, when applicable.

Acceptable Assignments:

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

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

## Assignment Guidelines

All grades: Scholars must submit work in accordance to the standard(s) assigned by the ST. Submitted assignment amounts may vary. The LC may be required to submit additional assignments at the ST's discretion. Assignment criteria may include but are not limited to:

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

## Educational Support Funds (Options Learning)

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

Scholars have access to funds through Compass to obtain core content curriculum and educational materials and services needed to help the scholar reach grade-level standard mastery. In collaboration with the Supervising Teacher, a plan shall be developed and implemented to allow funds to obtain materials and services that are appropriate for the scholar, courses taken, time of the year, enrollment date, attendance, school year and semester pacing, and other factors. Due to Compass processing needs, freezes on purchases around holiday breaks and ordering deadlines should be considered when planning, so learning coaches should plan and schedule accordingly.

The Master Agreement and Family Order Agreement (FOA) must be completed, signed and on file with Compass before any order can be placed. Further, orders will not be placed for scholars in violation of the Master Agreement (missing required or requested items from the body of work, missing logs, and/or unable to contact).

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

For service providers learning coach are responsible for:

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

For material providers, learning coaches are responsible for:

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

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

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

**Requesting Services and Materials**

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

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

Learning coaches should instruct their scholars on how to care for and respect any materials purchased by the Charter School for scholar use. LCs shall monitor their scholar's use of the loaned materials, including computers, to ensure appropriate use for educational purposes. Be advised that computers and tablets remain school property, with no reasonable expectation of privacy.

**Guidelines for Using Educational Support Funds**

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

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

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

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

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

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



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

**Amazon Ordering:** For convenience and expediency, Compass has partnered with Amazon Parent Solutions to provide grade level storefronts (portals) where pre-approved materials and supplies can be purchased. Parents agree to only order from their scholar's grade level material list on the appropriate storefront, unless reviewed and approved by the supervising teacher. Compass may override any teacher's approval of materials if deemed inappropriate or not consistent with Compass ordering guidelines. To access the Amazon Parent Solutions Portal, families must use the scholars Compass email address.

**Faith-based:** No religious services or materials of any type are allowed, including but not limited to: books, publications, online subscriptions, CD/DVDs, videos, posters, programs, activities, curriculum, etc. Compass Charter Schools' assessment on whether services or materials fall under this category is final.

**Ethical use of Funds: Families are expected to use educational funds wisely and ethically to meet the education, service and program needs of their scholars. Needs may vary between scholars and families.** It is at the ST's discretion to reject or modify the order as deemed appropriate. ~~The Community Providers Department~~ Compass Charter Schools determines final approval of all orders and reserves the right to cancel any issued services deemed excessive or inappropriate.

The list below is not an all-inclusive list, but rather is provided to give some guidelines to help with your orders. More details are provided in the Educational Support Funds Guidelines that are shared with each family. The ST, ~~Community Providers Department~~, and/or ~~Administration~~ Compass may deny an item not listed here if they feel it puts the school's compliance into question with the state or authorizing district.

#### Acceptable:

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

#### Not Acceptable:

- Using over 75% of funds toward a non-core service or product
- Sectarian (faith-based) materials
- Materials not educational in nature or to be used for something not related to the scholar's course of study
- ~~Non-scholar-grade-level materials~~ **Materials that are not applicable to the scholar's grade level or learning needs**
- Quantities that are not within reason, as determined by the ST ~~and/or Community Providers Department~~, **their program coordinator and/or Compass** (e.g., more than one computer for a scholar)
- Materials not approved by the ST **as deemed by the Compass Charter Schools ordering guidelines**

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

**If a scholar withdraws from Compass, any active Purchase Orders will be canceled, and no payments will be made to the Provider for services scheduled after the withdrawal date. The family will be responsible for any outstanding fees associated with the services after the withdrawal date.**



## Requesting New Providers

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

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

## Progress Monitoring

Progress monitoring can be viewed in the SIS, specifically within the parent/scholar portal. Once assigned, a grade shall be final unless it comes to light that the scholar engaged in fraud, cheating, academic dishonesty, or if a mistake was made by the teacher assigning the grade. If the scholar or learning coach wants to challenge a grade, they may follow the process outlined within the School's Educational Records and Scholar Information Policy which is located within the CCS Board Policy Manual.

## Multi-Tiered System of Support

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

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

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

The ~~three~~ five components within the CCS MTSS framework are:

- Informal and Formal Assessments
- Internal Benchmark Assessments
- CAASPP State Testing
- Social Emotional Learning (SEL) Screening
- K-2 Reading Difficulties Risk Screener

## High-Quality, Evidence-Based Instruction

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

## Data-Based Decision Making

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

## Scholar Study Team Meetings (SST)

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

## Grades

The grade, in any given course, represents the degree to which the scholar has met the standards and achieved the goals of the course. Grades reflect the quality of the scholar's work and the scholar's degree of mastery of academic standards. The semester grade reflects the cumulative achievement for the entire semester. Attendance and participation are contributing factors in meeting the standards and earning a grade.

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

## TK-5 Grading Policy

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

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

## 6-8 Grading Policy

### Middle School Course Placement

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

### Middle School Course Scheduling

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

### Middle School Grading Scale

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

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

**W** Withdrawn: Assigned when a scholar withdraws from CCS prior to completing 100% of the coursework.

### Middle School Subject Requirements

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

### 9-12 Grading Policy

High School Graduation Requirements Effective 2025/2026	Total Credits
English (4 Years Required)	40
Science (2 Years Required: Life & Physical Science)	20
Mathematics (3 Years Required; minimum Geometry)	30
History/Social Science (3 Years Required)	30
Foreign Language (1 Year Required)	10
Visual and Performing Arts (1 Year Required)	10
Physical Education (2 Years Required)	20
Ethnic Studies* (1 Semester Required)	5
Health (1 Semester Required)	5
Electives	50
<b>Total</b>	<b>220</b>

### High School Graduation Requirements Ethnic studies Requirement Information

\*Ethnic Studies, as of 25/26 SY, is now included in the minimum graduation requirements, requiring scholars to complete at least one semester of ethnic studies coursework to graduate

- **Relevant code section:** California Education Code Section 51225.3
- **Bill that added the requirement:** Assembly Bill 101 (AB-101)
- **Course length:** One semester
- **Implementation date for scholar graduation requirement:** 2029-30 school year
- **Implementation date for schools to offer the course:** 2025-26 school year

Subject Requirements High School Graduation Requirements Prior to 2025/2026	Total Credits
English (4 Years Required)	40

Science (2 Years Required: Life & Physical Science)	<b>20</b>
Mathematics (3 Years Required; minimum Geometry)	<b>30</b>
History/Social Science (3 Years Required)	<b>30</b>
Foreign Language (1 Year Required)	<b>10</b>
Visual and Performing Arts (1 Year Required)	<b>10</b>
Physical Education (2 Years Required)	<b>20</b>
Health (1 Semester Required)	<b>5</b>
Electives	<b>55</b>
<b>Total</b>	<b>220</b>



**Alternative Diploma:**

Scholars with disabilities are entitled to a course of study that provides them with a Free Appropriate Public Education. A scholar with a disability receiving special education who has entered high school as a ninth grader in the 2022/23 school year and later may be exempt from all coursework and other requirements adopted by the Board (Education code 51225.31).

Subject Requirements	Total Credits
English (3 Years Required)	3
Science (2 Years Required: Life & Physical Science)	20
Mathematics (2 Years Required; including one year of Algebra I)	20
History/Social Science (3 Years Required)	30
Foreign Language or Visual and Performing Arts (1 Year Required)	10
Physical Education (2 Years Required)	20
<b>Total</b>	<b>130</b>

If the scholar is eligible to take the alternative assessment, CAA and the student complete state standards aligned coursework to meet the statewide coursework specified in 5122.31.

Alternative Diploma Subject Requirements Effective 2025/2026	Total Credits
English (3 Years Required)	3
Science (2 Years Required: Life & Physical Science)	20
Mathematics (2 Years Required; including one year of Algebra I)	20
History/Social Science (3 ½ Years Required)	35
Foreign Language or Visual and Performing Arts (1 Year Required)	10
Physical Education (2 Years Required)	20
<b>Total</b>	<b>135</b>

Scholars who received the Alternative diploma will be eligible to participate in all graduation ceremonies and school activities. Scholars who receive an alternative diploma may continue to receive a Free Appropriate Public Education after graduation (Education Code 5122.31).

Alternative Diploma Subject Requirements Prior to 2025/2026	Total Credits
English (3 Years Required)	3
Science (2 Years Required: Life & Physical Science)	20
Mathematics (2 Years Required; including one year of Algebra I)	20
History/Social Science (3 Years Required)	30
Foreign Language or Visual and Performing Arts (1 Year Required)	10
Physical Education (2 Years Required)	20
<b>Total</b>	<b>130</b>

Note: California Education Code Section 51225.3, which was amended by Assembly Bill 101 (AB-101), ethnic studies is now included in the minimum graduation requirements, requiring students to complete at least one semester of ethnic studies coursework to graduate, starting with the 2029-30 school year; local educational agencies must offer this course starting in the 2025-26 school year.

For information on the statewide course requirements, please visit the CDE Graduation Requirement web page at <https://www.cde.ca.gov/ci/gs/hs/hsgmin.asp>.

**Certificate of Education Completion**

A student with a disability may be awarded a certificate of completed if the student has met one of the following requirements (Education Code 56390):

1. Satisfactorily completed a prescribed alternative course of study approved by the board of the district in which the student attended school or the district with jurisdiction over the student as identified in the student's IEP. Compass requires a minimum of 130 credits or courses attended and completed.
2. Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team.
3. Satisfactorily attended high school, participated in the instruction as prescribed in the student's IEP, and met the objectives of the statement of transition services.
4. A student with a disability who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate (Education Code 56391).

### High School Course Scheduling

When selecting courses each year, remember that course selection is a collaborative process that involves the scholar, Learning Coach, and counselor to ensure proper placement. **Options Program** High school scholars are eligible to enroll in up to ~~three~~**four** Accelerate Education Online course(s) as well as the AVID elective with the use of educational support funds.

### High School Grading Scale

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

Letter Grade Unweighted GPA	Percentage Weighted GPA	College Prep	Honors/AP
A	90-100	4	5
B	80-89	3	4
C	70-79	2	3
D	60-69	1	1
F	Below 60	0	0

**Withdrawn (W):** This grade is assigned when a scholar withdraws from CCS prior to completing 100% of coursework.

**Incomplete (I):** This grade will be granted only under extenuating circumstances and must be brought by the ST to the Program Director and the Director of Counseling Services who shall make the final decision.

### Final Exam Policy

All scholars in grades 6-12 are required to take semester final examinations or complete a culminating/final project in all courses, as appropriate. Scholars may not “test out” of courses by only taking a final examination.

### Repeat Policy

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

## High School Course Placement Guidelines

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

### Course Placement

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

Middle school scholars (6-8) are required to enroll in four (4) academic courses (language arts, mathematics, science, social science), one (1) physical education, and one (1) elective course each semester of the academic school year. High school (9-12) course placement is based upon counselors' review of scholar's assessments and transcripts. All scholars must meet specific course prerequisites for all subject areas. High school scholars will be placed into courses according to the credits the scholar has earned at his/her previous school(s) and takes into account the courses needed in order to meet graduation requirements. Selecting courses at Compass each year is a *team process* that involves the scholar, learning coach, and counselor to ensure proper placement.

For all grade levels, the academic program utilizes a semester scheduling model.

### Math Placement Guidelines for Middle/High School

CCS recognizes that scholar achievement in math is important for preparing scholars for success. The purpose of this process is to create a fair, objective, and transparent procedure for placement in math courses for scholars.

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

- Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP")
- Internal assessments that are aligned to state-adopted content standards in mathematics
- Classroom assignment and grades
- Final grade in mathematics on the scholar's official, end of the year report card and/or transcript

### Note: Concurrent Enrollment Math Courses

The California Community College Chancellor's office is interpreting the bill AB 705 to effectively ban all pretransfer level math courses from being offered at California Community Colleges beginning Fall 2022. Proposed legislation, AB 1705 (Irwin), directly bans pretransfer level math and English classes at all California Community Colleges. Beginning Fall 2022, community colleges will not be allowed to offer Beginning Algebra (Algebra 1), Intermediate Algebra (Algebra 2), Math for Associate Degrees, Geometry, and Pre-statistics.

**Based on college course availability, scholars would not be able to take Algebra 1, Geometry, and/or Algebra 2 equivalent courses through concurrent enrollment.**

### 9th Grade Mathematics Placement Policy

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

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



- Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress (“CAASPP”)
- Internal assessments that are aligned to state-adopted content standards in mathematics
- Classroom assignment and grades
- Final grade in mathematics on the scholar’s official, end of the year 8th grade report card
- Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year

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

### High School Course Sequencing

All scholars must adhere to the established course sequencing for all subjects, including English, Math, History, Science, and Foreign Language. Course sequencing ensures scholars progress through a structured academic pathway that aligns with graduation requirements, maintains instructional integrity, and upholds equity and academic standards in compliance with our charter.

CCS course sequencing is designed to scaffold learning from freshman to senior year, ensuring scholars develop foundational knowledge and essential skills necessary for college and career readiness. All course placements must align with curriculum frameworks set by the California Department of Education (CDE) and comply with our authorizer, NCAA, and AG requirements.

### Course Schedule Changes

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

Acceptable reasons for course schedule changes:

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

### ACOP – Accelerated Course Options Learning Program

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

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

Counselor approval is required to participate in the program.

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

### Community College Courses

In some cases, it is possible for high school scholars to enroll concurrently at a community college. Please see the school’s complete Concurrent Enrollment Policy for additional information about taking community college courses. The complete policy can be found on the school’s website in the Board Policy Manual. Reach out directly to ~~the~~ your College Career Readiness Counselor for more information.

## A-G Requirements

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

## California College Admission Information

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

<b>U.S. History/Social Science</b> 1 Year of World History 1 Year of U.S. History OR 1 Semester of U.S. History & 1 Semester of Civics or 1 Semester of American Government	2 Years
<b>English</b>	4 Years
<b>Math</b> Algebra I, Geometry, Algebra II, etc.	3 Years (4 Years Recommended)
<b>Laboratory Science</b> (1 year of life science, 1 year of physical science) Biology, Chemistry, Physics	2 Years (3 Years Recommended)
<b>Visual and Performing Arts</b>	1 Year
<b>Foreign Language</b>	2 years of same language (3 years recommended)
<b>College Preparatory Electives</b> (Yearlong Courses) Visual and Performing Arts, History, English, Social Science, Advanced Math, Lab Science, Languages other than English	1 Year
Courses descriptions can be found on the UCOP website: <a href="https://hs-articulation.ucop.edu/agcourselist">hs-articulation.ucop.edu/agcourselist</a> .	
All courses must be on the College Preparatory, Honors, or AP level with a grade of “C” or better. Honors-level courses are specialized, advanced courses designed for 10th-, 11th- or 12th-graders only who have already completed foundation work in the subject area. High school courses offered at the grade 9 level that schools might locally designate as “honors” are not eligible for the UC honors designation.	

## Eligibility in the Local Context

The Eligibility in the Local Context (ELC) program is a program that identifies top-performing high school scholars in California for admission to the University of California (UC). Compass is a participating high school in the UC’s ELC program and is responsible for ensuring the submission of qualified scholars' contact and transcript data for rising seniors after final junior year grades are confirmed. To qualify, a scholar must be in the top 9% of their high school class, have a minimum GPA of 3.0, meet the A-G course requirements and provide parent/guardian authorization for submission. The Director of Counseling Services oversees the submission of qualified scholars to the University of California. Please reach out to your College Career Readiness Counselor for more ELC program information.

## Cal Grant Program for College

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

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

## Late Start Enrollment

~~In cases where enrollment occurs late in a semester, course enrollment will follow Compass' late start guidelines.~~

### California College Guidance Initiative (CCGI)

The CCGI is written into California Education Code (EC) Section 60900.5 as an authorized provider of an institutional service to all California School Districts and as part of the state’s efforts to make college-going a more streamlined experience for scholars (EC Section 60900.5(a)). One service that the CCGI will provide is a set of college and career planning tools, including the [CaliforniaColleges.edu](https://www.calcolleges.edu) tool, designed to help scholars plan for and apply to California public colleges and universities. The CCGI currently receives enrollment data for all public-school scholars enrolled in grades six through twelve from the California Department of Education (CDE)

The California College Guidance Initiative (CCGI) is a statewide effort to enhance the college and career planning process for scholars in grades 6–12. Through the [CaliforniaColleges.edu](https://www.calcolleges.edu) platform, scholars can access essential resources for post-secondary planning, while educators receive data-driven tools to support scholar success.

All scholars in grades 6–12 will have access to CCGI’s college and career planning tools, including:

- Career assessments to explore interests, personality traits, and learning styles.
- College, major, and career search tools.
- Curated guidance content for post-secondary planning.
- A digital portfolio for tracking academic progress and financial aid plans.
- Tools to launch the Free Application for Federal Student Aid (FAFSA) and California Dream Act Application (CADAA).

## Information Regarding Financial Aid

The Charter School shall ensure that each of its scholars receives information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application, as appropriate, at least once before the scholar enters 12th grade. The FAFSA form and information regarding the FAFSA is available at [studentaid.gov/h/apply-for-aid/fafsa](https://studentaid.gov/h/apply-for-aid/fafsa) and the California Dream Act Application and information regarding the California Dream Act is available at [csac.ca.gov/post/resources-california-dream-act-application](https://csac.ca.gov/post/resources-california-dream-act-application).

Each 12th grade scholar is required to complete and submit a FAFSA or CADAA application per ed code 51225.7, enacted

in 2021, unless the scholar is determined to be exempt or an opt-out form is completed by a legally emancipated scholar, a scholar who is 18 years or older, a legal guardian, or parent, or a local educational agency on a scholar's behalf.

## CCS CEEB Codes

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

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

## NCAA – The National Collegiate Athletic Association

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



## Enrollment, Credits, and Records

### TK-12 Concurrent Enrollment

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

### Transfer Credits

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

### Homeschool Credit Transfer

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

### International Records

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

### Transcripts/Records

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

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

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

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

## Work Permits

Scholars under the age of 18 must obtain a work permit from CCS after securing an opportunity for employment. Please visit [Work Permits for Students](#) or [Application for Entertainment Work Permit for Minor](#) for more information. You can also see the School's complete Work and Entertainment Permit Policy for additional information about obtaining a work permit. The complete policy can be found on the school's website in the Board Policy Manual. Reach out directly to [theyour](#) College Career Readiness Counselor for more information.



## Emergent Multilingual Scholars (EMS) Support and Services

Compass Charter Schools has adopted the terminology Emergent Multilingual Scholar (EMS) for our English Learner (EL) scholars as an asset-based alternative. The shift to **EMS** highlights that scholars are building proficiency in more than one language which is a strength.

Compass will meet all applicable legal requirements for EMS as they pertain to annual notification to parents, scholar identification, placement, program options, ELD and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Compass will implement policies to assure proper placement, evaluation, and communication regarding EMS and the rights of scholars and parents.

In California, any scholar whose primary language is other than English, as determined by the home language survey, and who has not previously been identified as an EMS by a California public school or for whom there is no record of results from an administration of an English language proficiency test, must be assessed for English language proficiency with the English Language Proficiency Assessments for California (ELPAC). The initial ELPAC identifies scholars as either EMS or initial fluent English proficient (IFEP). The Summative ELPAC is taken annually and is required for all EMS.

### Language Acquisition Program

Compass Charter Schools offers a **Structured English Immersion (SEI)** program (EC Section 305[a][2]) for our EMS/ELs. Our SEI program is tailored to meet the diverse needs of our scholars, whether they are EMS or seeking to enhance their English proficiency. Through engaging activities, interactive lessons, and supportive guidance, scholars in our SEI program gain the language skills and confidence needed to succeed academically and thrive in an English-speaking environment. We are committed to providing a nurturing and inclusive learning environment where all scholars have the opportunity to excel.

**Per the CDE, Structured English Immersion Program is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for scholars who are learning English.**

## English Language Development (ELD) Curriculum

Support will be offered via integrated and designated English Language Development (ELD). Integrated ELD will be supported within the academic instruction provided by the Content/Supervising Teachers.

Designated ELD is provided via the ELD course that uses Lexia online curriculum and live instruction by EL tutors for English language acquisition and development to support the ELPAC. The ELD Course is offered to all TK-12 EMS/ELs as a Pass/Fail course. EMS/ELs in grades 9-12 earn 5 credits toward electives with a Pass. EMS/ELs are expected to make progress in Lexia and attend all live sessions with their EL tutor.

## EMS/EL Reclassification (RFEP)

Reclassification is the process whereby a scholar is reclassified from Emergent Multilingual Scholar (EMS) or English Learner (EL) status to Fluent English Proficient (RFEP). California Education Code Section 313[f] and Title 5 California Code of Regulations (5 CCR) section 11303 identify four required criteria for reclassification, but allow other measures to be included. The four required criteria are:

Criteria	Area/Subtest/Subject
1. ELPAC: Assessment of English language proficiency	Overall score of Level 4 (established as the statewide standardized ELP criterion)
2. Teacher Evaluation <ol style="list-style-type: none"> <li>a. Curriculum Mastery</li> <li>b. ELD Curriculum Mastery</li> <li>c. If applicable, IEP Team evaluation</li> </ol>	Teacher evaluation of scholar curriculum mastery <ol style="list-style-type: none"> <li>a. English grade (75%/C/3)</li> <li>b. Lexia grade of Pass (P)</li> <li>c. IEP evaluation and determination</li> </ol>
3. Parent/Learning Coach Opinion and Consultation	Consultation (Y or N)
4. Comparison of Basic Skills in ELA	CAASPP (Standard Nearly Met or Above) Local Benchmark (Tier 1- At/Above or On-Watch)

## English Learner Advisory Committee (ELAC)

A committee of parents, staff, and community members designated to advise district officials on EMS programs and services. Each California public school with 21 or more EMS scholars must form an ELAC. The ELAC will be responsible for the following tasks:

- Advise school administrators and staff in the development of a site plan for EMS
- Assist in developing a school wide needs assessment
- Be a way for learning coaches/parents to become aware of the importance of school attendance

ELAC members will receive training to assist them in carrying out their advisory duties. Training is planned in full consultation with committee members. If you want to learn more about the ELAC at CCS, contact our English Learner Coordinator.

## Adult Scholars (18 Years of Age and Older)

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

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

## California Healthy Youth Act

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

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

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

Anonymous, voluntary, and confidential research and evaluation tools to measure scholars' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the scholar's attitudes concerning or practices relating to sex) may be administered to scholars in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

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



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

## Scholars with Special Needs

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

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

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

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

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

## Education of Homeless Scholars

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

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

Homeless status is determined collaboratively with the learning coach and confirmed by the school liaison. In the case of unaccompanied youth, status is determined by the School Liaison.

### School Liaison

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

Karla Gonzalez | Scholar Community Advocate

850 Hampshire Road, Suite R | Thousand Oaks, CA 91361 | 805-372-0620 | [kgonzalez@compasscharters.org](mailto:kgonzalez@compasscharters.org)

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

- Homeless scholars are identified by school personnel and through coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
- Homeless scholars enroll in and have a full and equal opportunity to succeed at CCS.
- Homeless scholars and families receive educational services for which they are eligible including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by CCS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
- Learning coaches are informed of the educational and related opportunities available to their scholars and are provided with meaningful opportunities to participate in the education of their scholars.
- Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
- Enrollment/admissions disputes are mediated in accordance with law, the CCS charter, and Board policy.
- Learning coaches and any unaccompanied youth are fully informed of all transportation services, as applicable.
- School personnel providing services receive professional development and other support.
- The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
- Unaccompanied youth are enrolled in school, have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, and are informed of their status as independent scholars under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at [www.cde.ca.gov/sp/hs](http://www.cde.ca.gov/sp/hs).

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

**High School Graduation Requirements:** Homeless scholars who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements

that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 (“additional graduation requirements”) unless the Charter School makes a finding that the scholar is reasonably able to complete the Charter School’s graduation requirements by the end of the scholar’s fourth year of high school.

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

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

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

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

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

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

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

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

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

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

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

## Education of Foster and Mobile Youth

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

1. "Foster youth" refers to any of the following:
  - a. A child who is the subject of a petition filed has been removed from their home pursuant Welfare and Institutions Code ("WIC") section 309 (whether or not the child has been removed from the child's home by juvenile.
  - b. A child who is the subject of a petition filed pursuant to WIC section 602, has been removed from the child's home by the juvenile court, and/or is in foster care.
  - c. A nonminor the subject of a petition filed under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    - i. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    - ii. The nonminor is in foster care under the placement Welfare and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, Institutions Code section 300 or tribal organization.
    - iii. The nonminor is participating in a transitional independent living case plan.
  - d. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization 602. This includes children who are the subject of a petition filed in the tribal cases in dependency court and juvenile justice court.[1]
  - e. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
2. "Former juvenile court school pupils" refers to a scholar who, upon completion of the scholar's second year of high school, transfers from a juvenile court school to the Charter School.
3. "Child of a military family" refers to a scholar who resides in the household of an active duty military member.
4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

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

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

Karla Gonzalez | Scholar Community Advocate

850 Hampshire Road, Suite R | Thousand Oaks, CA 91361 | 805-372-0620 | [kgonzalez@compasscharters.org](mailto:kgonzalez@compasscharters.org)

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

**Scholar Records:** When the Charter School receives a transfer request and/or scholar records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these scholar records within two (2) business days. The Charter School shall compile the complete educational record of

the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments, IEPs, and/or 504 plans. All requests for scholar records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

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

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

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

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

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

## Academic Integrity and Plagiarism

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

Some examples include:

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

### What is Plagiarism?

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

To plagiarize means:

- to steal and pass off (the ideas or words of another) as one's own;
- to use (another's production) without crediting the source;



- to commit literary theft or fraud; or
- to present as new and original an idea or product derived from another source.

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

## How to Avoid Plagiarism

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

Find more information about plagiarism and how to avoid it at [owl.english.purdue.edu/owl/resource/589/01/](http://owl.english.purdue.edu/owl/resource/589/01/).

## Consequences for Academic Dishonesty

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

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

### 1st Offense - Warning

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

### 2nd Offense

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

### 3rd Offense

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

### 4th Offense

- If a scholar is caught violating academic integrity a fourth time the teacher will notify the learning coach,

Coordinator and Program Director.

- The course is locked until a recommendation is made by the Disciplinary Action Committee (DAC). The scholar will receive a behavior contract notifying them of this via certified mail.
- The scholar goes before the DAC to determine whether further discipline will be recommended, using the processes outlined in the CCS charter document, available on the CCS website and at the Central Office.

## Academic Probation

Any scholar failing to meet minimum academic standards in his/her courses, or participating in academic dishonesty, as determined by the Program Director, may be placed on academic probation. Scholars on academic probation will be expected to participate in academic interventions as determined by their teacher or director. Scholars on academic probation may not be permitted to attend field trips or participate in scholar clubs until off academic probation.

## Field Trips

### Participation

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

All guests attending field trips are expected to follow the established requirements, rules, and guidelines shared by the Engagement Department for the event to ensure a safe and enjoyable experience for everyone. This includes examples such as arriving on time, following instructions, and demonstrating respectful behavior throughout the event.

Guests who do not follow these requirements, rules, and guidelines may be subject to appropriate actions, such as being asked to leave an activity, early dismissal, or adjustments to future participation. Continued or serious violations may impact eligibility for future field trips. By joining the trip, guests acknowledge and agree to uphold these expectations, contributing to a successful and enriching experience for all.

### Permission Slips

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

### Supervision

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

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

### Transferring Tickets

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

### Role of Volunteer Learning Coaches on Field Trips

Volunteers are needed to participate in all field trips and excursions to assist with supervision of scholar(s). The CCS group and those assisting in supervising scholars shall receive clear information regarding their responsibilities from the Engagement Department or sponsoring staff member. Prior to the field trip or excursion, the Engagement Department or

sponsoring teacher may hold a required meeting for these volunteer learning coaches/approved adults scheduled to accompany CCS group as supervisors to discuss, among other things, safety and the importance of safety-related rules for the field trip or excursion, how to keep a group together and what to do if an emergency occurs.

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

## Scholar Organizations and Clubs

### Scholar Leadership Council

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

### Scholar Clubs

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

### Approval

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

### Fundraising

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

### Revocation of Privileges

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

## Nondiscrimination Statement

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

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

CCS does not discourage scholars from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. CCS shall not encourage a

scholar currently attending CCS to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

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

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

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

Elizabeth Brenner | Superintendent & CEO

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

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

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

## Scholar Grievances

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

## General Complaint Policy

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

## Uniform Complaint Procedure (Annual Notice)

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

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

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any CCS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - a. Accommodations for Pregnant, Parenting, or Lactating Scholars;
  - b. Adult Education;
  - c. Career Technical and Technical Education;
  - d. Career Technical and Technical Training;
  - e. Child Care and Development Programs;
  - f. Consolidated Categorical Aid;
  - g. Education of Scholars in Foster Care, Scholars who are Homeless, former Juvenile Court Scholars now enrolled in a public school;
  - h. Every Student Succeeds Act;
  - i. Migrant Education Programs;
  - j. Regional Occupational Centers and Programs;
  - k. School Safety Plans; and/or
  - l. State Preschool Programs.
3. Complaints alleging noncompliance with laws relating to pupil fees. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
  - a. A fee charged to a pupil as a condition for registering for school or courses, or as a condition for participation in a course or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
  - b. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, course apparatus, musical instrument, clothes, or other materials or equipment.
  - c. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

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

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

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

Elizabeth Brenner | Superintendent & CEO

850 Hampshire Road, Suite R | Thousand Oaks, California 91361 | (818) 824-6233 | [ebrenner@compasscharters.org](mailto:ebrenner@compasscharters.org)

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

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which Charter School's Board of Directors approved the LCAP or the annual update was adopted by Charter School.

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

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

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

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

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

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

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

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has

appropriately, and in a timely manner, apprised the complainant of the Complainant's right to file a complaint in accordance with 5 CCR 4622.

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



## Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

Board Policy #:37

Adopted/Ratified: October 3, 2019

Revision Date: N/A

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

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

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

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

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

Elizabeth Brenner | Superintendent & CEO

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

## Definitions

### Prohibited Unlawful Harassment

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

## Prohibited Unlawful Harassment under Title IX

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

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

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

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a scholar to unwelcome sexual attention or conduct or intentionally making the scholar's academic performance more difficult because of the scholar's sex.
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
  - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

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

## Prohibited Bullying

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

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

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

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

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

4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

## Grievance Procedures

### 1. Reporting

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

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

Elizabeth Brenner | Superintendent & CEO

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

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

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

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

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

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

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

### 2. Investigation

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

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

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

### **3. Consequences**

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

### **4. Uniform Complaint Procedures**

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

### **5. Right of Appeal**

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

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

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

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

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

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

One exception, which permits disclosure without consent, is disclosure to CCS officials with legitimate educational interests. A CCS official is a person employed by CCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors. A CCS official also may include a volunteer, consultant, vendor, or contractor outside of

CCS who performs an institutional service or function for which CCS would otherwise use its own employees and who is under the direct control of CCS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or scholar volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, or other volunteer assisting CCS official in performing an institutional service or function. A CCS official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

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

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:  
Student Privacy Policy Office | U.S. Department of Education | 400 Maryland Avenue, SW Washington, DC 20202
5. The right to request that the Charter School not release scholar names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

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

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a scholar seeks or intends to enroll so long as the disclosure is for purposes related to the scholar's enrollment or transfer. When a scholar transfers schools, the Charter School will mail the original or a copy of a scholar's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the scholar intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible scholar of the request for records at the parent's or eligible scholar's last known address, unless the disclosure is initiated by the parent or eligible scholar. Additionally, Charter School will give the parent or eligible scholar, upon request, a copy of the record that was disclosed and give the parent or eligible scholar, upon request, an opportunity for hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a scholar's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent scholar as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible scholar of the order or subpoena in advance of compliance, so that the parent or eligible scholar may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former scholar, a short-term residential treatment program staff responsible for the education or case management of a scholar, and a caregiver



(regardless of whether the caregiver has been appointed as the scholar's educational rights holder) who has direct responsibility for the care of the scholar, including a certified or licensed foster parent, an approved relative or unrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for scholar and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or

12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

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

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

If you do not want CCS to disclose directory information from your scholar's education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. Please notify the Superintendent & CEO at [ebrenner@compasscharters.org](mailto:ebrenner@compasscharters.org). A copy of the complete Policy is available upon request at the Central Office and on the School's website within the CCS Board Policy Manual.

## Withdrawal from CCS

1. If a scholar decides to withdraw, the scholar's learning coach communicates the decision through their ST and/or counselor.
2. The teacher notifies the Registrar who sends the learning coach an email and form to confirm the withdrawal.
3. Once the withdrawal is completed the Attendance Coordinator will email the Learning Coach a letter showing the scholar has been withdrawn that can be given to the scholar's new school.
4. If a scholar willfully damages CCS' property or the personal property of a CCS employee, or fails to return a textbook, library book, computer/tablet or other CCS property that has been loaned to the scholar, the scholar's parents/guardians are liable for all damages caused by the scholar's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the scholar's parent or guardian in writing of the scholar's alleged misconduct and affording the scholar due process, CCS may withhold the scholar's grades, transcripts, and diploma until the damages have been paid. If the scholar and the scholar's parent/guardian are unable to pay for the damages or to return the property, CCS will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the scholar's grades and diploma will be released.



5. If a scholar and/or a learning coach makes the decision to withdraw from CCS prior to the end of the semester, they are automatically forfeiting their right to a letter grade for any courses still in progress, and will receive a withdrawn (W) on their transcript. Any coursework completed for courses still in progress during a withdrawal will be lost, and cannot be transferred to a new academic institution. If the course has been 100% completed and letter grade provided by the instructor, the scholar will be awarded the credits earned. Please contact your counselor before you choose to withdraw from CCS.

## Involuntary Removal Process

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

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

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

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

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

## Parent and Family Engagement Policy

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

## Employee Interactions with Scholars

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

### Corporal Punishment

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

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

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

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

### Acceptable and Unacceptable Staff/Scholar Behavior

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

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

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

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

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

### ***Duty to Report Suspected Misconduct***

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

### ***Examples of Specific Behaviors***

The following examples are not an exhaustive list:

#### Unacceptable Staff/Scholar Behaviors (Violations of this Policy)

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

#### Unacceptable Staff/Scholar Behaviors without Parent and Supervisor Permission

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

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

#### Cautionary Staff/Scholar Behaviors

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

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

#### Acceptable and Recommended Staff/Scholar Behaviors

- Getting parents' written consent for any after-school activity.
- Obtaining formal approval to take scholars off school property for activities such as field trips or competitions.
- E-mails, text, phone and instant messages to scholars must be very professional and pertaining to school activities or courses (Communication should be limited to school technology.)
- Keeping the door open when alone with a scholar.
- Keeping reasonable space between you and your scholars.
- Stopping and correcting scholars if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a scholar.
- Keeping after-course discussions with a scholar professional and brief.

- Asking for advice from fellow staff or Administrators if you find yourself in a difficult situation related to boundaries.
- Involving your supervisor if conflict arises with the scholar.
- Informing your supervisor or the Superintendent & CEO about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of scholars or coworkers.
- Asking another staff member to be present if you will be alone with any type of special needs scholar.
- Asking another staff member to be present when you must be alone with a scholar after regular school hours.
- Giving scholars praise and recognition without touching them.
- Pats on the back, high fives and handshakes are acceptable.
- Keeping your professional conduct a high priority.
- Asking yourself if your actions are worth your job and career.

## ~~Suicide Prevention Policy~~

~~Board Policy #: 23~~

~~Adopted/Ratified: October 3, 2019~~

~~Revision Date: August 11, 2021~~

~~¶~~

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

~~¶~~

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

~~¶~~

### ~~Prevention and Instruction~~

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

~~¶~~

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

~~¶~~

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

~~¶~~

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

~~¶~~

- ~~1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.~~
- ~~2. Identify alternatives to suicide and develop coping, self-esteem, and resiliency skills.~~

- ~~3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.¶¶~~
- ~~4. Identify trusted adults, CCS resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide, youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care, and lesbian, gay, bisexual, transgender, or questioning youth can get help, and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.¶¶~~

¶¶

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

¶¶

### ~~Staff Development¶¶~~

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

¶¶

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

¶¶

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

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

~~¶~~

#### ~~Employee Qualifications and Scope of Services~~

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

~~¶~~

#### ~~Intervention and Emergency Procedures~~

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

- ~~1. Director of Counseling Services~~
- ~~2. School Counselor~~

~~¶~~

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

~~¶~~

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

~~¶~~

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

~~¶~~

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

~~¶~~

~~Scholars shall be encouraged to notify a teacher, administrator, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another scholar's suicidal intentions. CCS staff should~~



~~treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to scholars and discuss with the scholar, and parent/guardian, about additional resources to support the scholar.~~

~~¶~~

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

~~¶~~

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

~~¶~~

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

~~¶~~

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

- ~~1. Ensure the scholar's physical safety by one or more of the following, as appropriate:
 
  - ~~a. Securing immediate medical treatment if a suicide attempt has occurred.~~
  - ~~b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.~~
  - ~~c. Keeping the scholar under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.~~
  - ~~d. Remaining calm, keeping in mind the scholar is overwhelmed, confused, and emotionally distressed.~~
  - ~~e. Moving all other scholars out of the immediate area.~~
  - ~~f. Not sending the scholar away or leaving him/her alone, even to go to the restroom.~~
  - ~~g. Providing comfort to the scholar, listening and allowing the scholar to talk and being comfortable with moments of silence.~~
  - ~~h. Promising privacy and help, but not promising confidentiality.~~~~
- ~~2. Document the incident in writing as soon as feasible.~~
- ~~3. Follow up with the parent/guardian and scholar in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a scholar who is a Medi-Cal beneficiary.~~
- ~~4. After a referral is made, CCS shall verify with the parent/guardian that the follow-up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the scholar. If parents/guardians refuse or neglect to access treatment for a scholar who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow-up care is still not provided, CCS may contact Child Protective Services.~~
- ~~5. Provide access to counselors or other appropriate personnel to listen to and support scholars and staff who are directly or indirectly involved with the incident at CCS.~~
- ~~6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.~~



¶

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

¶

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

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

¶

#### ~~Supporting Scholars during or after a Mental Health Crisis~~¶

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

¶

#### ~~Responding After a Suicide Death (Postvention)~~¶

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

~~The suicide prevention liaison shall:~~¶

¶

- ~~1. Coordinate with the Superintendent & CEO to:~~¶
  - ~~1. Confirm death and cause;~~¶
  - ~~2. Identify a staff member to contact the deceased's family (within 24 hours);~~¶
  - ~~3. Enact the Suicide Postvention Response; and~~¶
  - ~~4. Notify all staff members (ideally in person or via phone, not via e-mail or mass notification).~~¶
- ~~2. Coordinate an all-staff meeting, to include:~~¶
  - ~~1. Notification (if not already conducted) to staff about suicide death;~~¶
  - ~~2. Emotional support and resources available to staff;~~¶
  - ~~3. Notification to scholars about suicide death and the availability of support services (if this is the protocol that is decided by administration); and~~¶
  - ~~4. Share information that is relevant and that which you have permission to disclose.~~¶

- ~~3. Prepare staff to respond to the needs of scholars regarding the following.¶¶~~
  - ~~1. Review of protocols for referring scholars for support/assessment;¶¶~~
  - ~~2. Talking points for staff to notify scholars; and¶¶~~
  - ~~3. Resources available to scholars (on and off campus).¶¶~~
- ~~4. Identify scholars significantly affected by suicide death and other scholars at risk of imitative behavior.¶¶~~
- ~~5. Identify scholars affected by suicide death but not at risk of imitative behavior.¶¶~~
- ~~6. Communicate with the larger school community about the suicide death.¶¶~~
- ~~7. Consider funeral arrangements for the family and school community.¶¶~~
- ~~8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other scholars should be considered.¶¶~~
- ~~9. Identify media spokesperson if needed.¶¶~~
- ~~10. Include long-term suicide postvention responses:¶¶~~
  - ~~1. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed¶¶~~
  - ~~2. Support siblings, close friends, teachers, and/or scholars of deceased¶¶~~
  - ~~3. Consider long-term memorials and how they may impact scholars who are emotionally vulnerable and at risk of suicide¶¶~~

¶¶

### ~~Scholar Identification Cards ¶¶~~

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

## Suspension and Expulsion Policy (Full Board Policy)

Board Policy #: 25

Adopted/Ratified: October 3, 2019

Revision Date: N/A

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

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

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

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

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

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

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

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

## Procedures

### A. Grounds for Suspension and Expulsion of Scholars

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

### B. Enumerated Offenses

1. Discretionary Suspension Offenses. Scholars may be suspended when it is determined the scholar:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a scholar.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to scholars in any of grades 9 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a scholar who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a scholar organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective scholar. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic

performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to scholars in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a scholar or group of scholars to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or scholar(s) by creating an intimidating or hostile educational environment. This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- v) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a scholar or group of scholars which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable scholar (defined as a scholar, including, but is not limited to, a scholar with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of his or her age with exceptional needs) or scholars in fear of harm to that scholar's or those scholars' person or property.
  - ii. Causing a reasonable scholar to experience a substantially detrimental effect on their physical or mental health.
  - iii. Causing a reasonable scholar to experience substantial interference with their academic performance.
  - iv. Causing a reasonable scholar to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    - 1. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
      - i. A message, text, sound, video, or image.
      - ii. A post on a social network Internet Web site including, but not limited to:
        - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
        - (b) Creating a credible impersonation of another actual scholar for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a scholar for the purpose of bullying the scholar and such that another scholar would reasonably believe, or has reasonably believed, that the scholar was or is the scholar who was impersonated.
        - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious scholar or a profile using the likeness or attributes of an actual scholar other than the scholar who created the false profile.
      - iii. An act of cyber sexual bullying.
        - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a scholar to another scholar or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or

sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

2. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A scholar who aids or abets, as defined in Section 31 of the Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a scholar who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to provisions a) and b), above.
- x) Possessed, sold, or otherwise furnished any knife or other dangerous object of not reasonable use to the scholar unless, in the case of possession of any object of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Scholars must be suspended and recommended for expulsion when it is determined the scholar:

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

3. Discretionary Expellable Offenses: Scholars may be recommended for expulsion when it is determined the scholar:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of the scholar's own prescription products by a scholar.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as



defined in Health and Safety Code Section 11014.5.

- k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a scholar who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a scholar organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective scholar. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a scholar or group of scholars to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or scholar(s) by creating an intimidating or hostile educational environment. This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a scholar or group of scholars which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:
    1. Placing a reasonable scholar (defined as a scholar, including, but is not limited to, a scholar with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or scholars in fear of harm to that scholar's or those scholars' person or property.
    2. Causing a reasonable scholar to experience a substantially detrimental effect on their physical or mental health.



3. Causing a reasonable scholar to experience substantial interference with their academic performance.
  4. Causing a reasonable scholar to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
1. A message, text, sound, video, or image.
    - i. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual scholar for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a scholar for the purpose of bullying the scholar and such that another scholar would reasonably believe, or has reasonably believed, that the scholar was or is the scholar who was impersonated.
      - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious scholar or a profile using the likeness or attributes of an actual scholar other than the scholar who created the false profile.
    - ii. An act of cyber sexual bullying.
      - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a scholar to another scholar or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  2. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- iii. A scholar who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a scholar who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to provisions(a)-(b), above.
- iv. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the scholar unless, in the case of possession of any object of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
- 4) Non-Discretionary Expellable Offenses: Scholars must be recommended for expulsion when it is determined that the scholar:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
- b) Brandished a knife at another person[LAC1] .
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

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

The following terms shall have the following definitions:

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

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

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

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

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

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

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

#### **2. Notice to Parents/Guardians**

At the time of the suspension, the Superintendent or designee shall make a reasonable effort to contact the

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

### 3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

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

### 4. Homework Assignments During Suspension

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

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

## D. Authority to Expel

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

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

## E. Expulsion Procedures

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

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

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. CCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, CCS must present evidence that the witness' presence is both desired by the witness and will be helpful to CCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony

of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the scholar being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **G. Record of Hearing**

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

#### **H. Presentation of Evidence**

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

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

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

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the scholar shall immediately be returned to their previous educational program.

#### **J. Written Notice to Expel**

The Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of

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

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

**K. Disciplinary Records**

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

**L. No Right to Appeal**

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

**M. Expelled scholars/Alternative Education**

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

**N. Rehabilitation Plans**

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

**O. Readmission or Admission of a Previously Expelled Scholar**

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

**P. Notice to Teachers**

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

**Q. Involuntary Removal for Truancy**

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after five (5) missed assignments, an evaluation is held to determine whether it is in the best interest of the scholar to remain in independent study. If it is determined that it is not in the scholar's best interest to remain in independent study, the Charter School may involuntarily remove the scholar after the Charter School follows the requirements



of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. scholars who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

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

### **1. Procedural Safeguards/Manifestation Determination**

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

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the IEP/504 Team determines that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and CCS agree to a change of placement as part of the modification of the behavioral intervention plan.

The Superintendent or designee may remove a scholar to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the scholar's disability in cases where a scholar:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

If the IEP/504 Team determine that the behavior was not a manifestation of the scholar's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then CCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to scholars without disabilities.

### **2. Interim Alternative Placement**

Any Scholar with special needs who is removed from their educational placement for more than 10 days consecutive ( suspensions) or demonstrates a pattern of removals that equals more than 10 days in or a school year shall continue to receive services so as to enable the scholar to continue to participate in the general education curriculum and progress toward their goals and objective in an interim alternative setting.

### **3. Due Process Appeals**

When an appeal relating to the placement of the scholar or the manifestation determination has been requested by either the parent/guardian or CCS, the scholar shall remain in the interim alternative educational



setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and CCS agree otherwise.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### **4. Procedures for Scholars Not Yet Eligible for Special Education Services**

A scholar who has not been identified as an individual with disabilities pursuant to IDEA and who has violated CCS' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CCS had knowledge that the scholar was disabled before the behavior occurred.

CCS shall be deemed to have knowledge that the scholar had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CCS supervisory or administrative personnel, or to one of the child's teachers, that the scholar is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other CCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CCS supervisory personnel.

If CCS knew or should have known the scholar had a disability under any of the three (3) circumstances described above, the scholar may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If CCS had no basis for knowledge of the scholar's disability, it shall proceed with the proposed discipline. CCS shall conduct an expedited evaluation if requested by the parent/guardian; however, the scholar shall remain in the education placement determined by CCS pending the results of the evaluation.

CCS shall not be deemed to have knowledge that the scholar had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the scholar has been evaluated and determined to not be eligible.

### **Right to Refrain from Harmful Use of Animals**

Students with a moral objection to dissecting or otherwise harming animals may opt out of such activities by notifying the school of their objection.



### **Firearm Safety Memorandum**

To: Parents and Guardians of Scholars in the Compass Charter Schools

From: Elizabeth Brenner

Subject: California Law Regarding Safe Storage of Firearms

Compass Charter Schools holds the safety of its scholars as its primary priority and responsibility. The purpose of this memorandum is to inform and to remind parents and legal guardians of all scholars in Compass Charter Schools of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

California makes a person criminally liable for keeping a loaded firearm, under their custody and control, where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian and the child obtains access to the firearm and thereby: (1) causes death or great bodily injury to the child or any other person; (2) carries the firearm to a public place, including to any preschool or school grades kindergarten through twelfth grade, including to any school-sponsored event, activity, or performance; or (3) brandishes a firearm to others. The criminal penalty may be greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

As of 2014, California makes a person criminally liable if they negligently store or leave any loaded firearm on their premises where a child is likely to gain access to it—regardless of whether or not the child brings the gun to a public place.

A parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. These damages may be up to \$30,000 per victim.

Note: Gun owners may avoid criminal liability under California Penal Code Section 25100 by keeping their firearm in a locked container or secured with a locking device that renders the firearm inoperable. 3

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Sincerely,

Elizabeth Brenner

## Board Policy #37: Scholar use of Technology

Adopted/Ratified: October 3, 2019 Revision Date: June 12th, 2023

The Board of Directors of Compass Charter Schools finds that new technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and scholar learning. The Charter School offers scholars access to technologies that may include reimbursement of Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. By its adoption of this Policy, the Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of scholar learning.

### **Educational Purpose**

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Scholar use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Scholars and staff have a duty to use Charter School resources only in a manner specified in the Policy.

“Educational purpose” means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

“Inappropriate use” means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

### **Notice and Use**

The Charter School shall notify scholars and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a scholar is authorized to use the Charter School's technological resources, the scholar and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the scholar and his/her parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

### **Safety**

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Superintendent & CEO or designee shall implement rules and procedures designed to restrict scholars' access to harmful or inappropriate matter on the Internet and to ensure that scholars do not engage in

unauthorized or unlawful online activities. Staff shall monitor scholars while they are using online services and may have teacher aides, scholar aides, and volunteers assist in this monitoring.

The Superintendent & CEO or designee also shall establish regulations to address the safety and security of scholars and scholar information when using email, chat rooms, and other forms of direct electronic communication.

The Superintendent & CEO or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services.

Such instruction shall include, but not be limited to, maintaining the scholar's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying as defined in the Charter School's charter. Scholars are expected to follow safe practices when using Charter School technology.

Scholars shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other scholars, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Scholar use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Superintendent & CEO or designee shall block access to such sites on Charter School computers with Internet access.

The Superintendent & CEO or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising scholar use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Scholar use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is



mandatory. Scholars who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

## ACCEPTABLE USE AGREEMENT

The Charter School believes that providing access to technology enhances the educational experience for scholars. However, scholar use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, scholars must abide by the following terms and conditions:

1. **Security.** Scholars shall not impair the security of Charter School technology resources. Scholars are expected to:
  - a. Use a school-approved multi-factor or two-factor authentication (MFA or 2FA) system when logging in to their school accounts in order to keep their accounts safe and secure (e.g., Clever MFA).
  - b. Login to the school-approved single sign-on (SSO) system in order to access the apps/websites they use for school (versus accessing these website URLs directly) unless the Charter School communicates otherwise (e.g., Clever SSO).
  - c. 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.
  - d. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
  
2. **Authorized Use.** Scholars may use Charter School technology resources when directed by a teacher, when technology has been designated for open scholar use (e.g., computers in the library), and for other educational purposes.
  
3. **Protection Measures.** While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The scholar and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.
  
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Scholars are provided access to the Charter School technology primarily for educational purposes. Scholars shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:
  - a. Playing games or online gaming.
  - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
  - c. Installing software on Charter School equipment without the permission of a ~~educational~~ ~~facilitator~~ teacher or other authorized Charter School staff person.
  - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
  - e. Conducting any activity that is in violation of Charter School policy or local, state or federal law.
  - f. Engaging in any activity that is harmful to other scholar(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
  - g. Conducting for-profit business.

- h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
  - i. Using any software or proxy service to obscure either the scholar's IP address or the sites that the scholar visits.
  - j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
  - k. Accessing or attempting to access material or systems on the network that the scholar is not authorized to access.
5. **No Expectation of Privacy.** Scholar acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to scholars for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the scholars. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the scholar is engaging in an inappropriate use. ➡
6. **Third Party Applications.** The Charter School may partner with various third party technology and software vendors (e.g., apps) to provide scholars and families with services to support their education. As part of their scholar's enrollment, parents and guardians agree to support and help monitor their scholar's use of these technologies. As with all other technologies provided by the school, scholars and families are expected to utilize these apps for educational purposes only. Additionally, while the Charter School makes dedicated efforts to independently evaluate all third party services provided to scholars and families, the Charter School is not responsible for the failures or actions associated with such 3rd party technology service providers.

Some examples of 3rd party apps or services that scholars will have access to may include but are not limited to the following. Note that this list may be updated at any time if the Charter School deems it necessary.

- a. Google's Applied Digital Skills, CS First, and Arts & Culture curriculum.
  - b. The Chrome Web Store and Google Play Store to access school-approved extensions or apps.
  - c. Chrome Remote Desktop to receive tech support from our IT Team.
  - d. Google Translate, Bookmarks, and Books to access texts and bookmark instructional content on the web.
  - e. Google Groups and G Chat to communicate with teachers, school staff, and classmates.
  - f. Google Earth and My Maps to support topography, history, and geography lessons.
  - g. Zoom and YouTube to access instructional video content.
  - h. FigJam to support collaborative instructional tools like whiteboards and graphic organizers.
  - i. *(For Options Scholars)* Amazon Business to place orders for approved instructional materials through OPS.
7. **Disruptive Activity.** Scholars should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

8. **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.
9. **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.
10. **Technology Systems/Equipment Care.** Scholars are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Scholar Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the scholar and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Acceptable Use Procedure, reflects the entire agreement and understanding of all parties.

As a user of Charter School technologies, I have read Scholar Use of Technology Policy and ~~herby~~ **hereby** agree to comply with it and the Acceptable Use Agreement.

I understand that computer use is a privilege and not a right. I understand that if I violate this policy in any way, I will be subject to a referral and possible suspension. I understand that the parent or guardian of a minor scholar shall be liable for the replacement cost for property the Charter School loaned to the scholar that the scholar fails to return or that is willfully cut, defaced or otherwise damaged, up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A scholar over the age of majority shall be liable for the same. (Ed. Code 48904).



## Summary of key changes in the **2025-26 Compass Scholar Handbook**

### **Academic & Graduation Requirements**

- **Ethnic Studies Requirement:** Now included in the minimum graduation requirements. Students must complete at least one semester of ethnic studies coursework. Schools must offer the course starting in **2025-26**, but it is a graduation requirement for students graduating from **2029-30** onward.
- **Alternative Diploma Adjustments:** The required credits for an alternative diploma have been increased slightly (from 130 to 135), with additional focus on **History/Social Science** requirements.
- **Updated Course Sequencing Rules:** Scholars must follow a set academic pathway for core subjects to align with state and NCAA requirements.

### **Enrollment & Attendance Policies**

- **Master Agreement Updates:** Scholars and guardians must sign agreements without modifications, and any changes in address leading to interdistrict transfers require an updated Master Agreement.
- **Stricter Attendance Policies:** More emphasis on tracking **missed assignments**, truancy, and evaluations to determine whether independent study is in the scholar's best interest.

### **Academic Integrity & Testing**

- **Final Exam Requirement Reinforced:** All students in grades **6-12 must** complete a final exam or culminating project.
- **Math Placement Policy Adjustments:** New guidelines ensure students are placed in the correct math courses based on multiple assessments.
- **Plagiarism & Academic Dishonesty:** Strengthened policies outlining plagiarism definitions and consequences.

### **Educational Support & Funding**

- **Updated Educational Support Fund Guidelines:** Families can now purchase materials through **Amazon Parent Solutions**, with restrictions on non-core services and high-risk activities.
- **Increased Oversight on Learning Materials:** Teachers must verify that core materials are in place before ordering enrichment materials.

### **Behavioral & Safety Policies**

- **Expanded Virtual Classroom Rules:** Scholars must log in using CCS-issued email addresses, avoid distractions, and adhere to strict cybersecurity rules.

- **Enhanced Safety Policies:** Increased focus on **human trafficking prevention, synthetic drug/fentanyl awareness**, and firearm safety.
- **Updated Anti-Bullying & Harassment Policies:** Expanded definitions under **Title IX** and strengthened disciplinary actions for violations.

## Miscellaneous Updates

- **Stronger Field Trip Guidelines:** More defined roles for volunteer learning coaches and strict supervision policies.
- **New Work Permit Guidelines:** Updated requirements for scholars seeking employment while in school.

# Coversheet

## Board Policy #23: Suicide Prevention

**Section:** IX. Academic Services  
**Item:** G. Board Policy #23: Suicide Prevention  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Board Policy #23 Revision Draft Pending Board Approval.pdf

## Suicide Prevention Policy

Board Policy # 23

Adopted/Ratified: October 3, 2019

Revision Date: August 11, 2021, **March 8, 2025 (Pending Board Approval)**

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

Suicide prevention requires vigilant attention from school communities (all school staff, scholars, parents) and public members. As a result, school communities have an ethical and legal responsibility to provide appropriate and timely response to suicidal ideation, attempts, and deaths. School leaders and staff must ensure their schools are safe and nurturing environments that mitigate suicidal ideation and behaviors in scholars and staff and that appropriate procedures, protocols, and supports are well promulgated and easily accessible to all.

This policy is based on research and best practices in suicide prevention and has been adopted with the understanding that positive and nurturing school climates coupled with suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those who may be suicidal, and help decrease such behaviors. Empirical evidence refutes a common misconception that talking about suicide can increase risk or “place the idea in someone’s mind.” Therefore, it is critical to address all behaviors directly and in a timely manner. Of significant importance is the education of scholars to recognize their own mental health, equip them with information and knowledge to solicit help, and learn to recognize symptoms within themselves and their peers.

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

### Prevention and Instruction

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

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

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

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

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping, self-esteem, and resiliency skills.

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, CCS resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help, and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

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

### Staff Development

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

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

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

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

Staff training is reviewed and adjusted annually based on previous professional development activities, emerging best practices, and feedback.

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

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

### **Intervention and Emergency Procedures**

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

1. Director of Counseling Services
2. School Counselor

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

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

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

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

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

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

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

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

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

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



treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, CCS may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support scholars and staff who are directly or indirectly involved with the incident at CCS.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

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

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

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

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

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

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

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

The suicide prevention liaison shall:

1. Coordinate with the Superintendent & CEO to:
  1. Confirm death and cause;
  2. Identify a staff member to contact the deceased's family (within 24 hours);

3. Enact the Suicide Postvention Response; and
4. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
  1. Notification (if not already conducted) to staff about suicide death;
  2. Emotional support and resources available to staff;
  3. Notification to scholars about suicide death and the availability of support services (if this is the protocol that is decided by administration); and
  4. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to the needs of scholars regarding the following:
  1. Review of protocols for referring scholars for support/assessment;
  2. Talking points for staff to notify scholars; and
  3. Resources available to scholars (on and off campus).
4. Identify scholars significantly affected by suicide death and other scholars at risk of imitative behavior.
5. Identify scholars affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death.
7. Consider funeral arrangements for the family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other scholars should be considered.
9. Identify media spokesperson if needed.
10. Include long-term suicide postvention responses:
  1. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
  2. Support siblings, close friends, teachers, and/or scholars of deceased
  3. Consider long-term memorials and how they may impact scholars who are emotionally vulnerable and at risk of suicide

### Scholar Identification Cards

~~CCS does not currently issue scholar identification cards. However, if CCS does so at a future date, such cards will~~SB-972 ~~requires scholar identification cards to~~ include the three (3) digit dialing ~~codecodes~~ for the National Suicide Prevention Lifeline 988 and the National Domestic Violence Hotline (1-800-799-7233) ~~on all scholar identification cards. CCS will also include~~and the number for the Crisis Text Line which can be accessed by texting HOME to 741741. ~~and a local suicide prevention hotline on all scholar identification cards.~~ Please ensure that your scholar has these emergency support numbers printed and available in a prominent and easily found location.

# Coversheet

## Accelerated Education Contract Approval

**Section:** IX. Academic Services  
**Item:** H. Accelerated Education Contract Approval  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Accelerate Education Compass Amendment 25-26 (1) (1).pdf

**FIFTH AMENDMENT  
TO  
MASTER SERVICES AND LICENSE AGREEMENT**

This FIFTH AMENDMENT TO MASTER SERVICES AND LICENSE AGREEMENT (this "5<sup>th</sup> Amendment") dated March 8, 2025 between Accelerate Education Incorporated and Compass Charter Schools.

**RECITALS**

Whereas, ACCELERATE and Customer entered into a Master Services and License Agreement effective as of June 12, 2019 ("Effective Date"); and Whereas, each of the parties now desire to amend the terms of that Agreement.

Now, therefore, the parties hereto hereby agree as follows.

**AGREEMENT**

**1. Amendments to the Agreement**

Section 4 of the Agreement is hereby amended and restated to read in its entirety as follows:

**4) Term and Termination**

Initial Term. The initial term of this Agreement ("Initial Term") shall commence on the date of the Agreement and shall continue until June 30, 2026.

Exhibit B of the Agreement is hereby amended and restated to read in its entirety as follows:

## Exhibit B Pricing and Payment Schedule

640	K-5 Workbooks	Physical Workbook prices are Per Semester Course. Includes domestic standard ground shipping. Workbooks are only valid for the current school year as future course updates may necessitate changes to activities, page layouts, etc.	\$25.00	\$16,000.00
460	Grades 6-12 FT Seat	Full Time Seat Licenses include Orientation & Internet Safety course and up to 7 courses / Per Student / Per Semester for the academic school year. Students with more than 7 courses per semester will incur Individual Course fees. Physical Materials not Included. Seats valid from: 8-1-25 to 6-15-26	\$237.15	\$109,089.00
160	K5 Content FT Seat	Full Time Seat Licenses include up to 6 courses / Per Student / Per Semester for the academic school year. Students with more than 6 courses per semester will incur Individual Course fees. Physical Materials not Included. Seats valid from: 8-1-25 to 6-15-26	\$381.65	\$61,064.00
1	Year 2+ Virtual Implementation & PD Package (Buzz)	Unlimited access to live and on-demand training webinars and resources for administrators and teachers (established programs) (Buzz). Includes: School year rollover domain configuration & support Refresher and new teacher/administrator training webinars	\$900.00	\$900.00
0	K5 Per Semester Content	Grades K-5 Per Semester Course Enrollment. Includes Content, Hosting, and Support. Physical Materials not Included.	\$45.00	\$0.00
0	Grade 6-12 Per Semester Content	Per Semester Course Enrollments. Includes Content, Hosting, and Support. Physical Materials not Included.	\$39.00	\$0.00

Additional Information	Subtotal	\$187,053.00
- Once a student completes or drops from a Seat, License is open for another student	Tax	\$0.00
- For Per Enrollment courses, each enrollment has a 14-day grace period to drop the student	<b>Total</b>	<b>\$187,053.00</b>
- Actual Seat usage above the initial pre-purchased amount will be invoiced periodically during the year		
- No refunds or returns on workbooks		
- Actual Workbook orders above the initial pre-purchased amount will be invoiced periodically during the year		
- K-5 Independent Reading Program Not Included		
- PD Support package required		

Detailed catalogs and course descriptions of the Licensed Materials listed herein can be accessed at [www.Accelerate.Education](http://www.Accelerate.Education) within the catalogs section of the web site.

### 2. Miscellaneous

(a) The headings contained in this Amendment are for reference purposes only and shall not affect in any way the meaning or interpretation of this Amendment.

(b) Except as expressly amended and modified by this Amendment, the Agreement shall continue in full force and effect and is hereby ratified and confirmed in all respects.

IN WITNESS WHEREOF, the parties hereto have entered into and signed this Amendment as of the date and year first above written.

**ACCELERATE EDUCATION INCORPORATED**

By \_\_\_\_\_  
Name: Michael Axtman  
Title: President/CEO  
Date: \_\_\_\_\_

**COMPASS CHARTER SCHOOLS**

By \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

# Coversheet

## STAR MOY Report

**Section:** IX. Academic Services  
**Item:** I. STAR MOY Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 2025 March MOY STAR Staff Support Board Report.pdf





Academic Services Division | Board Report | March 8, 2025  
MOY STAR Testing Update



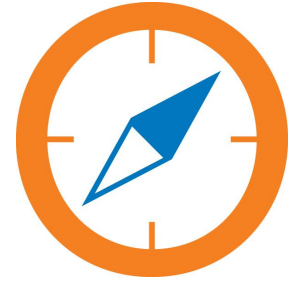


Our **mission** is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.


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.



# Staff Support

- ❑ After hosting STAR makeup sessions, the assessment team achieved a remarkable increase in our MOY STAR participation rates. At the close of the initial window, we were at 87% overall. However, as of 1/28, we surpassed our goal of 95% participation and saw a significant participation improvement from the BOY rates:
  - ❑ 96.66% - Early Literacy, +.2% (slight increase) participation increase from the fall
  - ❑ 95.80% - Math +3.3% participation increase from the fall
  - ❑ 95.69% - Reading +3.7 participation increase from the fall

# Staff Support



**STAR District Benchmark** - set by CCS, in alignment with Renaissance's recommendation - guides instruction, intervention, and resource allocation.

**STAR State Benchmark** - on track to meet grade-level standards, in alignment with statewide assessments. The state benchmark is more rigorous.

- ❑ CCS of Los Angeles
  - ❑ District Benchmark: Early Literacy: 69.8%, Reading: 72.6%, Math: 67.4%
  - ❑ State Benchmark: Early Literacy: N/A, Reading: 61.1%, Math: 43.3%



# Staff Support

## STAR Benchmark (con't)

- ❑ CCS of San Diego
  - ❑ District Benchmark: Early Literacy: 73.8%  
Reading: 74.7% Math: 67.3%
  - ❑ State Benchmark: Early Literacy: N/A,  
Reading: 68.3%, Math: 41.7%
- ❑ CCS of Yolo
  - ❑ District Benchmark: Early Literacy: 62.3%,  
Reading: 81.6%, Math: 71.4%
  - ❑ State Benchmark: Early Literacy: N/A,  
Reading: 71.4%, Math: 44.6%



# Staff Support

- ❏ STAR Growth BOY - MOY - percentage of scholars exceeding the minimum district proficiency level
  - ❏ Early Literacy
    - ❏ Fall: 72%
    - ❏ Winter: 69.8% (50 fewer scholars took the winter assessment, contributing to a decline - these scholars took reading, instead, as they were above benchmark in the fall.)
  - ❏ Reading
    - ❏ Fall: 73.7%
    - ❏ Winter: 75%
  - ❏ Math
    - ❏ Fall: 65.8%
    - ❏ Winter: 68.1%



# Staff Support



- ❑ There are several reports within STAR Renaissance and in the Parent-Scholar Dashboard in the SIS that STs use to go over results with the LCs and scholars in connection meetings. The most utilized are:
  - ❑ **The Star Student Report** - provides an overview of an individual scholar's performance, including scaled scores, percentile ranks, and growth over time. This report helps STs track scholar progress and identify areas of strength or need.
  - ❑ **The Teacher Dashboard** - a real-time snapshot of scholar performance across a class, displaying assessment scores, progress monitoring, and helps teachers make data-driven decisions for instruction.
  - ❑ **The STAR Student Instructional Report** - offers detailed insights into a scholar's current skill level and instructional needs, providing recommendations for targeted interventions or next steps for personalized learning (*see sample on next slide*).

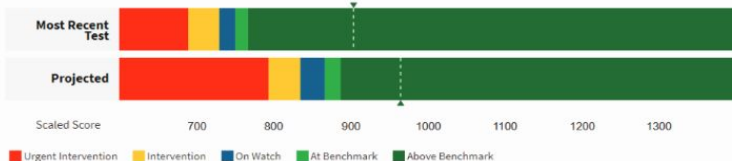


# Staff Support

## Sample Instructional Report

**D** Student **Dee, Ellie** Test Date **Nov 7, 2017 9:14am** Grade **1st** Teacher **Dee, D.** Class/Group **Brey Class 1**

### District Benchmark, Grade 1



### Star Reading Enterprise Tests Results

<b>SS</b> (Scaled Score) <b>904</b> Above Benchmark Ellie's Scaled Score is based on the difficulty of questions and the number of correct responses.	<b>Projected SS</b> (for 07/31/18) <b>965</b> Above Benchmark Based on research, 50% of students at Ellie's level will achieve this much growth.	<b>Growth Score</b> (Open Growth Score) <b>859</b> The Growth Score uses all psychometrically calibrated items across all assignments to estimate the students overall mastery of...
<b>IRL</b> (Instructional Reading Level) <b>2.0</b> Ellie would be best served by instructional materials prepared at the second grade level.	<b>ZPD</b> (Zone of Proximal Development) <b>2.3 - 3.3</b> Ellie's ZPD identifies books at the right level to provide	

### Suggested Skills

Ellie's Star Reading Enterprise Tests score(s) suggests these skills from CPR for WI learning progressions would be challenging, but not too difficult. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the CPR for WI learning progressions to see how these skills fit within the larger context of the progression.

### Literature

#### Key Ideas and Details

This score suggests Ellie is ready for instruction and practice with the following skills:

- 3 Refer to literary text to answer questions

### Language and Structure

This score suggests Ellie is ready for instruction and practice with the following skills:

- 3 Use terms for parts of a book, play, or poem
- 3 **Focus Skill** Explain nonliteral language in literary text
- 3 **Focus Skill** Describe how text builds on previous sections
- 3 Tell how characters' viewpoint differs from own

### Integration of Knowledge and Ideas

This score suggests Ellie is ready for instruction and practice with the following skills:

- 3 **Focus Skill** Tell how illustrations contribute to the story

### Range of Reading and Level of Text Complexity

This score suggests Ellie is ready for instruction and practice with the following skills:

- 3 Compare different forms of literature

### Informational Text

#### Key Ideas and Details

This score suggests Ellie is ready for instruction and practice with the following skills:

- 3 **Focus Skill** Refer to informational text to answer questions



# Staff Support

## Dip in Scores

- ❑ In certain areas, Early Literacy performance declined from BOY to MOY, as scholars who score at or above benchmark in the fall often choose to challenge themselves by advancing to reading during the next benchmark window.

## How do we support/address discrepancies?

- ❑ STs have been reviewing this data within PLC groups and in team meetings to determine tier 1 strategies to implement during live synchronous learning sessions.
- ❑ STs also are working in their teaching teams to target these decline with small instructional groups with those scholar who need additional support.
- ❑ Staff are initiating WIT (Whatever it Takes) team meetings to leverage wrap-around services across the academic department to support scholars.
- ❑ Provide training on test administration
- ❑ Coordinator teams hold team data meetings to review scholar performance and identify trends to use in Live Sync or direct support during connection meetings.



# Staff Support

- ❑ The Online and Options Instructional Leadership Teams (ILT) teams continually review curriculum to determine effectiveness and to help target scholar areas of support.
  - ❑ This can be used as supplemental support curriculum in either program.
  
- ❑ STs can hold frequent connection meetings with families of scholars who have shown a decline in their STAR benchmark assessment.
  - ❑ Reviewing specific data, recommend additional lessons and assignments to help target those supports.



# Staff Support

Teachers can view scholar assessment data, internally, on the School Pathways teacher facing dashboard.

- Teachers and staff can view assessment information across school years.
- Teacher view →

▼ CAASPP Smarter Balanced

Subtest	Date	Grd	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	
English Language Arts/Literacy	04/23/2024	11	2299 - 2492	2493 - 2582	2583 - 2681	2682 - 2900	2690
English Language Arts/Literacy	04/15/2021	08	2288 - 2486	2487 - 2566	2567 - 2667	2668 - 2850	2679
Mathematics	04/22/2024	11	2280 - 2542	2543 - 2627	2628 - 2717	2718 - 2900	2839
Mathematics	04/13/2021	08	2265 - 2503	2504 - 2585	2586 - 2652	2653 - 2860	2647



# Staff Support

Scholars and learning coaches (LCs) can view assessment information on the School Pathways Parent/Scholar portal

- From this portal, scholars and LCs can view assessment data across school years
- Scholar/LC view →

Dashboard		School		Classes		
<a href="#">Click here to learn more about Learning Analytics</a>						
<b>Test Score History</b>						
<b>Test</b>						
CAASPP Smarter Balanced						
Subtest	Date	Grd	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Language Arts/Literacy	04/23/2024	11	2299 - 2492	2493 - 2582	2583 - 2681	2682 - 2900
English Language Arts/Literacy	04/15/2021	08	2288 - 2486	2487 - 2566	2567 - 2667	2668 - 2850
Mathematics	04/22/2024	11	2280 - 2542	2543 - 2627	2628 - 2717	2718 - 2900
Mathematics	04/13/2021	08	2265 - 2503	2504 - 2585	2586 - 2652	2653 - 2860
<b>CAST</b>						
Subtest	Date	Grd	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Science	04/25/2024	11	550 - 575	576 - 614	615 - 635	636 - 650
Science	04/14/2021	08	350 - 377	378 - 414	415 - 432	433 - 450
<b>Renaissance Star (Including Growth Platform)</b>						
Subtest	Date	Grd	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Math	12/11/2024	12				98
Scaled Score: 1048 (Historical Format) At/Above Benchmark						
Math	09/11/2024	12				98
Scaled Score: 1046 (Historical Format) At/Above Benchmark						
Math	05/15/2024	11				97
Scaled Score: 1084 (Historical Format) At/Above Benchmark						
Math	12/06/2023	11				98
Scaled Score: 1097 (Historical Format) At/Above Benchmark						



Thank you.

Questions & Comments.





# Coversheet

## 2025 Annual Survey Highlights

**Section:** IX. Academic Services  
**Item:** J. 2025 Annual Survey Highlights  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 2025 Annual Survey highlights.pdf



## Annual Survey | March 8, 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 a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.








# OUR ARTIC VALUES

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

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

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

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

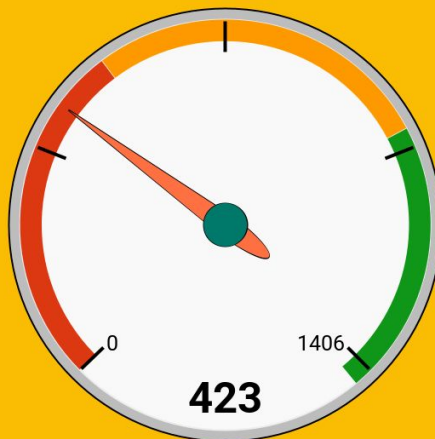
 **Communication** Frequently and proactively communicate with all persons involved in your education.

# Participation Rates

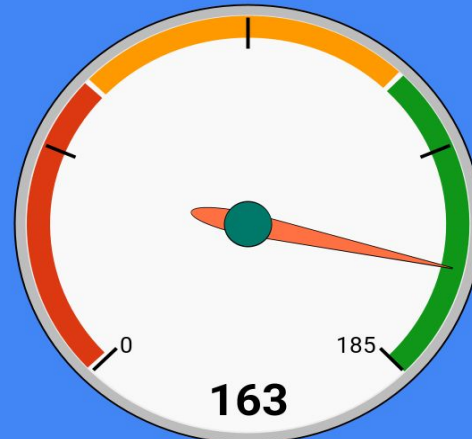
Parent Participation: Goal 908



Scholar Participation: Goal 1406



Staff Participation: Goal 185



Goal number explanation: 60% of 1,514 Learning Coach Parents: 908 | 60% of 2,341 Scholars: 1,406 | 90% of 207 Staff: 185

Last Year: **479** of 982 of Learning Coach Parents; **394** of 1521 Scholars; **146** of 185 Staff.



# Thoughts on Compass



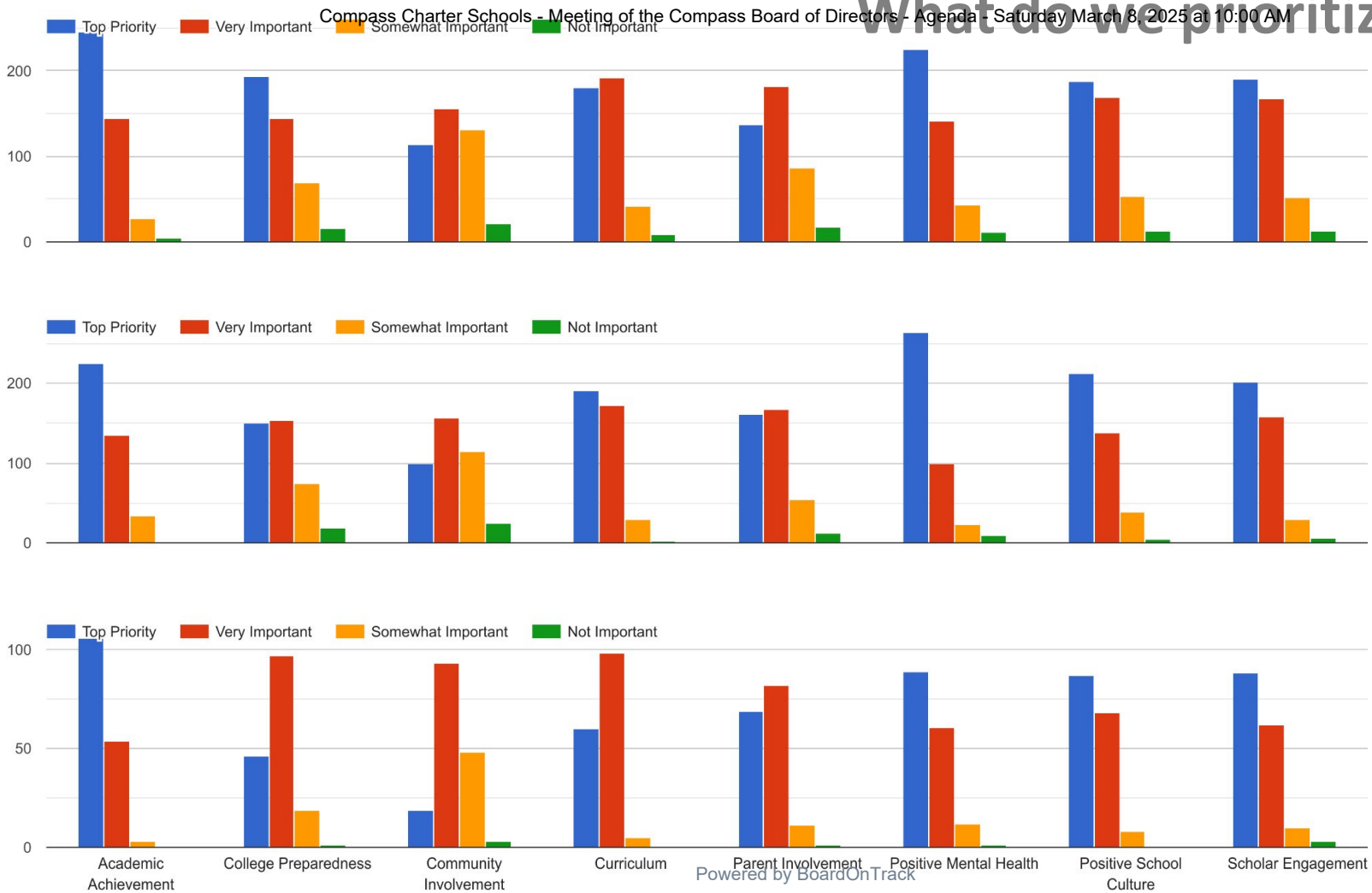
# What do we prioritize?



Scholar

Parent

Staff



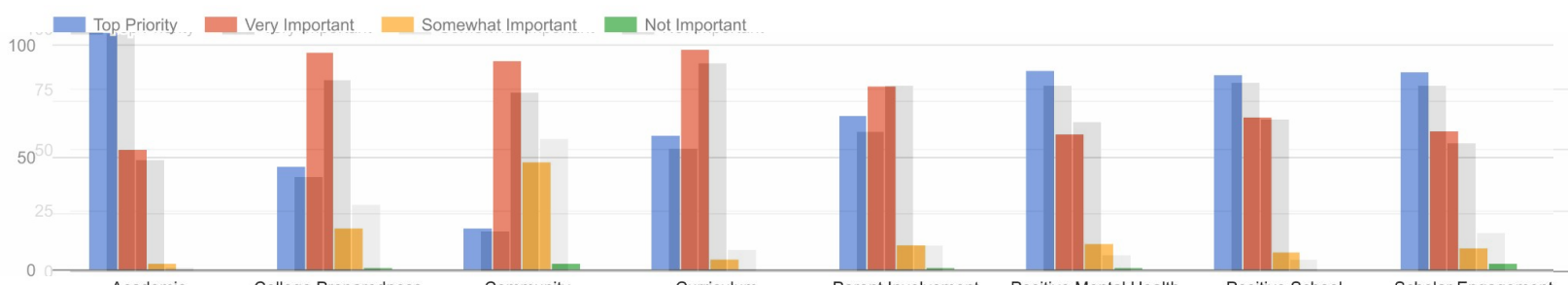
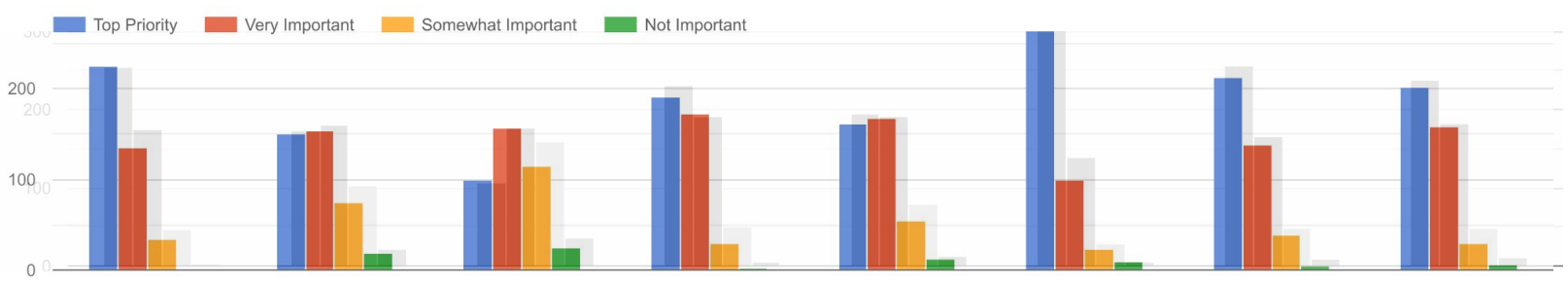
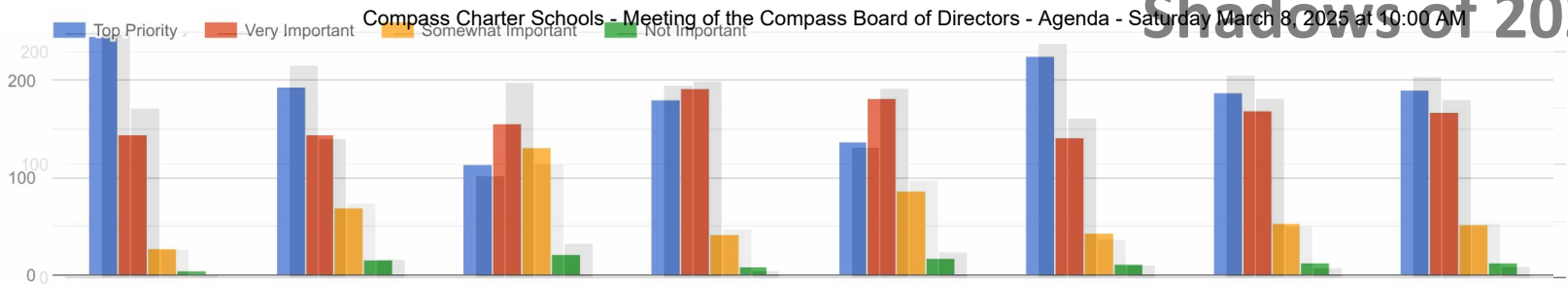




Scholar

Parent

Staff





## What do Scholars love about Compass?

1. **Flexibility & Self-Paced Learning** – Scholars love the ability to **work at their own pace, set their own schedules, and balance school with personal activities** without the stress of rigid deadlines.
2. **Supportive & Caring Teachers** – Students appreciate how **kind, responsive, and engaging** their teachers are, making learning easier and more enjoyable.
3. **Comfortable & Focused Learning Environment** – Learning from home allows scholars to **avoid distractions, feel more comfortable, and concentrate better** compared to traditional school settings.
4. **Opportunities for Social Interaction** – Scholars enjoy **clubs, Learning Labs, connection meetings, and field trips** that provide chances to engage with peers despite being in an online program.
5. **Personalized Learning & Extra Support** – Compass provides **individualized instruction, tutoring, and quick teacher responses**, helping scholars stay on track and succeed.
6. **Engaging & Interactive Curriculum** – Students enjoy **hands-on projects, science kits, interactive assignments, and unique learning activities** that make school more exciting.
7. **Freedom to Work Ahead or Catch Up** – Scholars like having the **flexibility to move ahead in subjects they excel in or take extra time on challenging topics** without unnecessary pressure.
8. **Encouraging & Positive School Culture** – The supportive Compass community, including **kind classmates and understanding teachers**, makes scholars feel valued and motivated.
9. **College & Career Readiness** – High school students appreciate **dual enrollment, AP courses, and preparation for college and careers**, helping them get ahead academically.
10. **Accessibility & Ease of Learning** – Scholars find the school's **structure, online resources, and ability to learn from anywhere** convenient and stress-free.

### Last year's list.

1. Flexibility
2. Supportive Teachers
3. Independence
4. Online Nature
5. Extracurricular Options
6. Positive Learning Environment
7. Individualized Learning
8. Family Orientation
9. Availability of Resources
10. No Judgement

\*CHAT GPT analysis of survey responses \*Repeats from last year in Orange



# What do Parents love about Compass?

1. **Flexibility** – Parents love that Compass allows them to create a customized schedule that fits their family's needs, travel, and life responsibilities.
2. **Supportive and Caring Teachers** – Many parents praise their supervising teachers (STs) for their dedication, helpfulness, and responsiveness.
3. **Freedom in Curriculum Choice** – Parents appreciate the ability to select the curriculum that best fits their child's learning style, strengths, and needs.
4. **Personalized Education** – The ability to tailor education to a child's pace, strengths, and interests is a major advantage for families.
5. **Strong Communication and Support** – Parents value the accessibility of teachers and staff, as well as the guidance they receive in their homeschooling journey.
6. **Funding for Resources** – The availability of funds to support educational materials, vendors, and extracurricular activities is a huge benefit.
7. **Safe and Comfortable Learning Environment** – Many parents love that their children can learn in a stress-free, familiar setting at home.
8. **Community and Social Opportunities** – Field trips, learning labs, clubs, and events help students connect with peers and feel part of a learning community.
9. **Hybrid and Online Learning Options** – The combination of online learning, homestudyl support, and optional in-person classes allows families to find a balance that works for them.
10. **Special Education and Accommodations** – Parents of students with special needs appreciate the flexibility and resources available to support their child's unique learning requirements.

## Last year's list.

1. Flexibility
2. Supportive Teachers
3. Community and Events
4. Options Program.
5. Financial Support
6. Ease of Use
7. Personalized Learning
8. Live Classes and Record Keeping
9. Special Education Support
10. Communication
11. Freedom and Independence
12. Enrichment Programs
13. Individualized Learning
14. Online Resources
15. Positive Teacher & Staff Interactions.

2. **Dedication to Scholar Success** – Staff members are passionate about helping scholars thrive, especially those who might struggle in traditional settings.

3. **Flexibility & Work-Life Balance** – The ability to work remotely or have a flexible schedule allows staff to maintain a good work-life balance.

4. **Supportive Leadership & Communication** – Staff members value the open communication from leadership and feel heard through surveys, meetings, and direct engagement.

5. **Personalized Learning Approach** – The ability to provide individualized education to scholars and support families in choosing their own learning paths is a highlight.

6. **Innovative & Evolving Educational Model** – Many appreciate Compass' commitment to continuous improvement and staying ahead with technology and best practices in education.

7. **Passionate & Caring Colleagues** – The dedication, creativity, and commitment of the staff to both scholars and each other make Compass a special place to work.

8. **Opportunities for Professional Growth** – Staff members feel valued, supported, and encouraged to grow in their careers through collaboration and skill-building.


9. **Meaningful Relationships with Scholars & Families** – Many love the opportunity to work closely with scholars and their families, helping to shape their educational journeys.

10. **Positive School Culture** – Whether at the OCLC or in virtual settings, staff appreciate the school's culture of kindness, respect, and shared purpose.

\*CHAT GPT analysis of survey responses \*Repeats from last year in Orange

Powered by BoardOnTrack

# What does Staff love about Compass?



## Last year's list.

1. Community and Support
2. Dedication to Scholars
3. Flexibility and Work Environment
4. Leadership and Direction
5. Mission and Values
6. Professional Growth
7. Online Learning Model
8. Personalized Learning
9. Team Collaboration
10. Positive Impact

# If Scholars Could Change one Thing...



1. **More Social Interaction & Friend-Making Opportunities** – Scholars want **more chances to connect with peers** through **group chats, study groups, social Zoom rooms, in-person meetups, and clubs** to help combat isolation.
2. **More Engaging & Frequent Field Trips for High Schoolers** – Many feel field trips cater primarily to younger students and request **more teen-friendly trips, college visits, and unique experiences**.
3. **Less Homework & More Manageable Workloads** – Many scholars feel overwhelmed and request a **more balanced workload, fewer back-to-back assignments, and less daily work**.
4. **More Flexibility in Learning Lab Schedules** – Scholars would like **later Learning Lab times, recordings for missed sessions, and better alignment with coursework**.
5. **Easier Communication Between Scholars** – Many scholars want the ability to **chat with classmates online** through a **safe, moderated system** to build friendships and collaborate.
6. **More Elective & AP Course Options** – High school scholars want **more elective variety, additional AP courses, and expanded online learning opportunities**.
7. **Simplified Technology & Platforms** – Scholars find **Clever frustrating**, dislike switching between multiple platforms, and want a **more user-friendly, centralized system**.
8. **Less Emphasis on Work Samples & Testing** – Many want **fewer required work samples, more flexibility in how they submit them, and reduced standardized testing requirements**.
9. **More In-Person Learning & Clubs** – Some scholars would like **more opportunities to attend Learning Centers, participate in hands-on experiences, and join in-person clubs**.
10. **More Flexibility in Course Progression** – Scholars want **to work ahead, revisit past lessons, and have more control over assignment order** instead of being locked into a strict sequence.

# If Parents Could Change one Thing...



1. **More Flexible & Less Restrictive Use of Funds** – Parents want fewer spending restrictions, the ability to purchase necessary materials without limitations, and the option to use funds for extracurricular activities like field trips, zoos, and museums.
2. **Increased Access to Vendors & Service Providers** – Many parents expressed a need for more approved vendors, particularly for high school courses, faith-based materials, and local enrichment programs.
3. **Simplified & More Efficient Ordering and Enrollment Systems** – The curriculum ordering process is seen as overly complex and restrictive. Parents want a more user-friendly system that allows them to order for the full year, with clearer guidelines and faster processing times.
4. **More Field Trips & Local Events** – Parents want more in-person gatherings, local meetups, and field trips, especially in underrepresented areas like Solano County, San Bernardino, and Riverside.
5. **Consistent & Transparent Communication** – Parents feel overwhelmed by scattered information, frequent changes, and unclear policies. They request better communication regarding attendance, diploma requirements, ordering policies, and compliance expectations.
6. **Fewer Work Sample & Reporting Requirements** – Many parents feel that the current system for work samples is excessive and that tracking standards for each assignment is too rigid. They want fewer required work samples and a simpler submission process.
7. **Keeping the Same Supervising Teacher (ST) Over Time** – Parents value continuity with their STs and do not want them reassigned, especially in their child's final years of schooling.
8. **More Live Classes & Social Opportunities for Scholars** – Parents want additional live, interactive sessions, more flexible Learning Lab schedules, and increased opportunities for scholars to connect with peers, both virtually and in person.
9. **Improved Technology & Fewer Logins** – Parents struggle with multiple platforms and logins and would prefer a single, centralized system for attendance, assignments, and communication.
10. **More Funding & Competitive Resources Compared to Other Charter Schools** – Many parents feel Compass provides fewer resources and less funding per scholar compared to other charter schools, making it harder to support their child's learning experience.

# If Staff Could Change one Thing...



1. **Better Communication & Transparency** – Staff want clearer, more consistent communication between leadership and departments, especially regarding program changes, expectations, and new systems.
2. **More Stability & Less Frequent Change** – Many staff members expressed frustration with constant program and system changes. They want changes to be well-planned, tested for at least two years, and implemented only when necessary.
3. **Stronger Leadership Understanding & Support for the Options Program** – Staff in the Options department feel that leadership does not fully understand their work or the needs of their families, leading to ineffective changes and a lack of proper support.
4. **More Staff Input in Decision-Making** – Teachers and STs want leadership to seek and truly consider their input before making major decisions that impact scholar learning and daily workflows.
5. **Reduced Workload & More Role Clarity** – Many staff feel overwhelmed with excessive administrative tasks on top of their teaching responsibilities. They would like to see a reduction in non-teaching duties or additional support to manage them.
6. **Improved Technology & Resources** – Staff members want better laptops (not ThinkPads), updated technology for scholars, and streamlined systems for ordering, curriculum tracking, and work sample submission.
7. **Higher Pay & More Career Growth Opportunities** – Several staff members feel that salaries are too low, especially given the workload. They also mentioned a lack of promotional opportunities for growth within Compass.
8. **Better Workplace Culture & Accountability** – Staff want everyone to be held to the same professional standards and ARTIC values. Some feel that a few individuals create negativity, resist change, or undermine trust within the organization.
9. **More Efficient & Equitable Systems for Special Education & Scholar Support** – SPED staff feel overwhelmed with grading and work samples on top of their responsibilities. Staff also want better alignment between programs to ensure all scholars are supported fairly.
10. **More Thoughtful Professional Development & Training** – Staff prefer targeted training for those who need it, rather than mandatory group training when only a few individuals require additional support. They also suggest more practical, role-specific training.

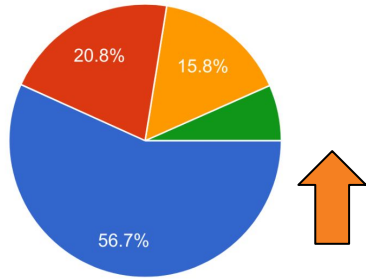
\*CHAT GPT analysis of survey responses \*Repeats from last year in Orange



# Instruction



423 responses

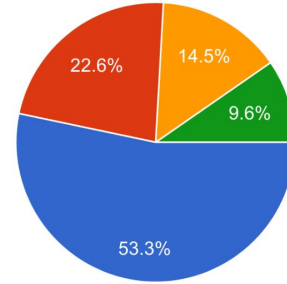


2025

- Almost every day
- A couple times a week
- Occasionally
- Never

Scholar

394 responses

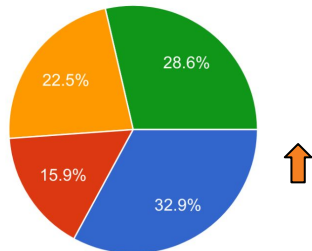


2024

- Almost every day
- A couple times a week
- Occasionally
- Never

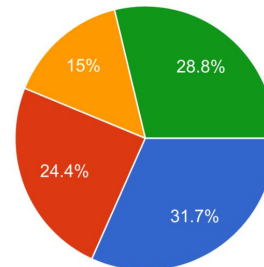
How often does your scholar attend live synchronous instruction (Learning Labs, Homeroom, OCLC)?

395 responses



Parent

479 responses



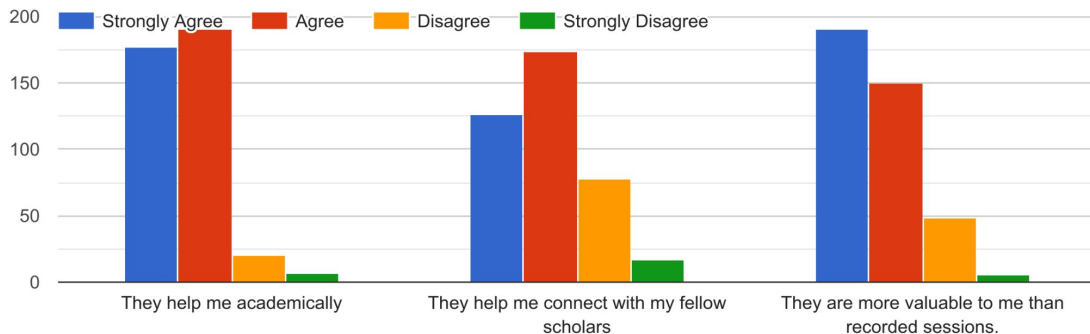
- Almost every day
- A couple times a week
- Occasionally
- Never

Please select how much you agree or disagree with the following statements about Live

Synchronous Instruction sessions

# Does Live Sync help?

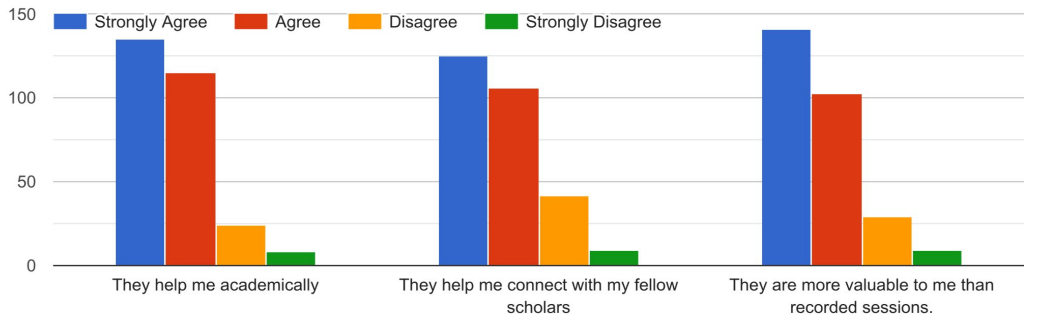
Scholar  
Perspective



Please select how much you agree or disagree with the following statements about Live

Synchronous Instruction sessions

Parent  
Perspective

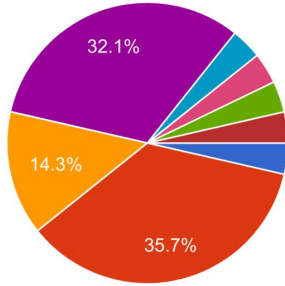


# Why don't some scholars attend Live Syncs?



Why don't you attend live synchronous instruction (Learning Labs, Homeroom, OCLC)?

28 responses



- Not aware of them
- Doesn't fit my schedule
- Don't need (by parent or scholar)
- Not related to school work
- Not helpful for me
- At a learning center during that time
- I attend a learning center during that time
- Options program
- IEP

## 2024:

20% of scholars not aware of live sync instructions

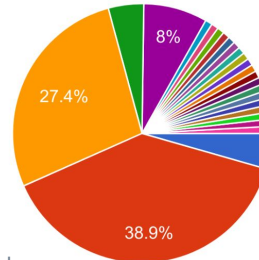
28% - Not Helpful

## Scholar

## Perspective

Why doesn't your scholar attend live synchronous instruction (Learning Labs, Homeroom, OCLC)?

113 responses



- Not aware of them
- Doesn't fit my schedule
- Don't need (decided by parent or scho...)
- Not related to school work
- Not helpful for me
- There is nobody implementing the sch...
- Too complicated. Multiple accounts th...
- Not sure if it would be helpful for us?...

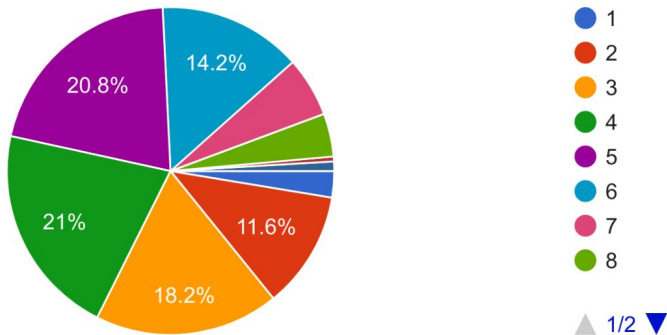
## Parent

## Perspective



### How many hours a day do you spend on school work?

423 responses

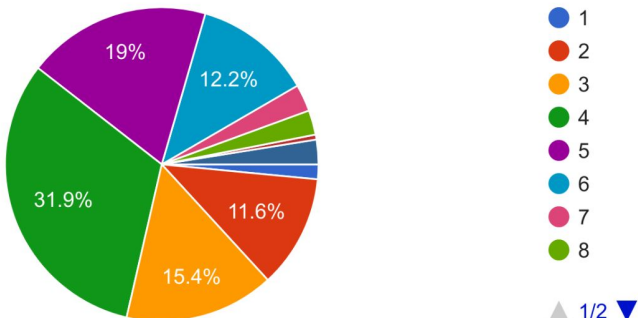


Scholar  
Perspective

How many hours  
a day is spent on  
school work?

### How many hours a day does your scholar spend on school work?

395 responses



Parent  
Perspective

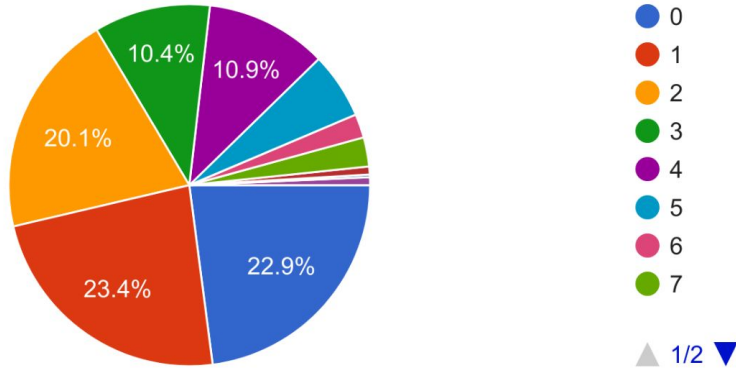
Observation:  
Parents' estimate is  
higher than scholars.

Similar results in 2024.

423 responses



# Scholar

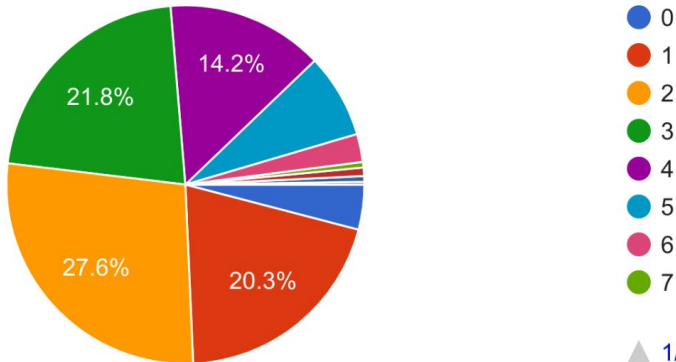


▲ 1/2 ▼

Of those hours, how many of them are you working with your scholar?

395 responses

# Parent



▲ 1/2 ▼

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# How many hours a day of school work is spent w/a LC?

Observation:  
Parents' estimate is higher than scholars.

Similar results in 2024.

# Top 10 Things Scholars Are Proud of at Compass This Year

Compass Charter Schools - Meeting of the Compass Board of Directors - Agenda - Saturday March 8, 2025 at 10:00 AM



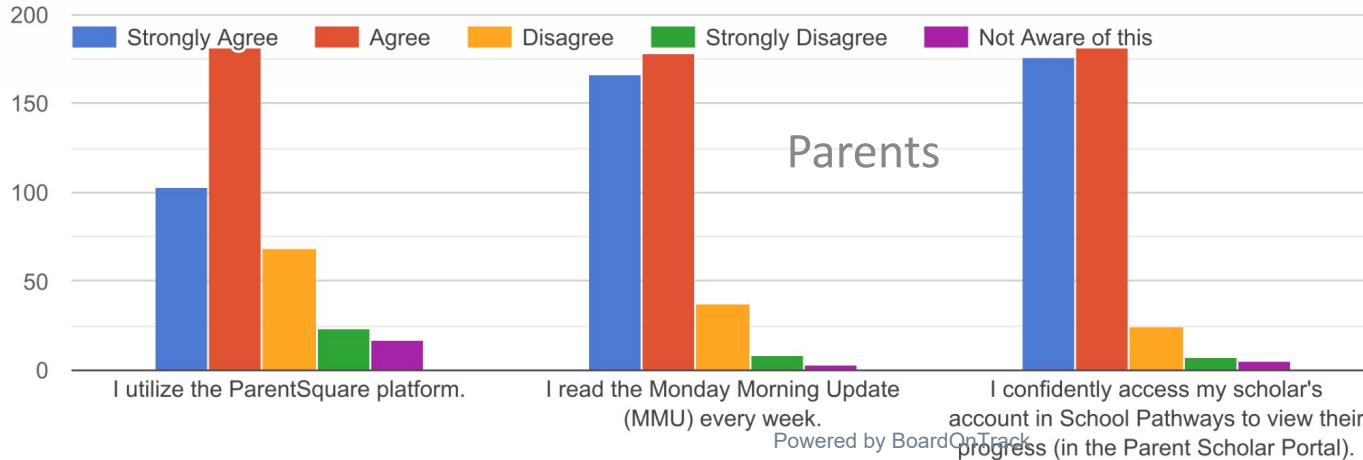
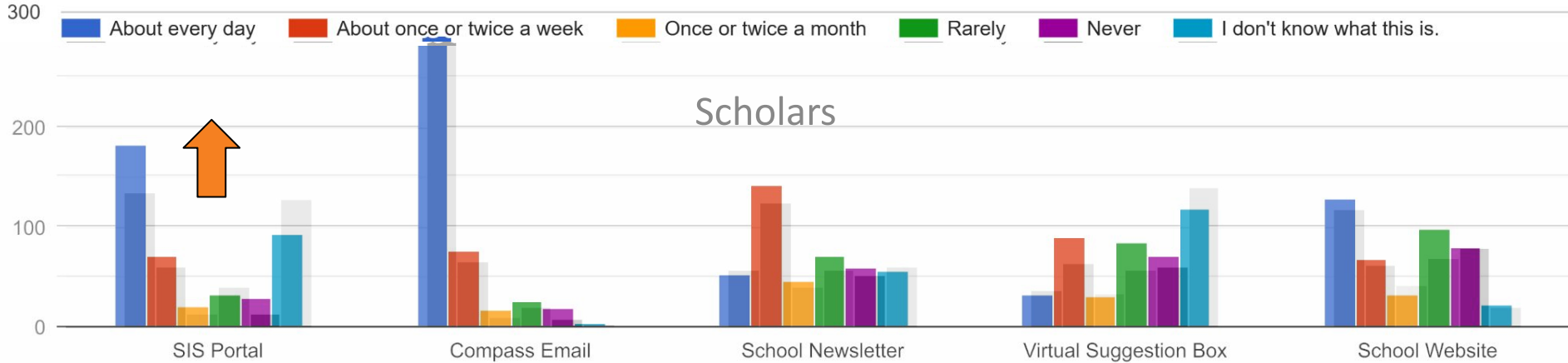
1. **Academic Achievement & Honor Roll** – Many scholars are proud of earning **Honor Roll, maintaining high GPAs (4.0+), and getting straight A's** in their courses.
2. **Improving Grades & Overcoming Challenges** – Scholars have worked hard to **raise their grades in difficult subjects**, with some **recovering from failing grades** to passing.
3. **Staying Consistent & Managing Responsibilities** – Many take pride in their ability to **stay on track with schoolwork, balance academics with personal goals, and develop better study habits**.
4. **Reading & Math Growth** – Scholars are proud of **becoming stronger readers, improving in math skills, and mastering challenging concepts** such as fractions and algebra.
5. **Graduating or Moving Up a Grade Level** – Several scholars are excited about **graduating, advancing to the next grade level, or completing important milestones like finishing 8th grade or entering high school**.
6. **Catching Up on Work After Challenges** – Some scholars joined Compass late in the year or **faced setbacks but managed to catch up, complete semesters faster, or finish multiple courses in a short time**.
7. **Personal Growth & Organization** – Scholars have developed **better time management, organization, and independence in learning**, such as **working ahead, creating schedules, and staying motivated**.
8. **Dual Enrollment & College Prep** – Some scholars are **taking college courses, preparing for university, or finishing general education (GE) credits** while still in high school.
9. **Extracurricular Success** – Many are proud of **progress in music, art, animation, leadership roles, and clubs**, showing growth beyond academics.
10. **Making Friends & Engaging More in School Community** – Some scholars are proud of **connecting with peers, participating in learning labs, and becoming more active in the school environment**.



# Communication



# How do we get info about Compass?



2025

Shadow is 2024

← Minimal change from 2024

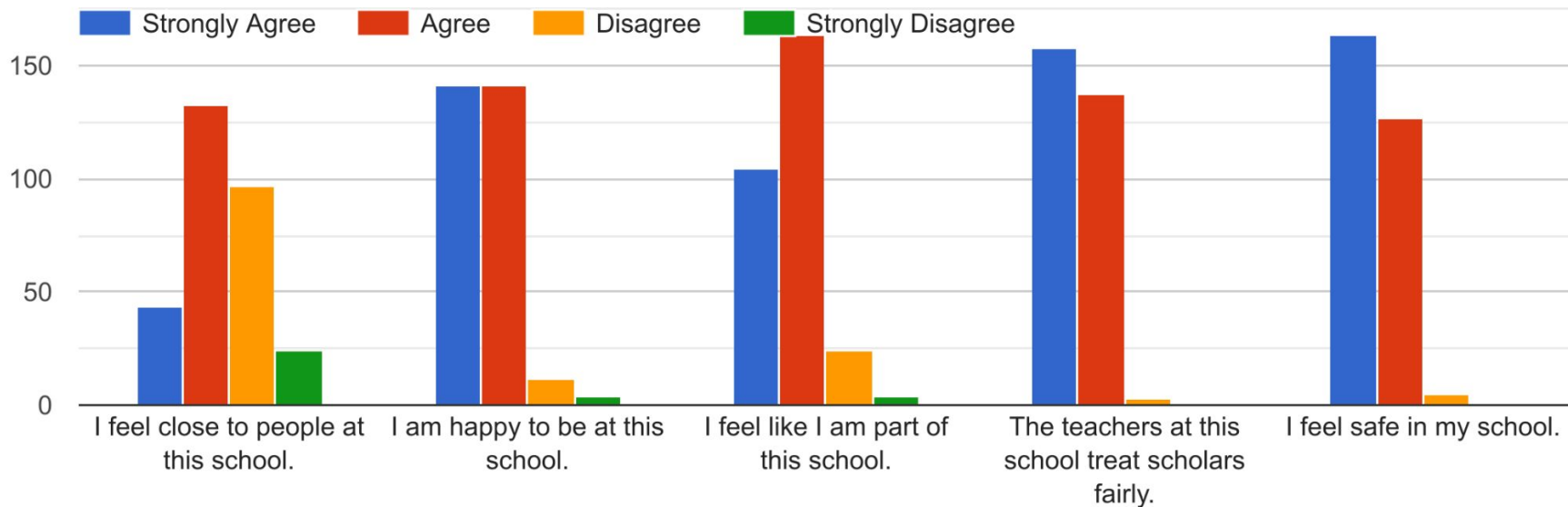
# Mental Health



# Mental Health



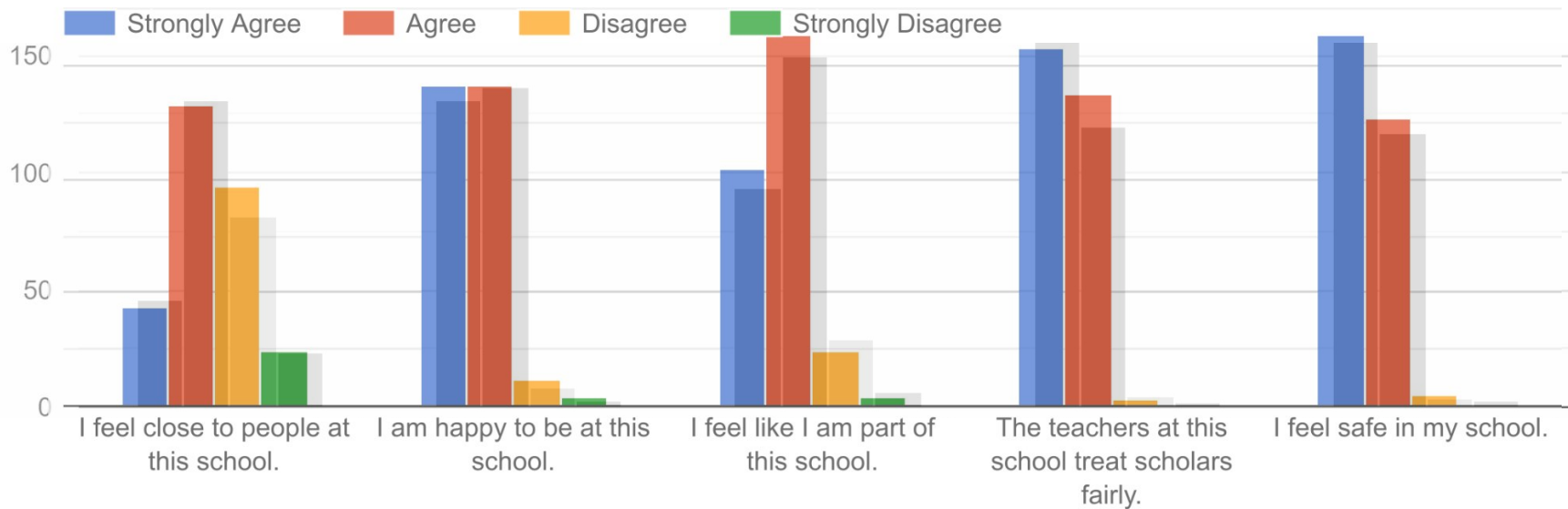
How strongly do you agree or disagree with the following statements?



# Mental Health 2024 Comparison



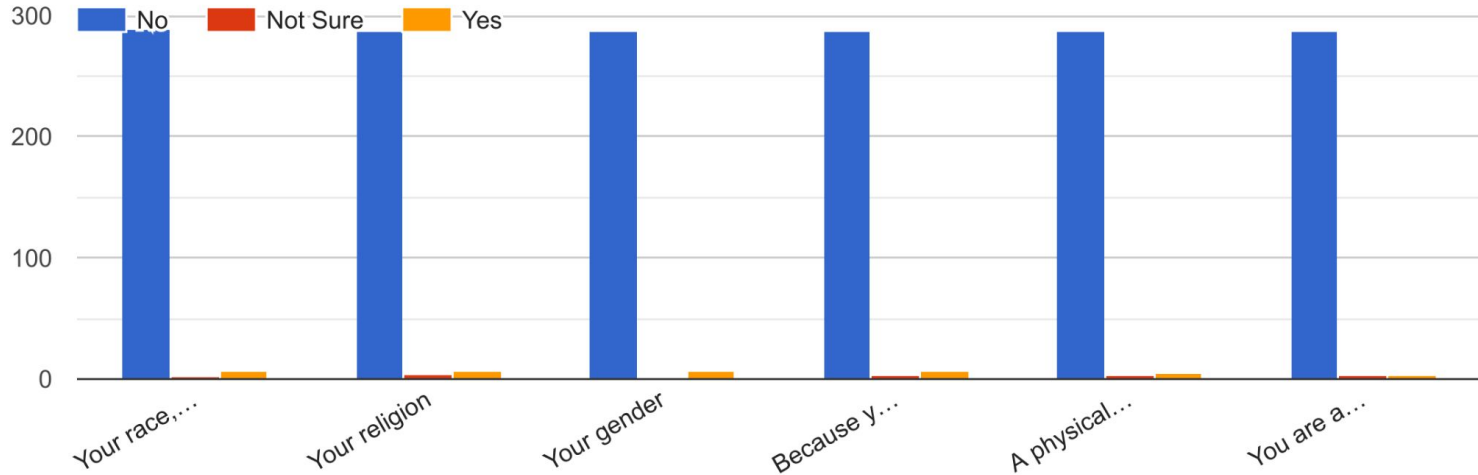
How strongly do you agree or disagree with the following statements?



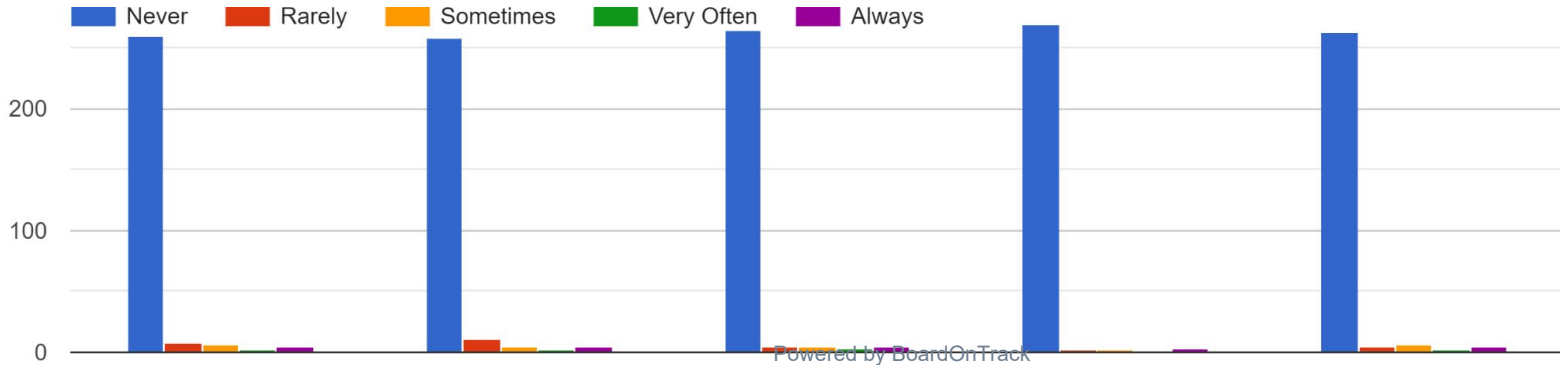
Compass Charter Schools - Meeting of the Compass Board of Directors - Agenda - Saturday March 8, 2025 at 10:00 AM  
 During the past 12 months at school, have you been... harassed/bullied for any of these six reasons:



2025



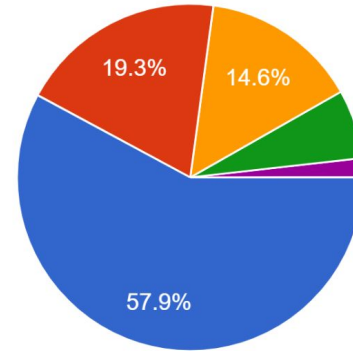
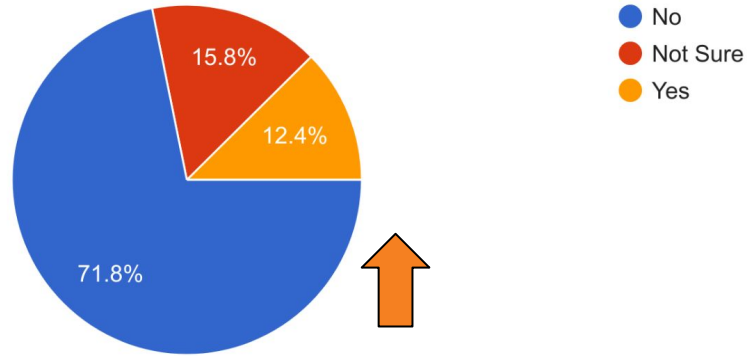
2024



Compass Charter Schools - Meeting of the Compass Board of Directors - Agenda - Saturday March 8, 2025 at 10:00 AM  
 During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks (or more) that you stopped doing some usual activities?  
 ---



2025

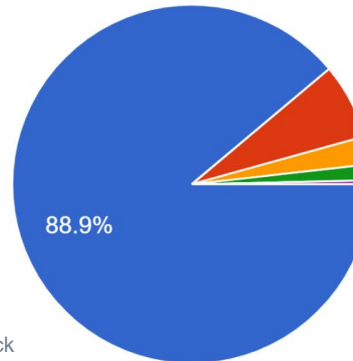
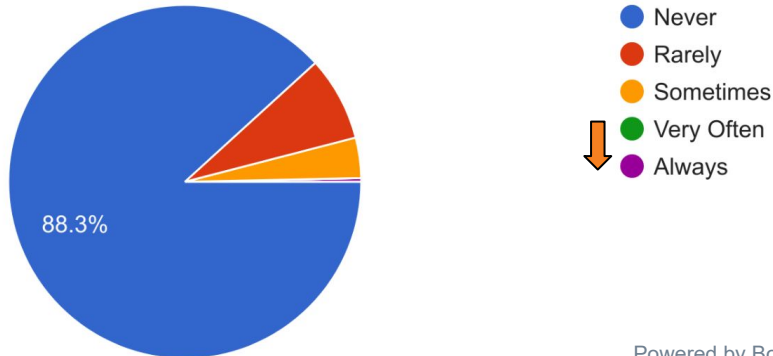


2024

- Never
- Rarely
- Sometimes
- Very Often
- Always

During the past 12 months, did you ever seriously consider attempting suicide?

2025



2024

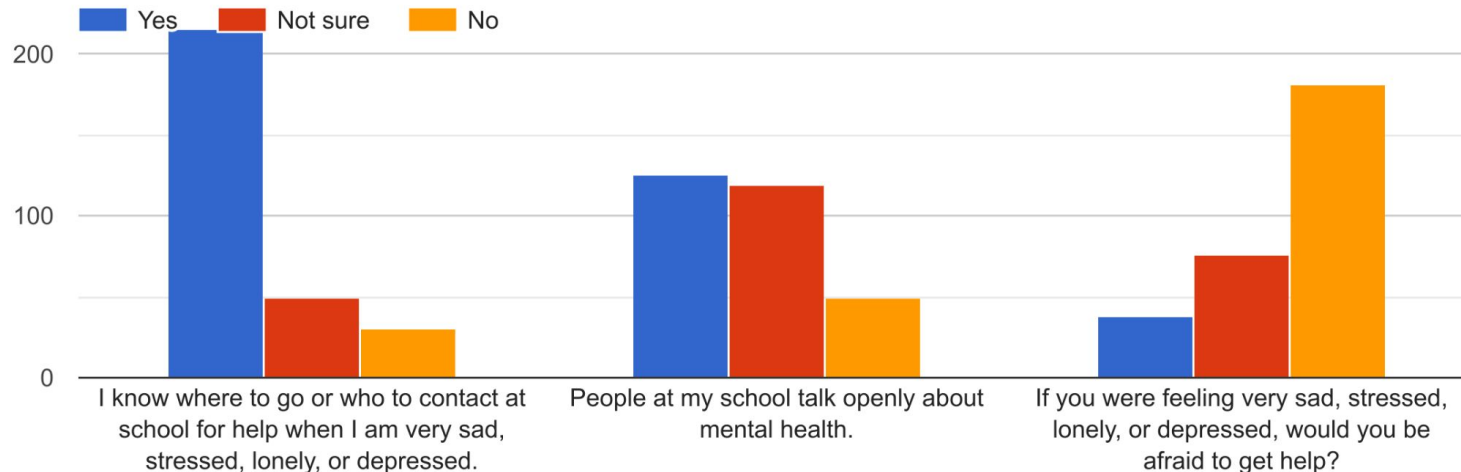
- Never
- Rarely
- Sometimes
- Very Often
- Always



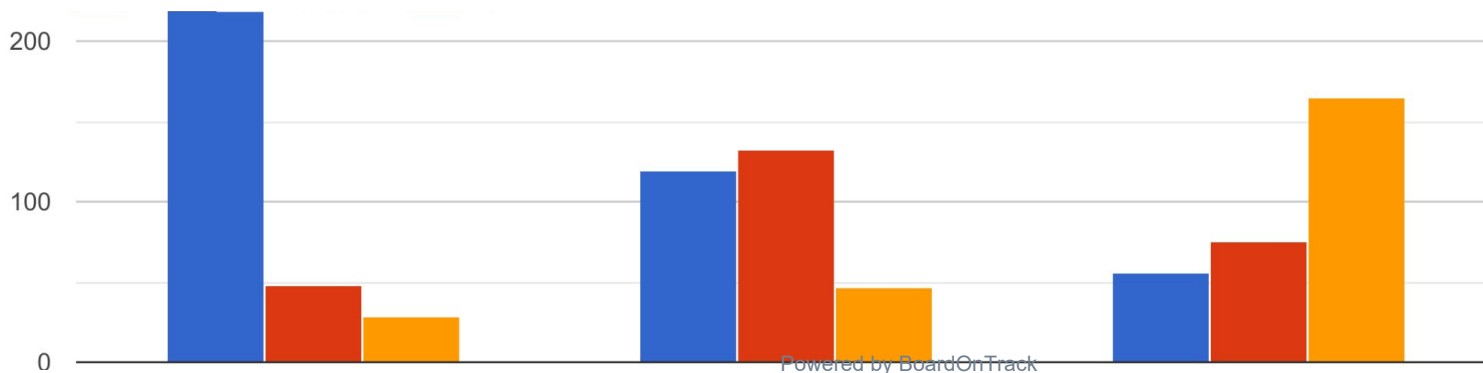
# Do scholars seek mental health help?



2025

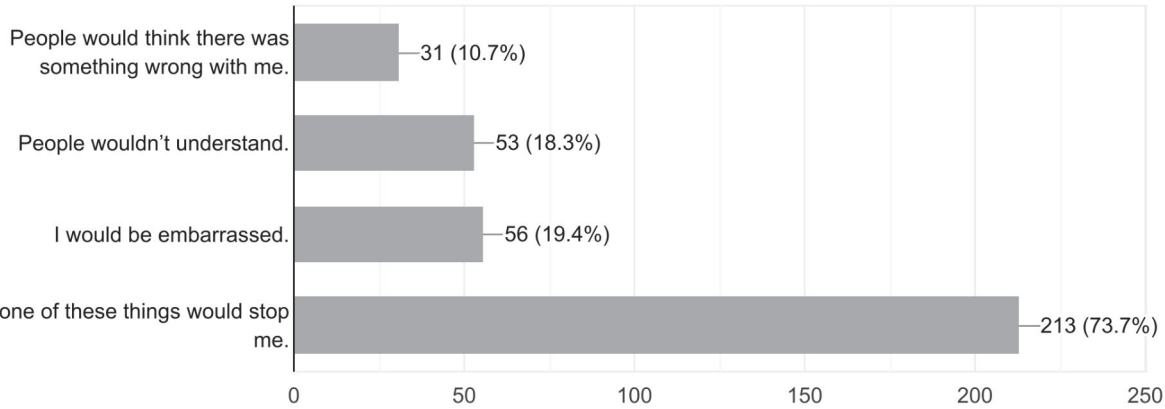


2024



If you were very sad, stressed, lonely, or depressed, would any of these things stop you from talking to a counselor or therapist?

289 responses



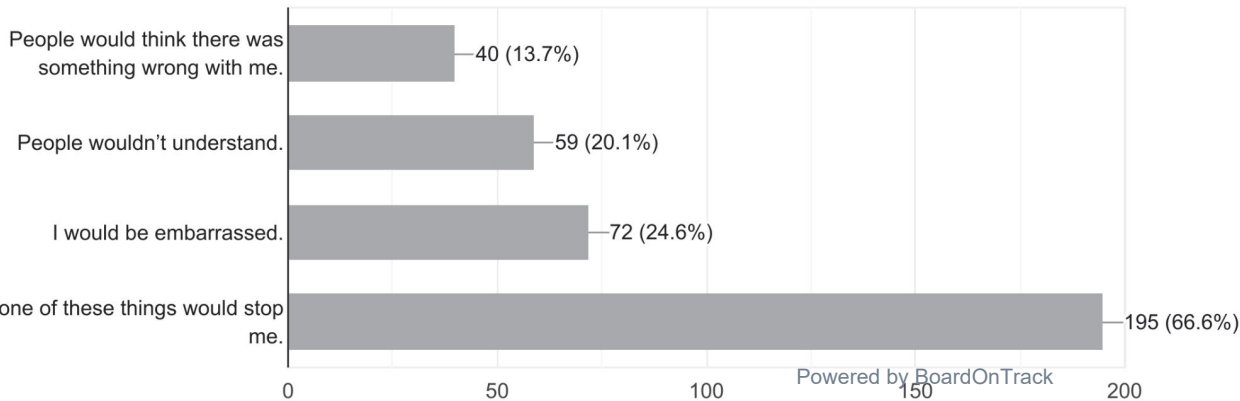
# Do scholars seek help?



2025



293 responses



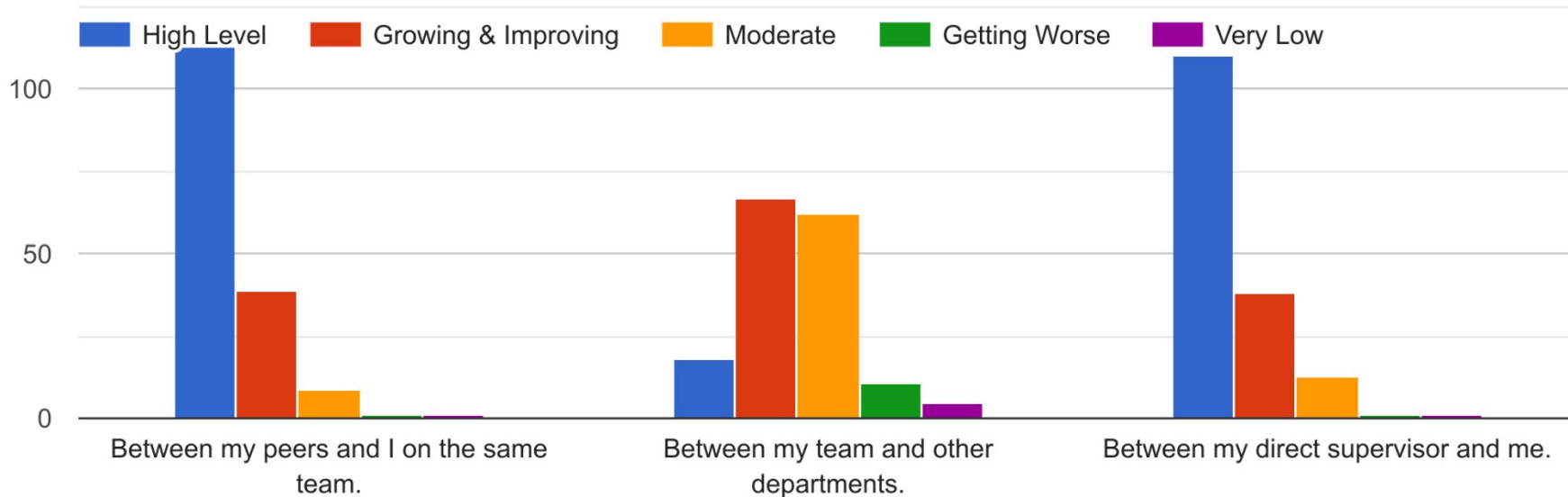
2024

# Staff Culture





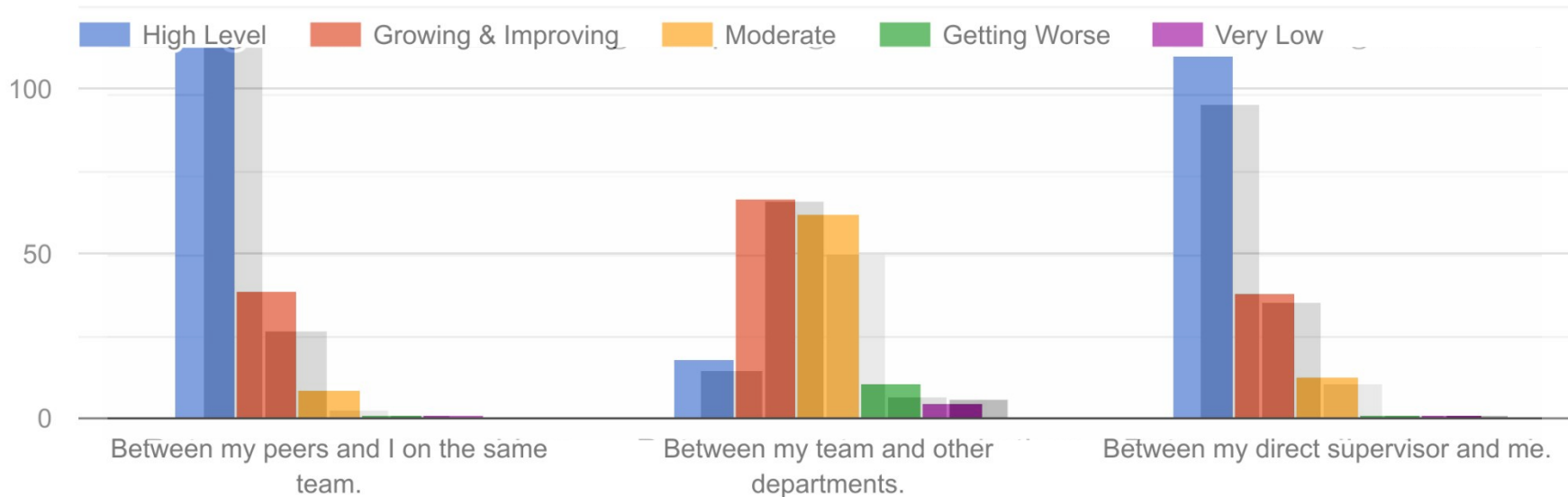
Think of the trust you extend and are given with different components within our school. Then please indicate the level of trust in the following scenarios:





# Trust & Inspire 2024 Comparison

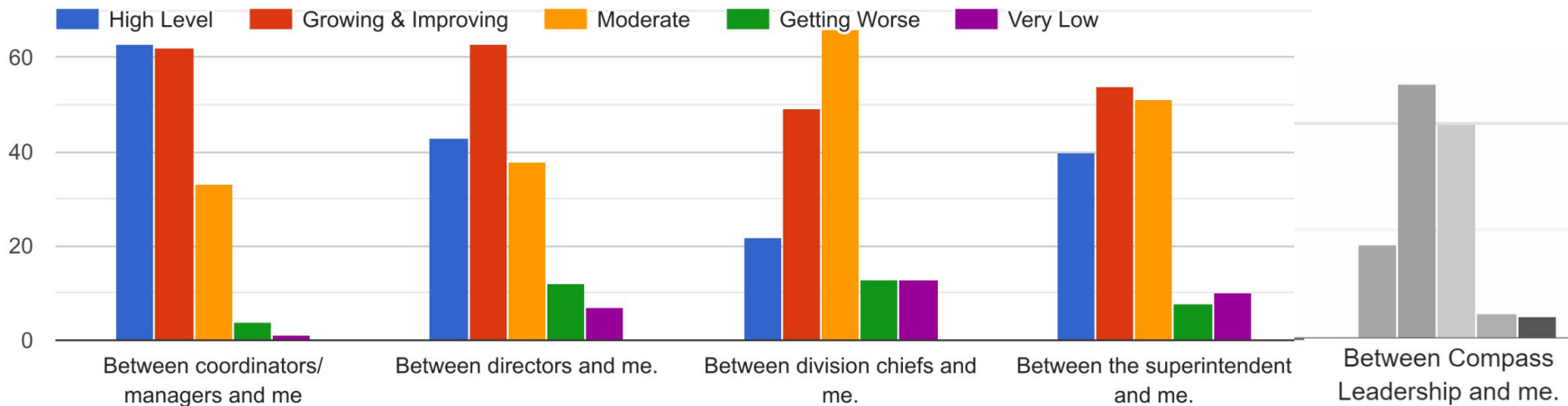
Think of the trust you extend and are given with different components within our school. Then please indicate the level of trust in the following scenarios:



# Trust & Inspire w/Leadership



Think of the trust you extend and are given from the leadership team. Then please indicate the level of trust in the following scenarios:

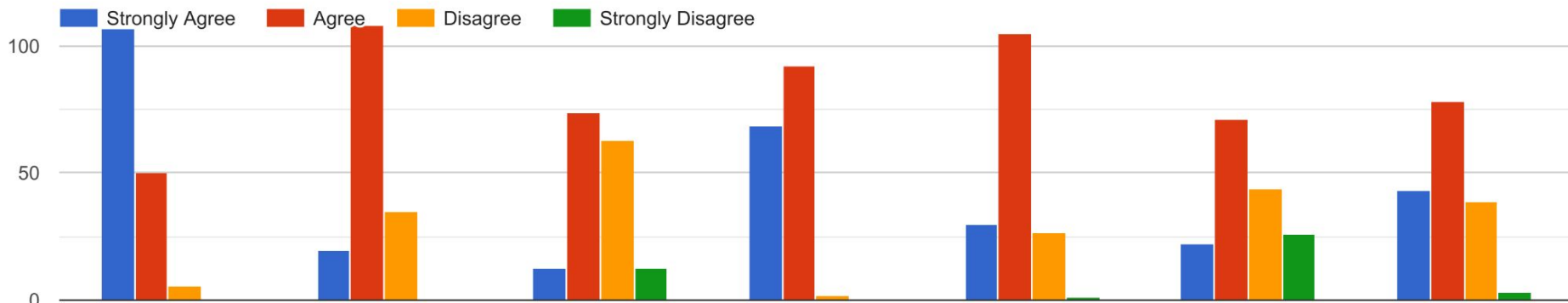


2024

# Culture



Rate your agreement with the following statements:



In my experience, collaboration within my team is very effective.

In my experience, collaboration between teams is very effective.

Our school culture is improving.

I challenge myself and take responsibility to be part of that improvement.

There are people in this organization I wish I had a better relationship with.

I am able to have crucial (high stakes, differing opinions, and strong emotions) conversations with everyone in the organization if needed.

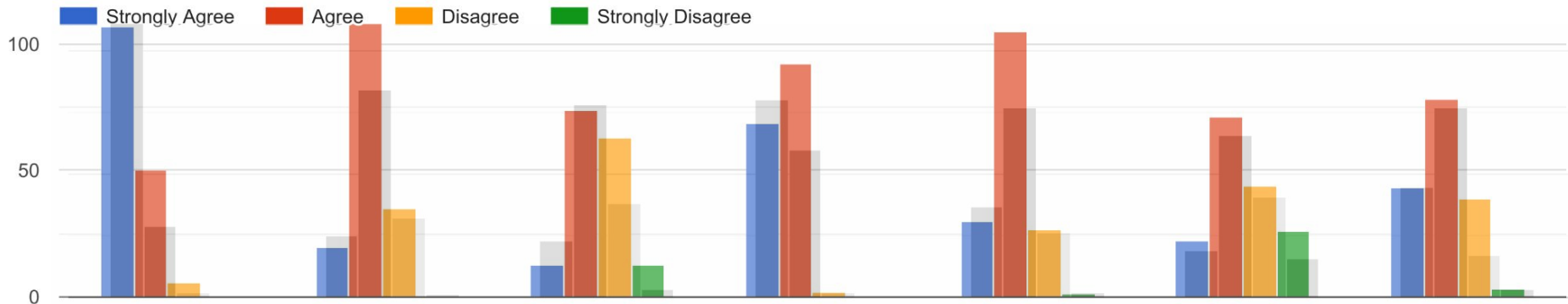
I believe everyone at Compass has the scholars' best interest at heart.



# Culture 2024 Comparison



Rate your agreement with the following statements:



In my experience, collaboration within my team is very effective.

In my experience, collaboration between teams is very effective.

Our school culture is improving.

I challenge myself and take responsibility to be part of that improvement.

There are people in this organization I wish I had a better relationship with.

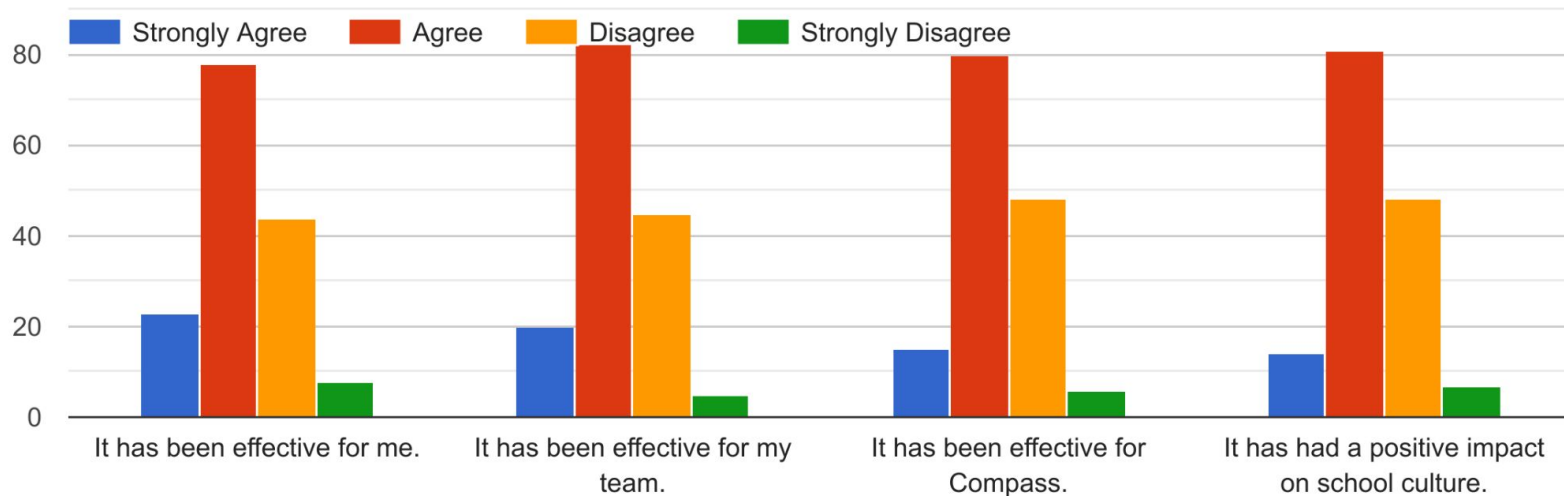
I am able to have crucial (high stakes, differing opinions, and strong emotions) conversations with everyone in the organization if needed.

I believe everyone at Compass has the scholars' best interest at heart.

# Restorative Justice Circles

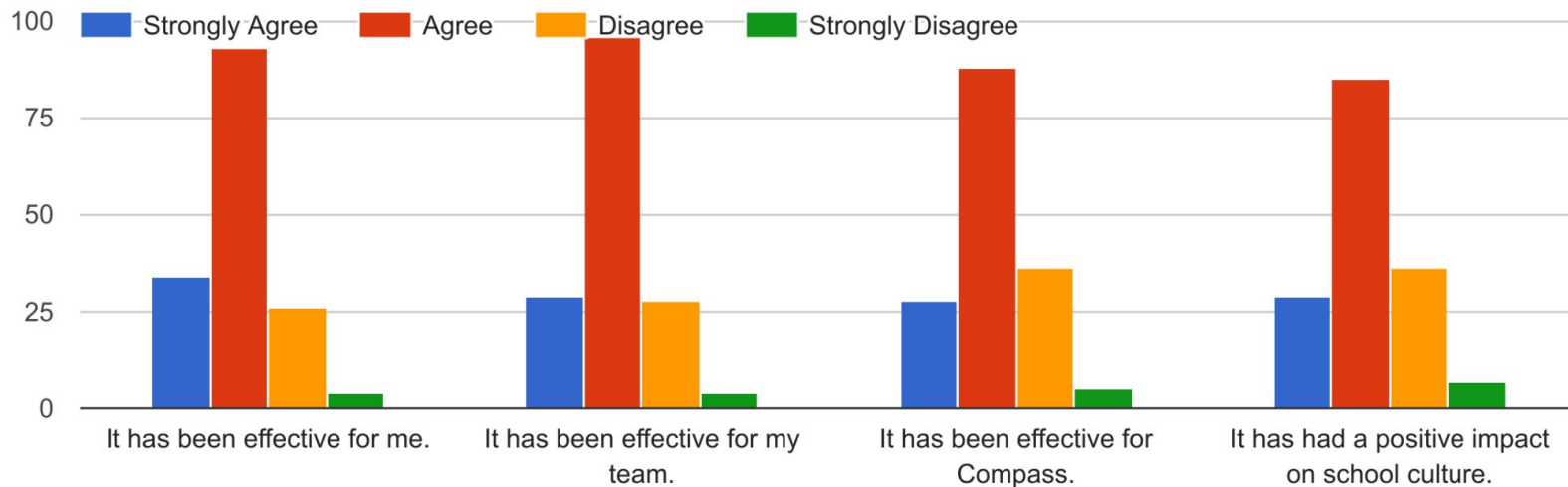


Thinking about Compass' professional learning and practice around Restorative Justice Circles, please indicate your level of agreement with the following statements.





Thinking about Compass' professional learning and practice around SDI, please indicate your level of agreement with the following statements.





Thank you.

Questions & Comments.



# Coversheet

## Division Update

**Section:** X. Operations Division  
**Item:** A. Division Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Operations Division Report -March 2025.pdf



## Operations Division Report

March 8, 2024

- I am excited to share key highlights, achievements, ongoing initiatives, and future plans of the Operations Division. This report showcases our team's collective dedication to enhancing efficiency, advancing organizational goals, and making a meaningful impact on those we serve.
- **The Community Providers Department, managed by Jeanne Hlebo**
  - The Community Providers (CP) Department reached out to our curriculum vendors to request replacements for educational materials lost due to the devastating wildfires in Los Angeles. Recognizing the challenges faced by the affected families, many of the vendors responded swiftly and positively, offering their full support. They committed to providing replacements at no additional cost, ensuring that the educational process for these families could continue with minimal disruption.

The response from the vendors was overwhelmingly supportive, highlighting their dedication to helping students and families affected by the disaster. This generous gesture emphasizes the strong partnerships we have with our curriculum providers and their commitment to supporting the community during times of crisis.

- The CP Department continues to collaborate with the Options Program to introduce an innovative Amazon punchout system specifically designed for Compass families. This new system is a key part of their ongoing efforts to enhance and simplify the ordering process for educational materials and resources. The punchout system will allow Learning Coaches to seamlessly access an organized, pre-approved list of products categorized by grade level, ensuring that only the most appropriate resources are available for students at different educational stages.

By implementing this system, the CP Department and the Options Program aim to reduce the complexity and administrative burden typically associated with purchasing supplies. The Amazon punchout will enable Learning Coaches to quickly navigate through a curated selection of materials that align with the curriculum and learning needs of their scholars. This grade-banded list of items will also ensure that families have access to resources that are age-appropriate and meet the specific academic requirements for each scholar.

Moreover, this new system is designed with user convenience in mind, allowing Learning Coaches to place orders directly through the platform with minimal effort. By streamlining the process, the initiative will reduce the potential for errors and save time, enabling Learning Coaches to focus more on supporting their scholars' academic success.

- **The IT team under the direction of Krisha Moeller**

- The CCS IT department is excited to share our partnership with SysCloud to enhance our data security and backup systems for Google Workspace. SysCloud will serve as our primary backup solution, providing us with the ability to perform both scaled and full backups. This ensures that, in the unlikely event of data loss, we can fully restore our entire Google Workspace environment quickly and efficiently.
  - A key factor in choosing SysCloud was its inclusion of Google Classroom backups. As a critical platform for our educators and students, preserving the data within Google Classroom is essential, and SysCloud's solution guarantees we have this protection in place.
  - In addition to this partnership, we are actively exploring more advanced backup and restoration systems for our Google Cloud Database. This will further reinforce our commitment to safeguarding our data and ensuring continuity in our services.

Through these initiatives, Compass Charter Schools is taking proactive steps to secure our digital infrastructure, giving us peace of mind and the ability to recover data quickly if needed. We are confident that these efforts will strengthen our operations and support the continued success of our scholars and staff.

- Compass Charter Schools is committed to enhancing the efficiency and security of our digital infrastructure by securing the School Pathways API. This API integration will allow us to create a more streamlined and automated system for user account provisioning and archiving across our many platforms. By establishing a seamless connection between various systems, we will significantly reduce the complexity and manual effort involved in managing user accounts and related data.
- The implementation of the School Pathways API will provide a major advantage in our data management processes. It will improve our ability to collect, organize, synthesize, and transfer data between different systems, ensuring that information flows smoothly across platforms. This will not only result in a more efficient workflow but also ensure that our data is accurate, up-to-date, and consistent across all systems.

While integrating the API across our numerous systems will require a thoughtful and methodical approach, the long-term benefits will be invaluable. Having access to this API will help reduce the manual labor currently required by our teams, freeing them up to focus on more strategic tasks. Moreover, automating key processes will significantly minimize the risk of human error, ensuring greater accuracy in account and data management

- **The Finance Team**

- The Finance team is actively collaborating with our trusted partner, CSMC, to deepen our understanding and expertise with the Edstruments platform. This advanced real-time data management system offers a range of capabilities that are proving to be invaluable in streamlining our financial operations.



One of the key benefits of the Edstruments platform is its ability to automatically sync transactions up to an hourly basis, ensuring that the Finance team can access and share the most current financial data with all relevant stakeholders. This real-time synchronization significantly reduces the time spent manually updating records, allowing our team to focus more on strategic financial planning and analysis.

Additionally, the system automatically updates spending forecasts based on year-to-date (YTD) and monthly actuals. This feature helps the Finance team maintain accurate, up-to-date projections and track performance against the approved budget. The platform also offers the ability to monitor revenue and expenses in relation to designated funds, as well as navigate any applicable restrictions or compliance requirements. By leveraging the full capabilities of the Edstruments platform, we are greatly enhancing our ability to manage the budget effectively. The real-time insights provided by the system not only improve financial transparency but also support more informed decision-making, enabling us to allocate resources efficiently and maintain fiscal responsibility. Ultimately, this system will be instrumental in helping Compass Charter Schools maintain financial stability and achieve its long-term goals

- **CCS Office, Manager Nicole Sendejaz**

- Curriculum Locker**

- Growing Demand & Ongoing Enhancements**

- The Curriculum Locker has been busier than ever, processing 16 requests in the past two months and seeing an uptick in checkouts as we approach the second semester. Families continue to take advantage of the K-5 unlimited books section and novel selections, making reading more accessible for young learners. We remain committed to refining our process, reducing turnaround times, and expanding our collection to better serve our community.

- Key Deadlines & Exciting Summer Access**

- Mark your calendars! The final day to submit order requests is April 14, aligning with regular ordering schedules. But great news—our Curriculum Locker isn't closing its doors just yet! We'll remain open for summer school novel checkouts, ensuring scholars have continued access to essential reading materials. Plus, we're actively working with Online to make sure key books are available digitally, giving students even more ways to engage with their learning.

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

- Karla Gonzalez, the CCS dedicated Scholar Community Advocate, has been actively engaged this year in championing the needs of scholars. She recently participated in the WIT (Whatever It Takes) Session alongside the academic team, where she worked to advocate for scholars and address the barriers that may hinder their educational success.

- In her continued commitment to supporting scholars, Karla will lead a specialized session during the upcoming in-service day titled "Highly Mobile Scholars: Addressing Educational Challenges for Homeless, Foster Youth, and Military-Connected Scholars." This session will focus on the unique obstacles faced by these student populations and explore effective strategies to ensure their academic stability and success. By equipping educators and staff with valuable insights and resources, Karla aims to foster a more inclusive and supportive learning environment for all scholars.

- Dr. Danielle Gamez tracks [enrollment trends](#) monthly better to inform workloads and priorities among the Operations Division; the latest numbers show Yolo slowly climbing up from last year's loss, San Diego closely reaching pre-pandemic levels, and Los Angeles outpacing all previous years each month for the 24-25 school year!

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 January 2025 Financial Statements

**Section:** X. Operations Division  
**Item:** B. Review and Approval of the January 2025 Financial Statements  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Compass Charter Schools FY2025 January.pdf  
Jan 2025 Check Register.pdf  
CCS Balance Sheet January 2025.pdf  
CCS P and L January 2025.xlsx

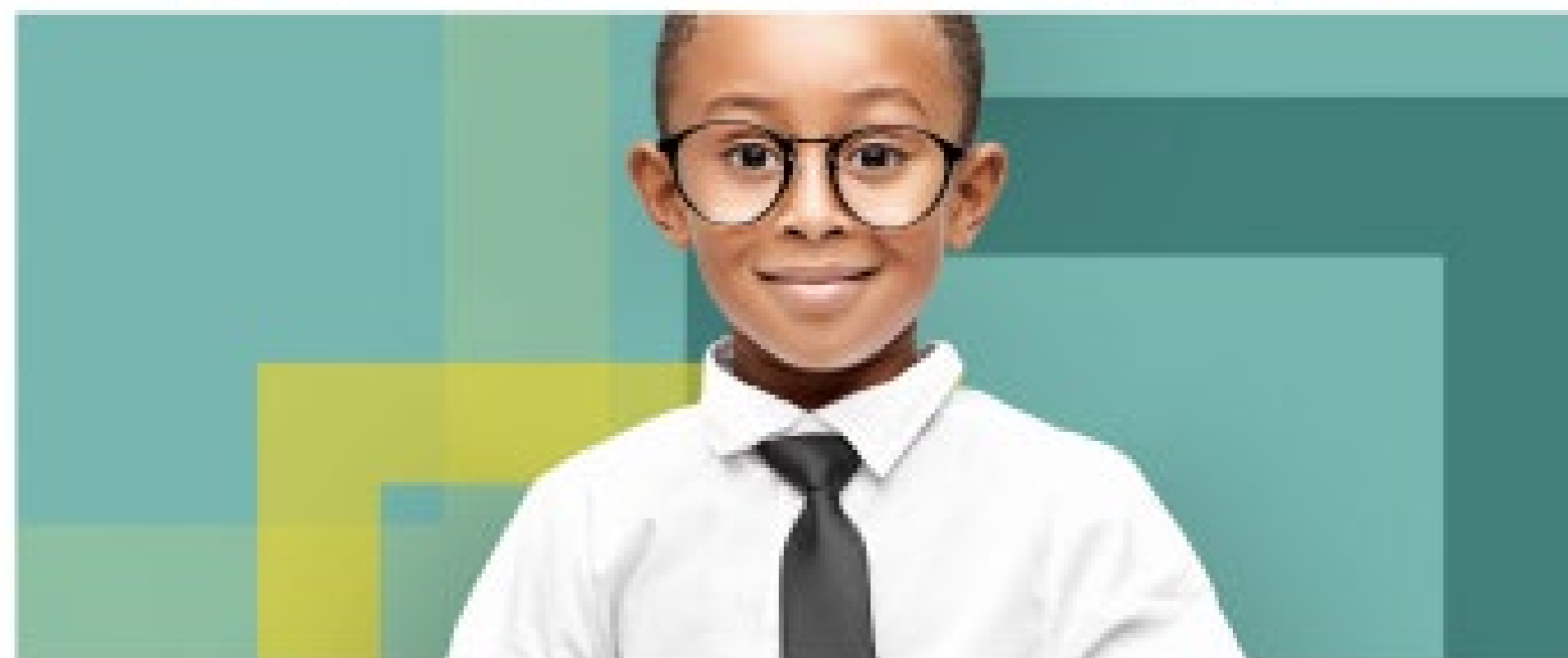


Financials through Jan 31, 2025

# Monthly Financial Board Report

Prepared for: Compass Charter Schools

Prepared by School's CSMC SBM - Kristin Nowak



# Financial Summary

## Actual to Budget:

This report is as of Jan 31, 2025, compared against our 2<sup>nd</sup> Interim budget on 03/08/2025, based on an enrollment count of 2,250 students enrolled and an enrollment ADA of 2,215.40.

YTD Revenues through **Jan 31, 2025**, are **\$15,667,261** or **0% under** our current budget due to trueing up the revenues received thru January during our 2<sup>nd</sup> Interim Budgeting work.

YTD Expenses through **Jan 31, 2025**, are **\$18,731,625** or **0% over** our current budget due to trueing up the expenses incurred thru January during our 2<sup>nd</sup> Interim Budgeting work.

Therefore, net income is **(\$3,064,364)** or **.4% under** our current budget.

## Balance Sheet:

As of Jan 31, 2025, we had total cash of \$13,630,095, short-term liabilities of \$10,542,919, and long-term liabilities of \$252,587. The ending fund balance is \$4,009,208.

When compared to the previous month, total reconciled cash decreased by \$1.9M, short-term liabilities decreased by \$345K (AP/Due to and from Grantor Governments/Deferred Revenue), and long-term liabilities increased by \$256K (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:** **129.3%** **Target:** **> 100.0 %**

**Formula:**  
(Cash) / (Current Liabilities)

## Defensive Interval

Months of continued operation without incoming funds



**Current:** **4.3** **Target:** **> 3 months**

**Formula:**  
(Cash + Securities + AR)/(Average Expenses for Past 12 Months)

## Current Ratio (Liquidity)

Ability to pay short-term obligations




**Current:** **1.4** **Target:** **> 1.0**

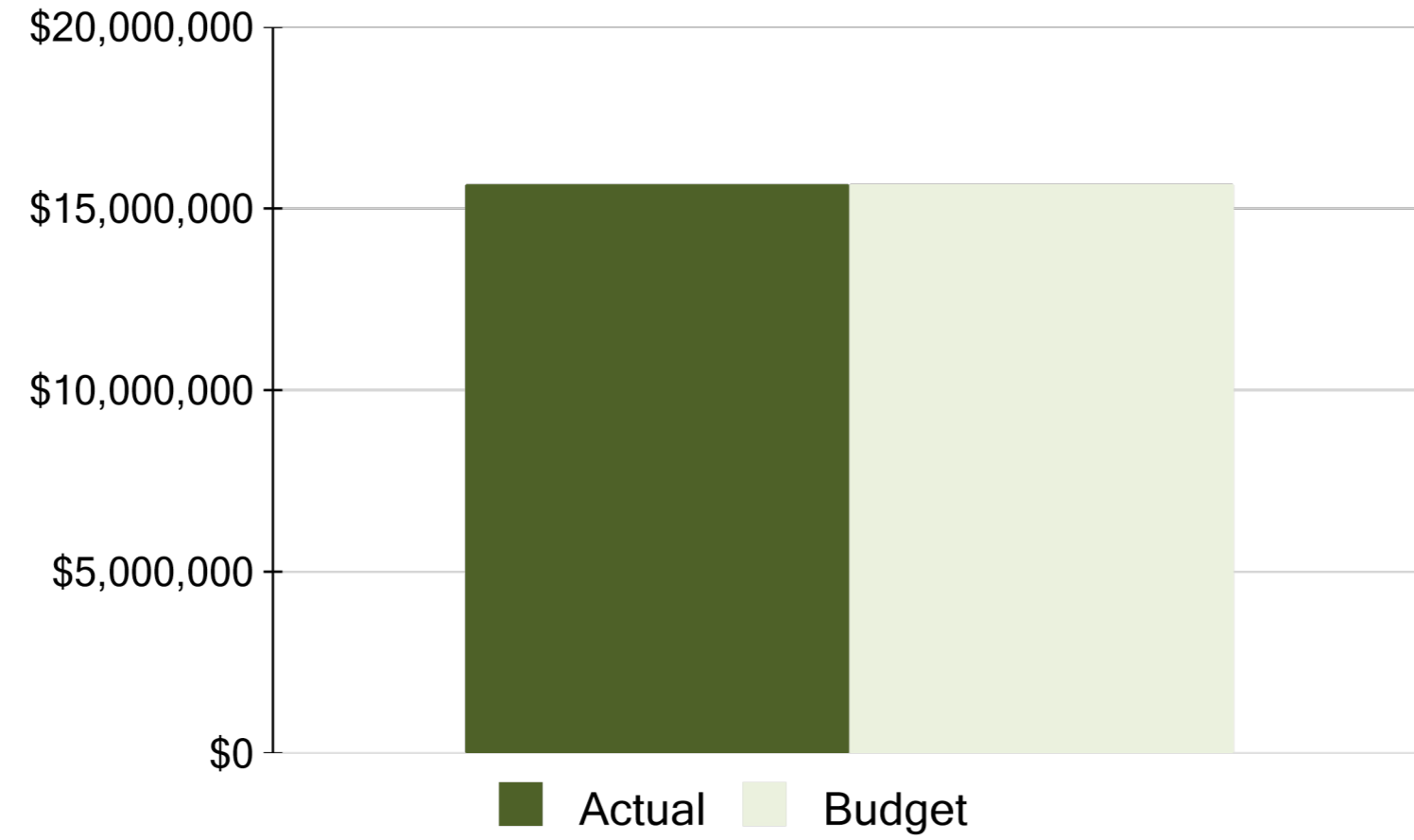
**Formula:**  
(Current Assets) / (Current Liabilities)

# Financial Snapshot

FY 2024-2025, July - January

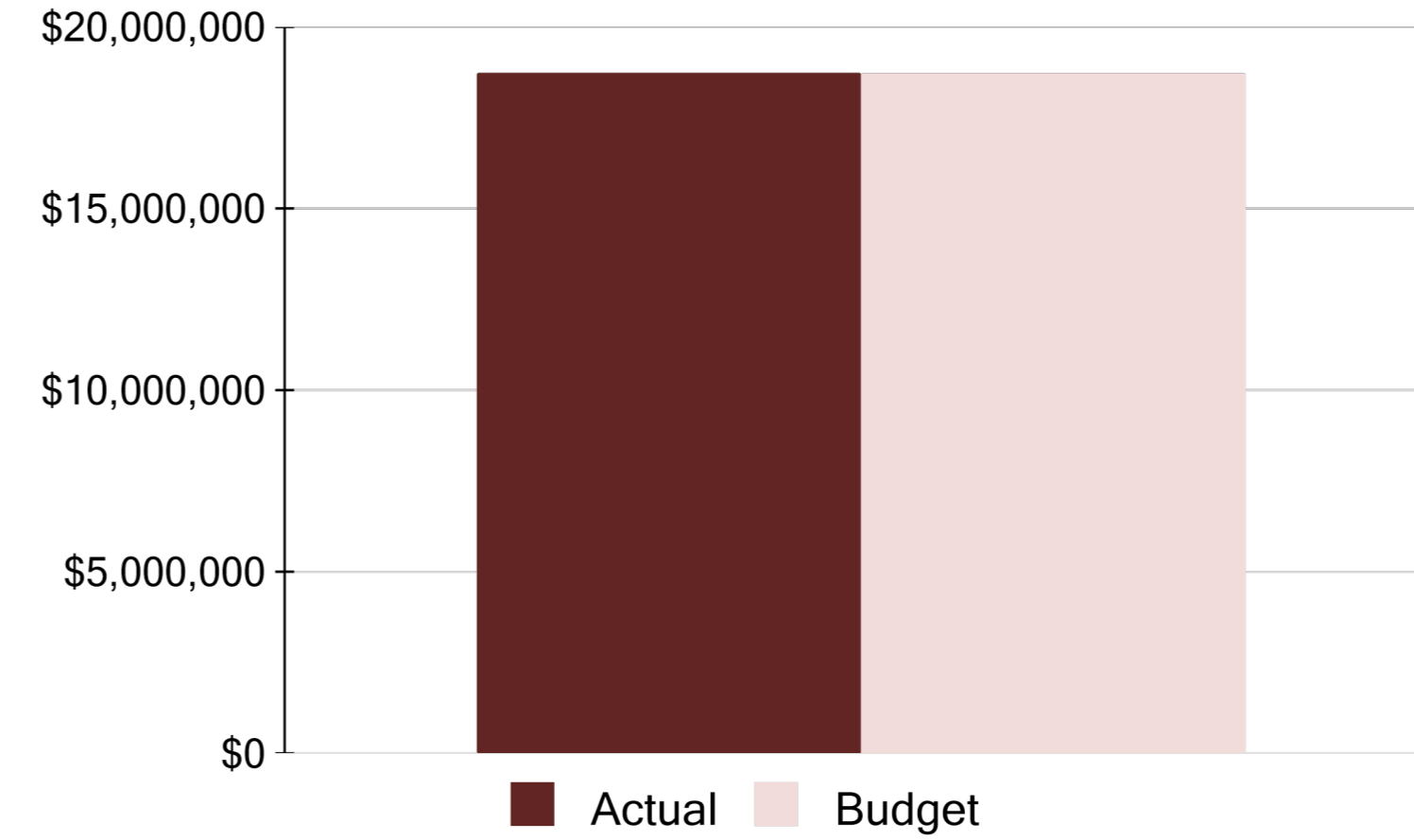
Cash Balance  
 **\$13,630,095**

Revenue to Date



Revenue Summary	
Actual	\$15,667,261
Budget	\$15,674,769
Actual to Budget	0.0%

Expense to Date



Expense Summary	
Actual	\$18,731,625
Budget	\$18,726,766
Actual to Budget	0.0%



# Actual to Budget Summary

FY 2024-2025, July - January

Account Description	July - Last Closed			2024-2025		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
<b>LCFF Revenue</b>	\$13,034,337	\$13,034,337	-	\$27,395,405	47.6%	\$14,361,068
<b>Federal Revenue</b>	\$643,303	\$643,303	-	\$1,413,969	45.5%	\$770,666
<b>State Revenue</b>	\$1,900,100	\$1,911,172	(\$11,072)	\$5,138,932	37.0%	\$3,238,832
<b>Local Revenue</b>	\$89,520	\$85,957	\$3,563	\$106,687	83.9%	\$17,167
<b>Total Revenue</b>	\$15,667,261	\$15,674,769	(\$7,509)	\$34,054,993	46.0%	\$18,387,732
<b>Benefits</b>	\$3,210,039	\$3,210,039	-	\$6,237,279	51.5%	\$3,027,239
<b>Classified Salaries</b>	\$2,292,974	\$2,292,974	-	\$2,704,340	84.8%	\$411,366
<b>Certificated Salaries</b>	\$7,533,511	\$7,533,511	-	\$13,845,976	54.4%	\$6,312,466
<b>Total Personnel Expenses</b>	\$13,036,524	\$13,036,524	-	\$22,787,595	57.2%	\$9,751,071
<b>Other Outgo</b>	\$28	-	(\$28)	-	2,812.0%	(\$28)
<b>Services</b>	\$3,057,288	\$3,052,457	(\$4,831)	\$5,808,789	52.6%	\$2,751,501
<b>Books and Supplies</b>	\$2,637,785	\$2,637,785	-	\$5,368,537	49.1%	\$2,730,752
<b>Total Operational Expenses</b>	\$5,695,101	\$5,690,242	(\$4,859)	\$11,177,326	51.0%	\$5,482,225
<b>Total Expenses</b>	\$18,731,625	\$18,726,766	(\$4,859)	\$33,964,921	55.1%	\$15,233,296
<b>Net Income</b>	(\$3,064,364)	(\$3,051,997)	(\$12,368)	\$90,072	-3,402.1%	\$3,154,436

Revenue  
**\$15,667,261**

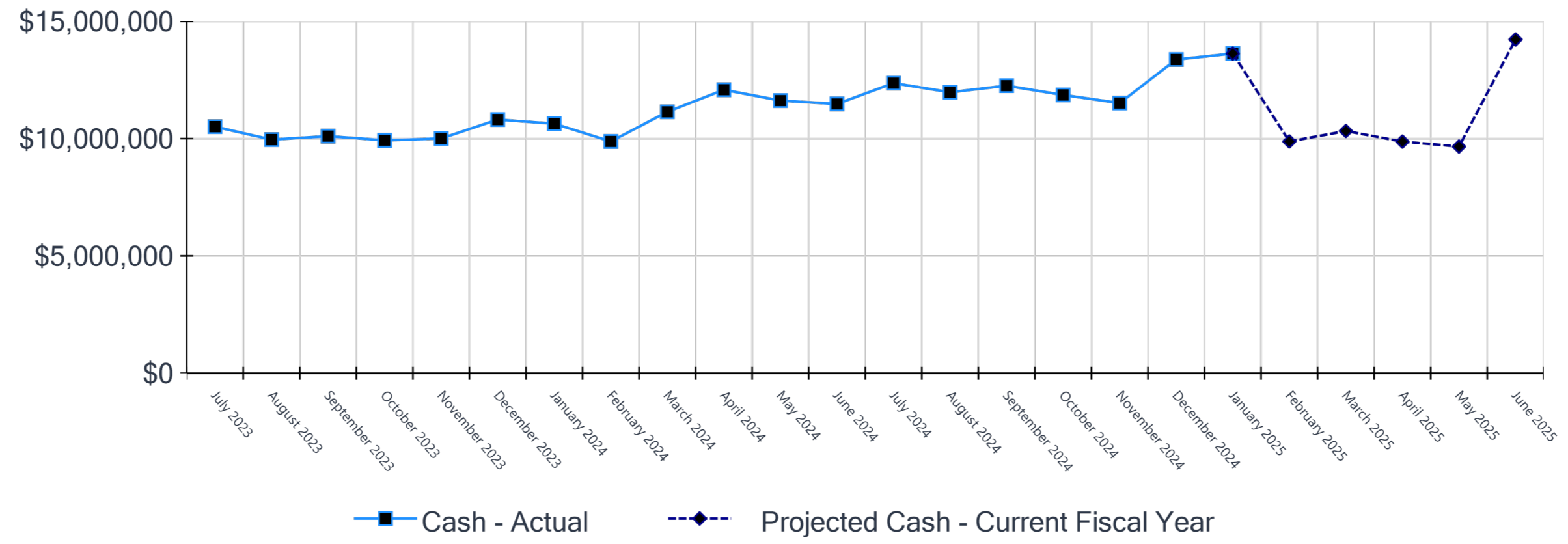
Expenses  
**\$18,731,625**

Surplus / (Deficit)  
**(\$3,064,364)**

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	\$13,374,731.25	Actual
January 2025	\$13,630,095.42	Actual
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 - January

Assets	
<b>Current Assets</b>	
Accounts Receivable	\$63,995
Cash and Cash Equivalents	\$13,630,095
Employee Advances	\$2,628
Prepaid Expenses	\$25,813
Short Term Investments	\$820,127
<b>Total Current Assets</b>	<b>\$14,542,659</b>
<b>Fixed Assets</b>	
Fixed Assets	\$256,836
<b>Total Fixed Assets</b>	<b>\$256,836</b>
<b>Other Assets</b>	
Other Assets	\$5,220
<b>Total Other Assets</b>	<b>\$5,220</b>
<b>Total Assets</b>	<b>\$14,804,714</b>

Liabilities and Net Assets	
<b>Short-term Liabilities</b>	
Accounts Payable	\$205,080
Accrued Liabilities	\$6,950,262
Other Short Term Liability	\$3,387,577
<b>Total Short-term Liabilities</b>	<b>\$10,542,919</b>
<b>Long-term Liabilities</b>	
Other Liabilities	\$252,587
<b>Total Long-term Liabilities</b>	<b>\$252,587</b>
<b>Total Liabilities</b>	<b>\$10,795,506</b>
Total Unrestricted Net Assets	\$7,073,572
Total Net Increase/(Decrease) in Net Assets	(\$3,064,364)
<b>Total Net Assets</b>	<b>\$4,009,208</b>
<b>Total Liabilities and Net Assets</b>	<b>\$14,804,714</b>

## Liquidity Ratio

1.4

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](mailto:tnichols@csmci.com)



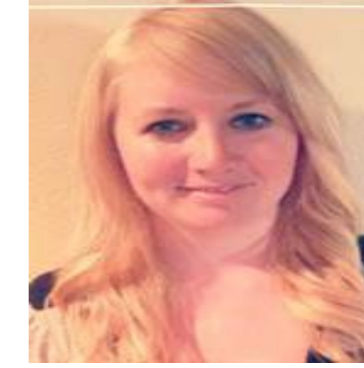
Kristin Nowak  
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**Account Manager**  
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**Associate AM**  
[knelson@csmci.com](mailto:knelson@csmci.com)

# Looking Ahead

<b>2/26/2025</b>	CSMC Webinar
<b>2/28/2025</b>	Schools must present LCAP mid-year update to board by this date
<b>3/1/2025</b>	ESSA Per-Pupil report due
<b>3/13/2025</b>	CSMC Office Hours
<b>3/15/2025</b>	Second Interim Financial Report state deadline, authorizers may require earlier
<b>3/22/2025</b>	Special education MOE pre-test; timing and steps vary by SELPA
<b>3/26/2025</b>	CSMC Webinar
<b>4/1/2025</b>	Audit firm selection
	Form 700
<b>4/5/2025</b>	ESSER and GEER Annual Report due
<b>4/12/2025</b>	CARES, ESSER, ESSER II, ESSER III, ELOG, ARP expenditure report
<b>4/17/2025</b>	Special education federal and level 3 reports; timing and steps vary by SELPA
	Special education ADA and enrollment report; timing and steps vary by SELPA
<b>4/30/2025</b>	CSMC Webinar
	Federal Cash Management Data Collection (CMDCC)
	ASES attendance and expenditure reports
<b>5/1/2025</b>	Recommended public hearing for preliminary budget and LCAP
	P-2 Attendance Report, state deadline
	Special education low incidence reimbursement; timing and steps vary by SELPA
<b>5/15/2025</b>	Form 990 Return of Exempt Organization





# HELPING THE EDUCATION MOVEMENT SUCCEED ONE SCHOOL AT A TIME

POWERED BY:



Charter Vision

[info@csmci.com](mailto:info@csmci.com)  
Office: 888.994.CSMC  
43460 Ridge Park Dr., Ste. 100  
Temecula, Ca 92590

Compass Charter Schools - Meeting of the Compass Board of Directors - Agenda - Saturday March 8, 2025 at 10:00 AM

**Company name:** Compass Charter Schools  
**Report name:** Check register  
**Created on:** 2/24/2025

Bank	Date	Vendor	Document no.	Amount	Cleared
<b>COM-NEWGEN - Chase</b>	<b>Account no: 837509568</b>				
	1/16/2025	V012405--29 Palms Creative Center	4167-1736974859196	315.00	1/31/2025
	1/16/2025	V018924--87 Media LLC	4167-1736975244884	720.00	1/31/2025
	1/29/2025	V003749--A Child's Dream	4167-1738098211526	160.95	1/31/2025
	1/15/2025	V021750--A Lotte Horses LLC	4167-1736888504273	225.00	1/31/2025
	1/16/2025	V003690--Aaron Matthew Music	4167-1736975252700	371.25	1/31/2025
	1/29/2025	V006219--ABC Learning Solutions LLC	4167-1738098184723	900.00	1/31/2025
	1/24/2025	V006219--ABC Learning Solutions LLC	4167-1737666262015	900.00	1/31/2025
	1/16/2025	V006219--ABC Learning Solutions LLC	4167-1736975240410	390.00	1/31/2025
	1/10/2025	V003803--Accelerate Education Incorporated	4167-1736456482319	178,247.20	1/31/2025
	1/21/2025	V003784--Adventures For Young Explorers	4167-1737147609292	45.00	1/31/2025
	1/16/2025	V003784--Adventures For Young Explorers	4167-1736975052459	585.00	1/31/2025
	1/16/2025	V003788--Airshine Music School, LLC	4167-1736974992118	255.00	1/31/2025
	1/16/2025	V016312--Alboum Translation Services	4167-1736975146352	350.00	1/31/2025
	1/16/2025	V000494--Alina E. Solodovnikova-Adams	4167-1736974875588	350.00	1/31/2025
	1/16/2025	V013254--Amazing Athletes of Inland Empire	4167-1736975286194	104.00	1/31/2025
	1/30/2025	V003798--Amazon Capital Services	4167-1738185652176	12,390.13	1/31/2025
	1/30/2025	V003798--Amazon Capital Services	4167-1738185638951	8,035.15	1/31/2025
	1/29/2025	V003798--Amazon Capital Services		-13,055.96	1/31/2025
	1/29/2025	V003798--Amazon Capital Services	4167-1738098170203	13,055.96	1/31/2025
	1/29/2025	V003798--Amazon Capital Services		13,055.96	1/31/2025
	1/24/2025	V003798--Amazon Capital Services	4167-1737666246276	210.72	1/31/2025
	1/21/2025	V003798--Amazon Capital Services	4167-1737147816006	64.80	1/31/2025
	1/16/2025	V003798--Amazon Capital Services	4167-1736974959433	1,559.48	1/31/2025
	1/15/2025	V003798--Amazon Capital Services		1,151.41	1/31/2025
	1/21/2025	V012701--Amie Johnson	4167-1737147814036	533.34	1/31/2025
	1/13/2025	V022980--Amy Foody	2010661	8,009.74	1/31/2025
	1/16/2025	V003484--Anna Mat's Music	4167-1736975026177	480.00	1/31/2025
	1/15/2025	V003305--Anthem Blue Cross		14,670.62	1/31/2025
	1/21/2025	V007446--APlus Tutoring Inc	4167-1737147807774	490.00	1/31/2025
	1/16/2025	V007446--APlus Tutoring Inc	4167-1736975208706	700.00	1/31/2025
	1/16/2025	V003827--Applause Music Academy	4167-1736975304834	1,146.00	1/31/2025
	1/16/2025	V003489--Archofacts Archaeology for Kids	4167-1736974881273	195.00	1/31/2025
	1/16/2025	V003839--Art & Soul Music Studios	2010664	94.00	1/31/2025
	1/16/2025	V003839--Art & Soul Music Studios	Voided - 2010314	-94.00	1/31/2025
	1/21/2025	V012444--Art of Illusions	4167-1737147721792	148.00	1/31/2025
	1/24/2025	V003841--Art of Problem Solving	4167-1737666278232	86.58	1/31/2025
	1/16/2025	V003842--Art Steps, Inc	4167-1736975098819	159.00	1/31/2025
	1/30/2025	V000593--Autumn Clements		126.84	1/31/2025
	1/16/2025	V022320--B Rauhty Baseball & Softball	4167-1736974981372	420.00	1/31/2025
	1/16/2025	V016298--Backyard Science	4167-1736974857352	195.00	1/31/2025
	1/16/2025	V021998--Bakersfield Gymnastics Academy	4167-1736975164400	178.00	1/31/2025



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1/29/2025	V018599--Beach Tutors	4167-1738098122454	1,315.00	1/31/2025
1/29/2025	V003500--Beltran Spanish Tutoring	4167-1738098046304	405.00	1/31/2025
1/7/2025	V019736--Berlynn Martinez	2010659	60.00	1/31/2025
1/29/2025	V004582--Beyond the Page	4167-1738098091052	2,485.62	1/31/2025
1/16/2025	V004582--Beyond the Page	4167-1736974862925	1,229.68	1/31/2025
1/16/2025	V003910--Blue Buoy Swim School Inc	4167-1736974920654	1,093.75	1/31/2025
1/29/2025	V003916--BookShark LLC	4167-1738098221750	1,083.15	1/31/2025
1/16/2025	V003923--Breakthrough Sports LLC	4167-1736974815975	350.00	1/31/2025
1/16/2025	V012664--Brightstar Performing Arts	4167-1736975092201	195.00	1/31/2025
1/16/2025	V007859--Bumblebunch Sewing Studio	4167-1736975180606	945.00	1/31/2025
1/16/2025	V003936--Burbank Music Academy	4167-1736975274142	265.00	1/31/2025
1/16/2025	V003508--Butterfly Effects Therapy, Inc.	4167-1736975107015	8,267.50	1/31/2025
1/16/2025	V003509--Caique Gracie Brazilian Jiu-Jitsu	4167-1736975020193	1,004.00	1/31/2025
1/27/2025	V003954--California Credit Union CC		464.83	1/31/2025
1/30/2025	V007914--California Department of Tax and Fee Administration		60.00	1/31/2025
1/29/2025	V000026--CALSTRS		300,000.00	1/31/2025
1/6/2025	V000026--CALSTRS		10,537.04	1/31/2025
1/16/2025	V016129--Carlson Gracie JiuJitsu Menifee	4167-1736975221511	1,080.00	1/31/2025
1/24/2025	V016065--Center for Social Dynamics, LLC	4167-1737666087672	520.00	1/31/2025
1/16/2025	V012257--Chantel Molina Music	4167-1736975003658	1,290.00	1/31/2025
1/21/2025	V000003--Charter School Management Corporation	4167-1737147768373	36,384.67	1/31/2025
1/24/2025	V000033--Chase		14,474.69	1/31/2025
1/15/2025	V000033--Chase		3,208.41	1/31/2025
1/16/2025	V016954--Christiane Moon Piano Studio	4167-1736975048780	385.00	1/31/2025
1/16/2025	V014146--Christine Echeverri	4167-1736974926433	270.00	1/31/2025
1/16/2025	V004006--Claremont Community School of Music	4167-1736975217616	709.00	1/31/2025
1/21/2025	V012032--Clear Compass Equestrian	4167-1737147600559	1,125.00	1/31/2025
1/21/2025	V012623--Cloverleaf Ranch	4167-1737147801887	1,178.00	1/31/2025
1/16/2025	V012623--Cloverleaf Ranch	4167-1736974948619	1,460.00	1/31/2025
1/16/2025	V004017--Coastal Music Studios	4167-1736975043241	360.00	1/31/2025
1/16/2025	V012079--Cobb Piano Studio	4167-1736975136590	587.50	1/31/2025
1/21/2025	V004019--Code With Us, Inc.	4167-1737147837622	444.00	1/31/2025
1/29/2025	V015817--Connolly Ranch Education Center	4167-1738098041684	1,280.00	1/31/2025
1/16/2025	V015817--Connolly Ranch Education Center	4167-1736975085190	1,286.40	1/31/2025
1/16/2025	V020080--Contigo Spanish Learning	4167-1736974846330	1,320.00	1/31/2025
1/16/2025	V008335--Could it Be Dyslexia Inc	4167-1736975156532	104.61	1/31/2025
1/16/2025	V012450--Creative Cultivation Studio LLC	4167-1736974990358	129.00	1/31/2025
1/29/2025	V022667--Creative Solutions Tutoring	4167-1738098189960	136.00	1/31/2025
1/16/2025	V013009--Cristie Baron	4167-1736975301116	300.00	1/31/2025
1/16/2025	V021757--Crown Jiu Jitsu	4167-1736974971244	831.17	1/31/2025
1/21/2025	V004984--D.D. & S Learning Systems Inc dba Sylvan Learning	4167-1737147900603	434.00	1/31/2025
1/16/2025	V006072--Dasana Sports	4167-1736975070590	305.00	1/31/2025
1/16/2025	V005203--David Keller dba Mr. Code's Wild Ride	4167-1736975055863	2,250.00	1/31/2025
1/21/2025	V022822--Davis Forest School	4167-1737147866268	1,512.00	1/31/2025
1/16/2025	V021360--Daybreak Academy	4167-1736974804531	6,325.00	1/31/2025
1/16/2025	V016146--Dexter Music	4167-1736975220033	644.50	1/31/2025

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1/21/2025	V018794--Discovery Hub	4167-1737147829062	100.00	1/31/2025
1/21/2025	V014702--Drawn2Art - Encino	4167-1737147914364	264.00	1/31/2025
1/16/2025	V003530--Drawn2Art - Rancho Cucamonga	4167-1736975229736	560.00	1/31/2025
1/16/2025	V004426--Drawn2Art Inc - Chino Hills	4167-1736975279842	1,092.00	1/31/2025
1/16/2025	V015292--Dream Xtreme Gymnastics	4167-1736975227970	591.00	1/31/2025
1/16/2025	V018615--Dynamic Vision Optometry	4167-1736975030138	870.00	1/31/2025
1/29/2025	V004133--Earthroots Field School	4167-1738098159919	71.25	1/31/2025
1/29/2025	V015968--Easter Seals of Southern California	4167-1738098049071	900.00	1/31/2025
1/14/2025	V022995--Easy Badges	2010662	1,348.85	1/31/2025
1/29/2025	V011993--EdTech 101	4167-1738098104133	8,957.65	1/31/2025
1/29/2025	V008705--El Paseo Children's Center, Inc	4167-1738098149998	57,713.02	1/31/2025
1/16/2025	V004175--EMH Sports USA Inc	4167-1736975248915	375.00	1/31/2025
1/29/2025	V022081--Emler Swim School	4167-1738098230073	500.00	1/31/2025
1/21/2025	V022081--Emler Swim School	4167-1737147902340	350.00	1/31/2025
1/16/2025	V004179--Endeavor Gymnastics	4167-1736975036211	554.00	1/31/2025
1/29/2025	V006133--Enrollment Professor West	4167-1738097999099	21,400.00	1/31/2025
1/16/2025	V022988--European Languages Academy	4167-1736975263429	315.00	1/31/2025
1/24/2025	V000110--Evan-Moor Educational Publishers	4167-1737666223055	70.90	1/31/2025
1/16/2025	V022989--Fallbrook Gymnastics Club	4167-1736975313750	275.00	1/31/2025
1/16/2025	V003752--Firefly Tutors	4167-1736975066698	881.25	1/31/2025
1/16/2025	V003541--Firestorm Freerunning Galaxy LLC	4167-1736975068606	600.00	1/31/2025
1/23/2025	V014288--First Presbyterian Church of Santa Ana	2010667	6,700.00	In Transit
1/16/2025	V004245--Friends of Willow Tree	4167-1736975168240	2,713.20	1/31/2025
1/16/2025	V008980--Galaxy Kids Inc.	4167-1736975261899	395.00	1/31/2025
1/29/2025	V004267--Generation Genius, Inc	4167-1738098044640	299.00	1/31/2025
1/16/2025	V022199--Grae Agency LA	4167-1736975267314	250.00	1/31/2025
1/21/2025	V011981--Guitar Lessons by Chris	4167-1737147844767	350.00	1/31/2025
1/16/2025	V011981--Guitar Lessons by Chris	4167-1736975260299	980.00	1/31/2025
1/16/2025	V006538--Hatch & Cesario, Attorneys-at-Law	4167-1736975034303	14,481.50	1/31/2025
1/10/2025	V006538--Hatch & Cesario, Attorneys-at-Law	4167-1736456509373	3,241.50	1/31/2025
1/21/2025	V023099--Heidi Cervantes	2010666	80.00	1/31/2025
1/16/2025	V012198--Hi-Desert Cultural Center	4167-1736974918694	560.00	1/31/2025
1/16/2025	V004326--High Five Music Academy	4167-1736975077634	413.50	1/31/2025
1/16/2025	V009185--High School Math Live LLC	4167-1736974916759	650.00	1/31/2025
1/16/2025	V011959--Holiday Math***USE VENDOR ID V007674***	4167-1736975197874	116.00	1/31/2025
1/29/2025	V012981--Holly Dodson	4167-1738098065038	900.00	1/31/2025
1/16/2025	V004331--Home School Coaches	4167-1736974832954	983.75	1/31/2025
1/29/2025	V003707--Home Science Tools	4167-1738098198814	780.25	1/31/2025
1/24/2025	V003707--Home Science Tools	4167-1737666282452	178.08	1/31/2025
1/16/2025	V004332--Homeschool Assist of Montana, LLC	4167-1736974950567	750.00	1/31/2025
1/29/2025	V004334--Homeschool Buyers Co-op	4167-1738098144765	208.99	1/31/2025
1/16/2025	V014540--Homeschool PE	4167-1736975210712	85.00	1/31/2025
1/24/2025	V004336--Honest History Co	4167-1737666332896	48.04	1/31/2025
1/16/2025	V004338--Hope for Reading	4167-1736975322498	135.00	1/31/2025
1/16/2025	V022076--Humanitas School of Music and Art	4167-1736975306375	540.00	1/31/2025
1/16/2025	V009296--Infinity Kids Corporation	4167-1736975115222	1,920.00	1/31/2025

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1/16/2025	V004386--Intro 2 Skateboarding LLC	4167-1736975284093	170.00	1/31/2025
1/16/2025	V012749--Jacob Thomas Counts	4167-1736974961417	105.00	1/31/2025
1/30/2025	V023287--Jan Marquez	2010669	39.90	In Transit
1/16/2025	V004400--Janet E. Kohtz, O.D. F.C.O.V.D	4167-1736974933359	1,500.00	1/31/2025
1/16/2025	V022321--Juniper Learning	4167-1736974886702	1,900.00	1/31/2025
1/21/2025	V009499--Kenpo Combat Academy	4167-1737147799930	437.50	1/31/2025
1/16/2025	V012115--Keys and Strings Music Studio	4167-1736975258364	225.00	1/31/2025
1/29/2025	V003569--Kids Art Box	4167-1738098132710	335.00	1/31/2025
1/21/2025	V009509--Kids Club Spanish School LLC	4167-1737147858268	900.00	1/31/2025
1/16/2025	V012049--Kids Gardening Center	4167-1736975131995	598.00	1/31/2025
1/16/2025	V004424--Kids In Motion Pediatric Therapy	4167-1736975144746	1,012.50	1/31/2025
1/16/2025	V012082--Kimberly V. Art	4167-1736975312052	165.00	1/31/2025
1/16/2025	V016510--Kirsten A. Lewis Riding Lessons	4167-1736975206815	400.00	1/31/2025
1/7/2025	V005215--Lacey Bowman	2010660	100.00	1/31/2025
1/16/2025	V004445--Lakeport Dance Center	4167-1736974834791	470.00	1/31/2025
1/16/2025	V000882--Lance M Giroux	4167-1736975148170	30.00	1/31/2025
1/16/2025	V012046--Lauren Raymundo	4167-1736975001798	708.00	1/31/2025
1/29/2025	V012011--Leaf'd Garden Inc	4167-1738098076957	180.66	1/31/2025
1/16/2025	V004458--Learn Beyond The Book	4167-1736975140687	4,028.39	1/31/2025
1/16/2025	V003579--Learner-Centered Collaborative	4167-1736974855511	18,000.00	1/31/2025
1/29/2025	V009657--Learning Without Tears	4167-1738098129049	11.00	1/31/2025
1/16/2025	V003583--Legacy of Valor & Excellence	4167-1736975265331	450.00	1/31/2025
1/29/2025	V004466--LEGO Education	4167-1738098231676	535.22	1/31/2025
1/16/2025	V004469--Lewis Music Academy	4167-1736975233564	702.00	1/31/2025
1/21/2025	V004472--Liberty Gymnastics Training Center, Inc.	4167-1737147839361	279.00	1/31/2025
1/16/2025	V004472--Liberty Gymnastics Training Center, Inc.	4167-1736974995888	1,451.50	1/31/2025
1/16/2025	V015293--Linda Holt	4167-1736975018464	190.00	1/31/2025
1/29/2025	V000878--Linda K. Gerhard	4167-1738097996514	120.00	1/31/2025
1/16/2025	V004495--LIVE Online Math	4167-1736974842619	2,138.94	1/31/2025
1/29/2025	V004497--Logic of English	4167-1738098075286	37.15	1/31/2025
1/29/2025	V004510--Logic of English	4167-1738098061076	19.99	1/31/2025
1/24/2025	V004497--Logic of English	4167-1737666098316	39.99	1/31/2025
1/16/2025	V018925--Looking Glass Studio of Performing Arts Inc	4167-1736975201546	65.00	1/31/2025
1/16/2025	V016294--Los Robles Children's Choir	4167-1736975194412	775.00	1/31/2025
1/16/2025	V012144--Lotus & Ivy, LLC	4167-1736975310219	1,240.00	1/31/2025
1/29/2025	V004516--Maderas Golf Club	4167-1738098125107	1,886.33	1/31/2025
1/16/2025	V004519--Mallory Academy of Dance LLC	4167-1736974941098	225.00	1/31/2025
1/24/2025	V006389--Marsh & McLennan Agency LLC	4167-1737666072566	5,832.00	1/31/2025
1/16/2025	V014639--Mary Longbottom Tutoring	4167-1736975011109	1,370.00	1/31/2025
1/16/2025	V019395--Master Sports	4167-1736975192890	240.00	1/31/2025
1/16/2025	V000816--Math with Mrs. Fish	4167-1736975158386	375.00	1/31/2025
1/24/2025	V000067--Math-U-See, Inc.	4167-1737666044276	281.66	1/31/2025
1/16/2025	V011947--Mathnasium of Chula Vista (Ace Tutoring)	4167-1736974924538	458.00	1/31/2025
1/21/2025	V004528--Mathnasium of Glendora	4167-1737147596662	310.00	1/31/2025
1/16/2025	V006498--Mathnasium of Mission Gorge	4167-1736975028074	260.75	1/31/2025
1/16/2025	V012169--Mathnasium of Newbury Park	4167-1736975270888	2,725.00	1/31/2025

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1/16/2025	V004537--McClore & Co.	4167-1736974901349	74.00	1/31/2025
1/16/2025	V000068--McGraw Hill LLC	4167-1736974817716	55.56	1/31/2025
1/29/2025	V004554--Miaplaza Inc	4167-1738098063234	900.00	1/31/2025
1/16/2025	V000915--Michael Horowitz	4167-1736974853436	80.00	1/31/2025
1/16/2025	V004579--Mosaic Music Inc.	4167-1736974797199	80.00	1/31/2025
1/16/2025	V010034--Mr D Math LLC	4167-1736974879293	870.00	1/31/2025
1/16/2025	V015294--Murphy Language Arts LLC	4167-1736975302994	629.25	1/31/2025
1/16/2025	V003600--Music Freqs	4167-1736975212626	288.75	1/31/2025
1/16/2025	V014542--MusicAlley School of the Arts	4167-1736975050613	628.00	1/31/2025
1/16/2025	V011966--MVMNTM	4167-1736975122376	198.00	1/31/2025
1/16/2025	V003602--N. California Children's Therapy Center	4167-1736974905385	810.00	1/31/2025
1/30/2025	V010079--Nancy Larson Publisher, Inc.	4167-1738098236048	404.07	1/31/2025
1/21/2025	V022323--Napa Valley Martial Arts Wellness	4167-1737147757535	150.00	1/31/2025
1/16/2025	V022323--Napa Valley Martial Arts Wellness	4167-1736974908999	300.00	1/31/2025
1/21/2025	V023022--Nate & Alice Music Studio	4167-1737147842842	360.00	1/31/2025
1/16/2025	V004643--Nuestra Escuela Spanish Academy	4167-1736974850268	509.75	1/31/2025
1/16/2025	V014544--Olga Corcoran	4167-1736975054295	855.00	1/31/2025
1/16/2025	V003609--Olive Tree Education Inc	4167-1736975250873	2,748.25	1/31/2025
1/16/2025	V010265--On Pointe Productions LLC	4167-1736974894940	623.00	1/31/2025
1/16/2025	V004656--OnlineG3.com, Inc.	4167-1736975295945	550.00	1/31/2025
1/16/2025	V004666--Outschool, Inc	4167-1736975288060	160.00	1/31/2025
1/16/2025	V022821--Outsiders Adventure Community	4167-1736974810168	326.00	1/31/2025
1/21/2025	V010304--Ovation School for the Performing Arts	4167-1737147904536	225.00	1/31/2025
1/29/2025	V005286--Oxford Consulting Services Inc.	4167-1738098120614	43,546.83	1/31/2025
1/16/2025	V012355--Ozcanli Academy	4167-1736974928334	417.00	1/31/2025
1/16/2025	V000731--Pamela E. Dewey	4167-1736975315678	630.00	1/31/2025
1/21/2025	V004688--Partners in Special Education, Inc.	4167-1737147887605	68,670.00	1/31/2025
1/16/2025	V015727--Paulin Center for the Arts	4167-1736975320668	264.77	1/31/2025
1/24/2025	V003459--Payroll		2,438.31	1/31/2025
1/23/2025	V003459--Payroll		1,099.24	1/31/2025
1/23/2025	V003459--Payroll		168,647.28	1/31/2025
1/22/2025	V003459--Payroll		512,391.60	1/31/2025
1/10/2025	V003459--Payroll		862.00	1/31/2025
1/10/2025	V003459--Payroll		1,099.24	1/31/2025
1/10/2025	V003459--Payroll		534,423.50	1/31/2025
1/10/2025	V003459--Payroll		159,953.39	1/31/2025
1/14/2025	V023014--Peggy Wong	2010663	100.00	1/31/2025
1/16/2025	V001209--Penelope Pauley	4167-1736975204966	150.00	1/31/2025
1/16/2025	V011983--Peter Brown dba Peter Brown Piano Studio	4167-1736975012961	507.50	1/31/2025
1/16/2025	V012081--Phil's Impromptu Piano School	4167-1736974986691	1,015.00	1/31/2025
1/16/2025	V014545--Play Based Learning Academy **USE VENDOR #V013635**	4167-1736975138635	293.75	1/31/2025
1/16/2025	V004728--Play-Well TEKologies	4167-1736975063225	500.00	1/31/2025
1/16/2025	V004737--Poison Apple Productions	4167-1736975187485	450.00	1/31/2025
1/16/2025	V004738--Portal Languages - Costa Mesa	4167-1736974946736	240.00	1/31/2025
1/16/2025	V012359--Premier Swim Academy	4167-1736974922561	228.00	1/31/2025
1/29/2025	V003454--Principal Life Insurance Company-PO Box 10372	Powered by BoardOnTrack	19,290.99	1/31/2025

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1/8/2025	V003454--Principal Life Insurance Company-PO Box 10372		19,322.28	1/31/2025
1/2/2025	V003454--Principal Life Insurance Company-PO Box 10372		19,017.74	1/31/2025
1/16/2025	V012143--Quartz Hill Karate, Inc.	4167-1736975081014	318.00	1/31/2025
1/29/2025	V000078--Rainbow Resource Center Inc	4167-1738098072931	3,531.38	1/31/2025
1/24/2025	V000078--Rainbow Resource Center Inc	4167-1737666090065	306.68	1/31/2025
1/16/2025	V000078--Rainbow Resource Center Inc	4167-1736974848415	439.49	1/31/2025
1/16/2025	V004776--Rancho Simi Recreation and Park District (RSRPD)	4167-1736975024238	225.00	1/31/2025
1/16/2025	V022326--Reading Reach	4167-1736975113483	375.00	1/31/2025
1/16/2025	V012434--Rebecca Scott	4167-1736975075763	73.75	1/31/2025
1/16/2025	V016855--Reign Equine LLC	4167-1736975104774	300.00	1/31/2025
1/16/2025	V004798--Riff's Music	4167-1736974993998	525.00	1/31/2025
1/16/2025	V022365--RJAD INC	4167-1736974888584	85.00	1/31/2025
1/16/2025	V012868--RSL Aquatics	4167-1736975014803	615.00	1/31/2025
1/16/2025	V022606--School of Rock Santa Rosa	4167-1736975215803	168.50	1/31/2025
1/16/2025	V003638--School of Rock Vacaville	4167-1736975102850	1,305.20	1/31/2025
1/21/2025	V004853--School Pathways, LLC	4167-1737147691660	1,200.00	1/31/2025
1/29/2025	V012077--Schoolhouse Discoveries LLC	4167-1738098039806	144.50	1/31/2025
1/13/2025	V019502--Shayla Esposto	4167-1736542847881	450.00	1/31/2025
1/29/2025	V004900--Singapore Math Inc	4167-1738098109796	299.52	1/31/2025
1/29/2025	V006076--Singapore Math Live LLC	4167-1738098002953	170.00	1/31/2025
1/16/2025	V006076--Singapore Math Live LLC	2010665	85.00	1/31/2025
1/21/2025	V003179--So Cal Edison		78.14	1/31/2025
1/16/2025	V004923--South Bay Art Department, LLC	4167-1736975142592	367.50	1/31/2025
1/21/2025	V000090--Specialized Therapy Services Inc.	4167-1737147680246	36,091.50	1/31/2025
1/29/2025	V011092--Speech Language & Educational Associates	4167-1738098245992	1,552.50	1/31/2025
1/16/2025	V021759--Spotlight Dance and Acting Studio	4167-1736975189347	197.50	1/31/2025
1/16/2025	V004952--STEM Center USA	4167-1736974962980	1,485.00	1/31/2025
1/16/2025	V011977--Stephanie Telfer	4167-1736975203104	5,460.00	1/31/2025
1/29/2025	V000092--Stephens Educational Services, LLC	4167-1738098007112	229.00	1/31/2025
1/24/2025	V000092--Stephens Educational Services, LLC	4167-1737666014377	398.00	1/31/2025
1/16/2025	V004966--Studies Weekly Inc	4167-1736975294166	97.32	1/31/2025
1/16/2025	V014847--Subito Music Academy LLC	4167-1736975079440	450.00	1/31/2025
1/21/2025	V022607--Surf & Turf Therapy	4167-1737147830823	82.00	1/31/2025
1/16/2025	V022327--SwiftKick Martial Arts Inc.	4167-1736974801855	468.00	1/31/2025
1/16/2025	V004983--Sylvan Learning - La Mesa	4167-1736975127866	1,063.50	1/31/2025
1/29/2025	V005001--Teaching Textbooks LLC	4167-1738098005130	45.95	1/31/2025
1/24/2025	V013563--TeachTown	4167-1737666143097	8,081.88	1/31/2025
1/16/2025	V005005--Temecula Music Teacher, LLC	4167-1736975072432	895.00	1/31/2025
1/16/2025	V014669--Terra Arts Foundation	4167-1736974978013	116.67	1/31/2025
1/16/2025	V003659--The Arbor Learning Community	4167-1736975009376	105.00	1/31/2025
1/16/2025	V012201--The Circle LB	4167-1736975297801	220.00	1/31/2025
1/16/2025	V005019--The Claremont Club	4167-1736975199835	364.60	1/31/2025
1/24/2025	V005022--The Critical Thinking Co	4167-1737666221474	94.98	1/31/2025
1/21/2025	V019184--The Inside Voice	4167-1737147834205	436.00	1/31/2025
1/16/2025	V022605--The Joyful Actor LLC	4167-1736975182434	315.00	1/31/2025
1/10/2025	V006491--The Living Desert	4167-1736975151111	818.30	1/31/2025

Compass Charter Schools - Meeting of the Compass Board of Directors - Agenda - Saturday March 8, 2025 at 10:00 AM

1/10/2025	V022953--The UC Regents	4167-1736456426239	330.00	1/31/2025
1/16/2025	V005065--Time4Learning	4167-1736975032114	4,653.55	1/31/2025
1/16/2025	V012387--To The Pointe Dance Productions	4167-1736975256463	430.25	1/31/2025
1/16/2025	V015683--Together We Learn Tutoring and Enrichment Center	4167-1736975236801	1,000.00	1/31/2025
1/24/2025	V003664--Total Education Solutions	4167-1737666338406	200.00	1/31/2025
1/16/2025	V022079--Trailblazer Volleyball	4167-1736975238638	218.20	1/31/2025
1/16/2025	V003666--Treetop Tutoring Center LLC	4167-1736975109089	574.00	1/31/2025
1/16/2025	V005080--TTC4SUCCESS	4167-1736975022350	4,814.10	1/31/2025
1/15/2025	V022827--Tutors to Teach Inc.	4167-1736888505981	195.00	1/31/2025
1/16/2025	V012078--U DID IT	4167-1736974825284	660.75	1/31/2025
1/16/2025	V022328--United Self Defense Academy - Foothill Ranch	4167-1736974935178	255.00	1/31/2025
1/16/2025	V011612--Universal Martial Arts Centers - Chino Hills	4167-1736975231670	290.00	1/31/2025
1/16/2025	V005107--Urban Workshop	4167-1736975308198	600.00	1/31/2025
1/16/2025	V011989--Vacaville Skating Rink, LLC	4167-1736974973113	656.00	1/31/2025
1/16/2025	V005226--Valerie Marich	4167-1736974983260	120.00	1/31/2025
1/29/2025	V005129--Village Music School	4167-1738098012222	130.50	1/31/2025
1/16/2025	V005132--Viva Learning Community	4167-1736975016702	1,918.00	1/31/2025
1/23/2025	V001531--Water Court, LLC	2010668	4,518.50	In Transit
1/29/2025	V006200--West Coast Krav Maga Wildomar, Inc.	4167-1738098179033	398.00	1/31/2025
1/16/2025	V012640--Whole Child Therapy, Inc	4167-1736974937296	3,900.00	1/31/2025
1/16/2025	V005167--WM Music Lessons Inc	4167-1736975254581	1,720.00	1/31/2025
1/16/2025	V011840--WM Tutoring Inc	4167-1736975045036	285.00	1/31/2025
1/29/2025	V005170--Wonder Crate LLC	4167-1738098095728	41.90	1/31/2025
1/9/2025	V005178--Wright Specialty Premium Trust	4167-1736370029632	8,293.20	1/31/2025
1/24/2025	V002892--Yarjianian & Associates, PC	4167-1737666080689	10,869.70	1/31/2025
1/6/2025	V002996--YOLO STRS		72,782.97	1/31/2025
1/16/2025	V003686--Young Artists Conservatory of Music	4167-1736975219598	1,742.39	1/31/2025
1/16/2025	V000012--Young, Minney & Corr, LLP	4167-1736974903375	23,226.36	1/31/2025

**Total for COM-NEWGEN**

**2,629,226.68**

**Compass Charter Schools - COM  
Balance Sheet**

Statement of Financial Position

Reporting Book:

As of Date:

Location:

ACCRUAL

01/31/2025

Compass Charter Schools - COM

	<b>Los Angeles</b>	<b>NPO</b>	<b>San Diego</b>	<b>Yolo County</b>	
	<b>Year To Date</b>	<b>Year To Date</b>	<b>Year To Date</b>	<b>Year To Date</b>	<b>Year To Date</b>
	<b>01/31/2025</b>	<b>01/31/2025</b>	<b>01/31/2025</b>	<b>01/31/2025</b>	<b>01/31/2025</b>
	<b>Current Year Balance</b>	<b>Current Year Balance</b>	<b>Current Year Balance</b>	<b>Current Year Balance</b>	<b>Comp on Actual</b>
912100-COM-010 - California Credit Union - Checking	0.00	136,529.97	0.00	0.00	136,529.97
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	639,984.02	1,563,407.19	0.00	7,156,413.50	9,359,804.71
912400-COM-010 - Cash in Bank(s) - PayPal Account	0.00	7,195.48	0.00	0.00	7,195.48
912500-COM-020 - Cash in County Treasury Account	0.00	0.00	3,865,453.11	0.00	3,865,453.11
915100-COM-010 - California Credit Union - Money Market	0.00	256,948.22	0.00	0.00	256,948.22
<b>Total Cash and Cash Equivalents</b>	<b>639,984.02</b>	<b>1,968,244.79</b>	<b>3,865,453.11</b>	<b>7,156,413.50</b>	<b>13,630,095.42</b>
920000 - Accounts Receivables	0.00	31.83	0.00	0.00	31.83
929000 - Due from Grantor Governments	43,896.42	0.00	11,686.07	8,381.00	63,963.49
<b>Total Accounts Receivable</b>	<b>43,896.42</b>	<b>31.83</b>	<b>11,686.07</b>	<b>8,381.00</b>	<b>63,995.32</b>
933000 - Prepaid Expenses	0.00	25,812.67	0.00	0.00	25,812.67
<b>Total Prepaid Expenses</b>	<b>0.00</b>	<b>25,812.67</b>	<b>0.00</b>	<b>0.00</b>	<b>25,812.67</b>
933500 - Employee Advances	0.00	2,628.14	0.00	0.00	2,628.14
<b>Total Employee Advances</b>	<b>0.00</b>	<b>2,628.14</b>	<b>0.00</b>	<b>0.00</b>	<b>2,628.14</b>
915000-COM-010 - Investments - J.P Morgan	0.00	820,127.03	0.00	0.00	820,127.03
<b>Total Short Term Investments</b>	<b>0.00</b>	<b>820,127.03</b>	<b>0.00</b>	<b>0.00</b>	<b>820,127.03</b>
946000 - Right of Use Asset	0.00	256,835.84	0.00	0.00	256,835.84
<b>Total Fixed Assets</b>	<b>0.00</b>	<b>256,835.84</b>	<b>0.00</b>	<b>0.00</b>	<b>256,835.84</b>
935000 - Security Deposits	0.00	5,219.63	0.00	0.00	5,219.63
<b>Total Other Assets</b>	<b>0.00</b>	<b>5,219.63</b>	<b>0.00</b>	<b>0.00</b>	<b>5,219.63</b>
<b>Total Assets</b>	<b>683,880.44</b>	<b>3,078,899.93</b>	<b>3,877,139.18</b>	<b>7,164,794.50</b>	<b>14,804,714.05</b>
950000 - Accounts Payable-System	13,891.75	156,070.64	32,165.25	2,952.50	205,080.14



<b>Total Accounts Payable</b>	<b>13,891.75</b>	<b>156,070.64</b>	<b>32,165.25</b>	<b>2,952.50</b>	<b>205,080.14</b>
950100 - Accrued Salaries	0.00	672,400.32	0.00	0.00	672,400.32
950300 - Accrued STRS	0.00	66,262.05	0.00	0.00	66,262.05
950500 - Accounts Payable-Accrual	0.00	0.00	0.00	31,575.64	31,575.64
950600 - Credit Card Payable	0.00	(7,483.86)	0.00	0.00	(7,483.86)
959000 - Due to Grantor Governments	25,561.00	128,138.66	37,079.00	5,996,728.77	6,187,507.43
<b>Total Accrued Liabilities</b>	<b>25,561.00</b>	<b>859,317.17</b>	<b>37,079.00</b>	<b>6,028,304.41</b>	<b>6,950,261.58</b>
965000 - Deferred Revenue	1,310,559.55	0.00	804,239.90	755,472.46	2,870,271.91
966100 - Summer Holdback	0.00	254,727.24	0.00	0.00	254,727.24
966500 - Compensated Absences Payable	104,663.62	0.00	86,466.96	71,447.49	262,578.07
<b>Total Other Short Term Liability</b>	<b>1,415,223.17</b>	<b>254,727.24</b>	<b>890,706.86</b>	<b>826,919.95</b>	<b>3,387,577.22</b>
965500 - ROU liability	0.00	252,587.12	0.00	0.00	252,587.12
<b>Total Other Liabilities</b>	<b>0.00</b>	<b>252,587.12</b>	<b>0.00</b>	<b>0.00</b>	<b>252,587.12</b>
961000 - Due to/From Other Locations	0.00	(3,078,003.55)	3,078,003.55	0.00	0.00
<b>Total Interfund Due to</b>	<b>0.00</b>	<b>(3,078,003.55)</b>	<b>3,078,003.55</b>	<b>0.00</b>	<b>0.00</b>
<b>Total Liabilities</b>	<b>1,454,675.92</b>	<b>(1,555,301.38)</b>	<b>4,037,954.66</b>	<b>6,858,176.86</b>	<b>10,795,506.06</b>
<b>Net Increase/(Decrease) in Net Assets</b>	<b>(1,940,851.02)</b>	<b>3,563.22</b>	<b>(1,113,804.33)</b>	<b>(13,272.30)</b>	<b>(3,064,364.43)</b>
978000 - Unrestricted Net Assets – Designated	877,541.65	3,497,611.72	714,741.64	239,917.45	5,329,812.46
979000 - Unrestricted Net Assets - Undesignated	0.00	(32,844.20)	0.00	0.00	(32,844.20)
978900 - Designated for Economic Uncertainty	292,513.89	1,165,870.57	238,247.21	79,972.49	1,776,604.16
<b>Total Unrestricted Net Assets</b>	<b>1,170,055.54</b>	<b>4,630,638.09</b>	<b>952,988.85</b>	<b>319,889.94</b>	<b>7,073,572.42</b>
<b>Total Unrest Net Assets with Inc/(Dec) to date</b>	<b>(770,795.48)</b>	<b>4,634,201.31</b>	<b>(160,815.48)</b>	<b>306,617.64</b>	<b>4,009,207.99</b>
<b>Total Net Assets</b>	<b>(770,795.48)</b>	<b>4,634,201.31</b>	<b>(160,815.48)</b>	<b>306,617.64</b>	<b>4,009,207.99</b>
<b>Liabilities and Net Assets</b>	<b>683,880.44</b>	<b>3,078,899.93</b>	<b>3,877,139.18</b>	<b>7,164,794.50</b>	<b>14,804,714.05</b>

Created on : 02/24/2025 2:03 PM PST

## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

CCS P and L January 2025.xlsx

# Coversheet

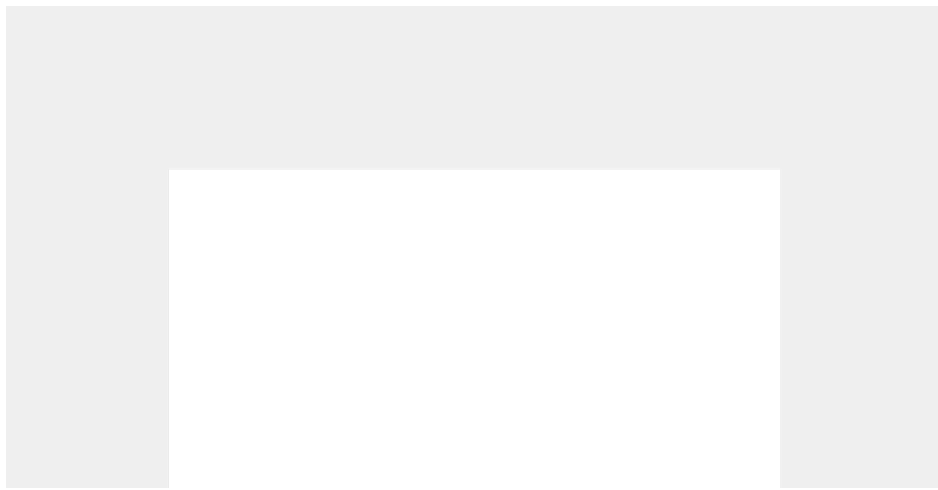
## CCS FY25 Second Interim Overview

**Section:** X. Operations Division  
**Item:** C. CCS FY25 Second Interim Overview  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** CCS\_FY25\_2nd\_Interim\_PPT\_2025.02.25.pdf



2<sup>ND</sup> INTERIM BUDGET

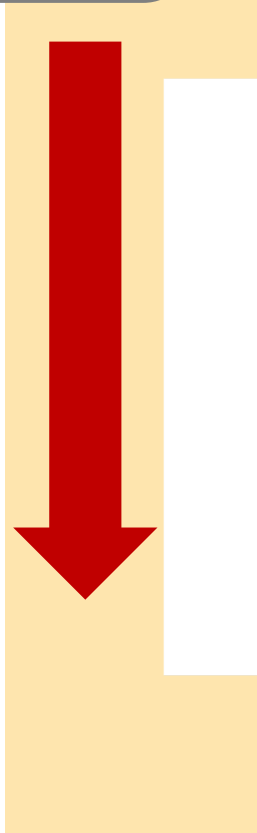
# Compass Charter Schools



# Average Daily Attendance Driving Revenue

**FY25 2<sup>nd</sup> Interim**

Enrollment decrease of (20), ADA decrease of (14.71)



**FY25 2<sup>nd</sup> Interim:**

	<b>Yolo</b>	<b>San Diego</b>	<b>Los Angeles</b>	<b>Total</b>
<b>Total Enrollment</b>	<b>389</b>	<b>820</b>	<b>1,041</b>	<b>2,250</b>
<b>Average Daily Attendance by Grade Range</b>				
ADA Grades TK-3	149.54	299.68	408.74	857.95
ADA Grades 4-6	103.23	207.16	230.22	540.61
ADA Grades 7-8	54.99	131.74	144.37	331.10
ADA Grades 9-12	67.53	186.04	232.17	485.74
<b>Average Overall Daily Attendance</b>	<b>375.29</b>	<b>824.61</b>	<b>1,015.50</b>	<b>2,215.40</b>

**FY 25 1<sup>st</sup> Interim:**

	<b>Yolo</b>	<b>San Diego</b>	<b>Los Angeles</b>	<b>Total</b>
<b>Total Enrollment</b>	<b>389</b>	<b>842</b>	<b>1,039</b>	<b>2,270</b>
<b>Average Daily Attendance by Grade Range</b>				
ADA Grades TK-3	155.01	300.88	397.76	853.65
ADA Grades 4-6	103.67	211.11	224.78	539.56
ADA Grades 7-8	57.26	132.19	150.50	339.96
ADA Grades 9-12	68.12	186.45	242.37	496.94
<b>Average Overall Daily Attendance</b>	<b>384.06</b>	<b>830.63</b>	<b>1,015.41</b>	<b>2,230.11</b>

# FY25 2<sup>nd</sup> Interim Summary

FY25

Variance from 1<sup>st</sup> Interim: **\$(45,198)** (before transfers)

Compass Charter Schools Budget Summary		112,975	52,752	133,342	CSMC	
2024-25 Budget- 2nd Interim Budget 0.76% COLA		Ending position after transfer	Ending position after transfer	Ending position after transfer	ADA	
FY25 1st Interim Budget Ending Position		\$ 499,663	\$ (63,309)	\$ 135,267	\$ 135,267	2,230.11
		Los Angeles	San Diego	Yolo	Total	2,215.40
<b>Revenues</b>		<b>48.40%</b>	<b>33.81%</b>	<b>17.79%</b>	<b>**Excludes OCLC revenues for % calcs**</b>	
State	14,352,478		10,773,267	5,305,380		30,431,125
Federal	659,073		550,296	204,603		1,413,972
Local	984,733		855,239	369,919		2,209,891
<b>Total Revenue</b>	<b>\$ 15,996,284</b>	<b>\$ 12,178,801</b>	<b>\$ 5,879,903</b>	<b>\$ 34,054,988</b>		
<b>Expenses</b>						
1000	Certificated Salaries	6,230,693 39.7%	5,325,007 42.5%	2,290,277 39.9%		13,845,976 40.8%
2000	Classified Salaries	1,296,681 8.3%	931,025 7.4%	476,633 8.3%		2,704,339 8.0%
3000	Benefits	2,809,898 17.9%	2,394,517 19.1%	1,032,863 18.0%		6,237,278 18.4%
	<b>Total Personnel Expense</b>	<b>10,337,272 65.9%</b>	<b>8,650,549 69.0%</b>	<b>3,799,773 66.1%</b>		<b>22,787,593 67.1%</b>
4000	Books and Supplies	2,593,272 16.5%	1,810,678 14.4%	964,587 16.8%		5,368,537 15.8%
5000	Services and Other Operating Expenses	2,752,766 17.6%	2,074,822 16.6%	981,201 17.1%		5,808,789 17.1%
6000	Capital Outlay					
7000	Other Outgoing					
<b>Total Expenses</b>	<b>\$ 15,683,309</b>	<b>\$ 12,536,049</b>	<b>\$ 5,745,561</b>	<b>\$ 33,964,919</b>		
<b>Surplus / (Deficit)</b>		<b>\$ 312,975</b>	<b>\$ (357,248)</b>	<b>\$ 134,342</b>	<b>\$ 90,069</b>	
As a % of LCFF revenue		2.45%	-3.54%	2.98%		
Estimated Beginning Balance		\$ 1,170,056	\$ 952,989	\$ 319,890	\$ 8,256,843	
NPO Contribution		\$ (200,000)	\$ 410,000	\$ (1,000)		
Ending Balance		\$ 1,283,031	\$ 1,005,741	\$ 453,232	\$ 8,256,843	
As a % of LCFF Revenue		10.0%	10.0%	10.0%		

# FY25 2<sup>nd</sup> Interim Summary- Funding Determinations

FY25

	Los Angeles	San Diego	Yolo
<b><u>Sb-740 Funding Determination Test:</u></b>			
Certificated Salaries (40% req.):	65.26%	69.24%	67.99%
Instructional Costs (80% req.):	81.05%	84.73%	80.05%
Cert Salaries Met/Not Met:	<b>Met</b>	<b>Met</b>	<b>Met</b>
Instr. Costs Met/Not Met:	<b>Met</b>	<b>Met</b>	<b>Met</b>
Due based on FY results:	FY23	FY23	FY25
Due Date:	2/1/2024	2/1/2024	2/1/2026



# 2<sup>nd</sup> Interim Budget: Los Angeles

FY25

## CCS Los Angeles & CSMC FY24-25 Budget

46.90%

48.16%

48.40%

	CATEGORY	FY25 Initial	FY25 First Interim	FY25 Second Interim	VARIANCE
REVENUE	TOTAL ENROLLMENT	1,008	1,039	1,041	2
	AVERAGE DAILY ATTENDANCE	988.5	1,015.4	1,015.5	0.1
	State LCFF Revenue	12,425,629	12,795,289	12,787,820	(7,469)
	Federal Revenue	599,950	652,554	659,072	6,518
	Other State Revenue	1,807,203	2,526,797	2,528,733	1,936
	Local Revenue	20,193	20,662	20,662	-
	<b>TOTAL REVENUE</b>	<b>14,852,975</b>	<b>15,995,301</b>	<b>15,996,287</b>	<b>985</b>
EXPENSES	Certificated Salaries	6,044,803	6,164,609	6,230,693	66,083
	Classified Salaries	1,604,453	1,290,179	1,296,681	6,502
	Benefits	2,494,807	2,778,852	2,809,899	31,047
	<b>TOTAL PERSONNEL EXPENSES</b>	<b>10,144,063</b>	<b>10,233,640</b>	<b>10,337,272</b>	<b>103,632</b>
	Books and Supplies	2,142,085	2,559,174	2,593,272	34,097
	Services and Other Operating Expenses	2,561,783	2,702,822	2,752,766	49,944
	Capital Outlay	-	-	-	-
	Other Outgoing	-	-	-	-
	<b>TOTAL OTHER EXPENSES</b>	<b>4,703,867</b>	<b>5,261,997</b>	<b>5,346,038</b>	<b>84,041</b>
	<b>TOTAL EXPENSES</b>	<b>14,847,930</b>	<b>15,495,637</b>	<b>15,683,310</b>	<b>187,673</b>
	<b>SURPLUS\DEFICIT</b>	<b>5,045</b>	<b>499,664</b>	<b>312,976</b>	<b>(186,688)</b>
	<i>% of LCFF Revenue</i>	<i>0.0%</i>	<i>3.9%</i>	<i>2.4%</i>	
SUMMARY	BEGINNING FUND BALANCE	\$ 1,593,157	\$ 1,170,056	\$ 1,170,056	\$ 423,101
	<b>ENDING BALANCE</b>	<b>\$ 1,598,201</b>	<b>\$ 1,669,720</b>	<b>\$ 1,483,032</b>	<b>\$ (115,169)</b>
	<i>% of LCFF Revenue</i>	<i>12.9%</i>	<i>13.0%</i>	<i>11.6%</i>	

CCS LA:  
ADA variance  
from 1<sup>st</sup>  
Interim: 0.1  
increase



# 2<sup>nd</sup> Interim Budget: San Diego

FY25

## CCS San Diego & CSMC FY24-25 Budget

36.24% 33.80% 33.81%

	CATEGORY	FY25 Initial	FY25 First Interim	FY25 Second Interim	VARIANCE
REVENUE	TOTAL ENROLLMENT	844	842	820	(22)
	AVERAGE DAILY ATTENDANCE	836.8	830.6	824.6	(6.0)
	State LCFF Revenue	10,250,949	10,167,495	10,096,376	(71,118)
	Federal Revenue	562,691	548,854	550,294	1,441
	Other State Revenue	1,595,903	1,442,950	1,459,742	16,792
	Local Revenue	72,027	72,390	72,390	-
	<b>TOTAL REVENUE</b>	<b>12,481,570</b>	<b>12,231,688</b>	<b>12,178,803</b>	<b>(52,886)</b>
EXPENSES	Certificated Salaries	5,245,844	5,223,291	5,325,007	101,715
	Classified Salaries	1,264,993	930,804	931,026	222
	Benefits	2,144,767	2,353,023	2,394,517	41,494
	<b>TOTAL PERSONNEL EXPENSES</b>	<b>8,655,604</b>	<b>8,507,118</b>	<b>8,650,549</b>	<b>143,431</b>
	Books and Supplies	1,655,160	1,739,540	1,810,678	71,138
	Services and Other Operating Expenses	2,102,145	2,048,335	2,074,822	26,488
	Capital Outlay	-	-	-	-
	Other Outgoing	-	-	-	-
	<b>TOTAL OTHER EXPENSES</b>	<b>3,757,305</b>	<b>3,787,875</b>	<b>3,885,501</b>	<b>97,626</b>
		<b>TOTAL EXPENSES</b>	<b>12,412,909</b>	<b>12,294,993</b>	<b>12,536,050</b>
SUMMARY	<b>SURPLUS\ (DEFICIT)</b>	<b>68,662</b>	<b>(63,305)</b>	<b>(357,247)</b>	<b>(293,943)</b>
	<i>% of LCFF Revenue</i>	<i>0.7%</i>	<i>-0.6%</i>	<i>-3.5%</i>	
	BEGINNING FUND BALANCE	\$ 1,393,937	\$ 952,989	\$ 952,989	\$ 440,948
	ENDING BALANCE	\$ 1,462,599	\$ 889,684	\$ 595,742	\$ (866,857)
	<i>% of LCFF Revenue</i>	<i>14.3%</i>	<i>8.8%</i>	<i>5.9%</i>	

CCS SD:  
ADA variance  
from 1<sup>st</sup>  
Interim: 6.0  
decrease



# 2<sup>nd</sup> Interim Budget: Yolo

FY25

## CCS Yolo & CSMC FY24-25 Budget

16.86%

18.04%

17.79%

	CATEGORY	FY25 Initial	FY25 First Interim	FY25 Second Interim	VARIANCE
REVENUE	TOTAL ENROLLMENT	369	389	389	-
	AVERAGE DAILY ATTENDANCE	364.9	384.1	375.3	(8.8)
	State LCFF Revenue	4,366,223	4,622,488	4,511,209	(111,279)
	Federal Revenue	183,344	203,853	204,603	750
	Other State Revenue	775,295	1,152,563	1,150,457	(2,106)
	Local Revenue	13,467	13,635	13,635	-
	<b>TOTAL REVENUE</b>	<b>5,338,328</b>	<b>5,992,538</b>	<b>5,879,904</b>	<b>(112,634)</b>
EXPENSES	Certificated Salaries	2,172,571	2,309,535	2,290,277	(19,258)
	Classified Salaries	576,659	483,358	476,633	(6,725)
	Benefits	896,662	1,041,081	1,032,863	(8,218)
	<b>TOTAL PERSONNEL EXPENSES</b>	<b>3,645,892</b>	<b>3,833,973</b>	<b>3,799,773</b>	<b>(34,200)</b>
	Books and Supplies	769,890	1,043,299	964,587	(78,712)
	Services and Other Operating Expenses	901,186	979,999	981,201	1,202
	Capital Outlay	-	-	-	-
	Other Outgoing	-	-	-	-
	<b>TOTAL OTHER EXPENSES</b>	<b>1,671,076</b>	<b>2,023,298</b>	<b>1,945,788</b>	<b>(77,510)</b>
		<b>TOTAL EXPENSES</b>	<b>5,316,968</b>	<b>5,857,271</b>	<b>5,745,561</b>
SUMMARY	<b>SURPLUS\ (DEFICIT)</b>	<b>21,361</b>	<b>135,267</b>	<b>134,343</b>	<b>(924)</b>
	<i>% of LCFF Revenue</i>	<i>0.5%</i>	<i>2.9%</i>	<i>3.0%</i>	
	BEGINNING FUND BALANCE	\$ 1,221,036	\$ 319,890	\$ 319,890	\$ 901,146
	<b>ENDING BALANCE</b>	<b>\$ 1,242,397</b>	<b>\$ 455,157</b>	<b>\$ 454,233</b>	<b>\$ (788,164)</b>
	<i>% of LCFF Revenue</i>	<i>28.5%</i>	<i>9.8%</i>	<i>10.1%</i>	

CCS Yolo:  
ADA variance  
from 1<sup>st</sup>  
Interim: 8.8  
decrease





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Temecula

# Coversheet

## Review and Approve FY25 Second Interim Budget - CCS Los Angeles

**Section:** X. Operations Division  
**Item:** D. Review and Approve FY25 Second Interim Budget - CCS Los Angeles  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** COMPASS LA FY24-25 2nd Interim Alt Form- FINAL - 2nd Detail.pdf

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Detail**

Charter School Name: Compass Charter Schools  
 (continued) of Los Angeles  
 CDS #: 19-75309-0135145  
 Charter Approving Entity: Acton-Agua Dulce Unified  
 County: Los Angeles  
 Charter #: 1651  
 Fiscal Year: 2024/25

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>A. REVENUES</b>										
1. LCFF Sources										
State Aid - Current Year	8011	12,034,865.00		12,034,865.00	5,145,362.00		5,145,362.00	12,027,332.00		12,027,332.00
Education Protection Account State Aid - Current Year	8012	203,082.94		203,082.94	94,700.00		94,700.00	203,100.00		203,100.00
State Aid - Prior Years	8019			-			-			-
Transfers to Charter Schools in Lieu of Property Taxes	8096	557,340.80		557,340.80	224,045.00		224,045.00	557,387.64		557,387.64
Other LCFF Transfers	8091, 8097			-			-			-
Total, LCFF Sources		12,795,288.74	-	12,795,288.74	5,464,107.00	-	5,464,107.00	12,787,819.64	-	12,787,819.64
2. Federal Revenues										
No Child Left Behind/Every Student Succeeds Act	8290		233,265.00	233,265.00		168,652.00	168,652.00		239,763.00	239,763.00
Special Education - Federal	8181, 8182		240,937.60	240,937.60			-		240,957.85	240,957.85
Child Nutrition - Federal	8220			-			-			-
Donated Food Commodities	8221			-			-			-
Other Federal Revenues	8110, 8260-8299	-	178,351.00	178,351.00		159,483.26	159,483.26		178,351.00	178,351.00
Total, Federal Revenues		-	652,553.60	652,553.60	-	328,135.26	328,135.26	-	659,071.85	659,071.85
3. Other State Revenues										
Special Education - State	StateRevSE		963,994.08	963,994.08		481,659.00	481,659.00		964,075.10	964,075.10
All Other State Revenues	StateRevAO	208,662.64	1,354,140.36	1,562,803.00	115,276.97	186,792.94	302,069.91	210,511.69	1,354,146.47	1,564,658.16
Total, Other State Revenues		208,662.64	2,318,134.44	2,526,797.08	115,276.97	668,451.94	783,728.91	210,511.69	2,318,221.57	2,528,733.26
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	20,661.75		20,661.75	8,897.29		8,897.29	20,661.79		20,661.79
Total, Local Revenues		20,661.75	-	20,661.75	8,897.29	-	8,897.29	20,661.79	-	20,661.79
5. TOTAL REVENUES										
		13,024,613.13	2,970,688.04	15,995,301.17	5,588,281.26	996,587.20	6,584,868.46	13,018,993.12	2,977,293.42	15,996,286.54
<b>B. EXPENDITURES</b>										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	3,742,141.82	925,297.41	4,667,439.23	2,037,847.42	382,689.24	2,420,536.66	3,962,924.14	724,660.76	4,687,584.90
Certificated Pupil Support Salaries	1200	185,611.41	308,437.60	494,049.01	192,355.67	84,737.12	277,092.79	300,000.19	234,931.67	534,931.86
Certificated Supervisors' and Administrators' Salaries	1300	939,106.01	64,015.14	1,003,121.15	603,762.58	0.05	603,762.63	865,710.32	142,466.11	1,008,176.43

Other Certificated Salaries	1900			-	-	-	-	-	-	-
Total, Certificated Salaries		4,866,859.24	1,297,750.15	6,164,609.39	2,833,965.67	467,426.41	3,301,392.08	5,128,634.65	1,102,058.54	6,230,693.19
<b>2. Non-certificated Salaries</b>										
Non-certificated Instructional Aides' Salaries	2100	27,926.28	36,648.62	64,574.90	50,169.34	70,356.57	120,525.91	50,169.34	70,356.57	120,525.91
Non-certificated Support Salaries	2200	505,186.56	156,741.82	661,928.38	483,065.15	65,923.48	548,988.63	512,106.75	97,531.75	609,638.50
Non-certificated Supervisors' and Administrators' Sal.	2300	310,222.08	-	310,222.08	176,248.94	-	176,248.94	311,785.44	-	311,785.44
Clerical and Office Salaries	2400	113,883.16	139,570.39	253,453.55	163,483.86	59,210.68	222,694.54	184,730.84	70,000.00	254,730.84
Other Non-certificated Salaries	2900	-	-	-	-	-	-	-	-	-
Total, Non-certificated Salaries		957,218.08	332,960.83	1,290,178.91	872,967.29	195,490.73	1,068,458.02	1,058,792.37	237,888.32	1,296,680.69
<b>3. Employee Benefits</b>										
STRS	3101-3102	892,601.76	285,022.69	1,177,624.45	537,627.92	101,461.52	639,089.44	904,345.09	285,901.20	1,190,246.29
PERS	3201-3202	-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	527,153.47	43,137.88	570,291.35	103,784.77	17,314.77	121,099.54	527,879.86	43,211.60	571,091.46
Health and Welfare Benefits	3401-3402	613,079.34	178,743.20	791,822.54	489,490.28	92,489.51	581,979.79	627,636.87	179,211.23	806,848.10
Unemployment Insurance	3501-3502	32,432.03	9,545.93	41,977.96	21,655.52	-	21,655.52	33,317.70	9,570.46	42,888.16
Workers' Compensation Insurance	3601-3602	120,919.64	35,630.95	156,550.59	40,475.71	-	40,475.71	109,815.02	35,724.47	145,539.49
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	40,585.29	-	40,585.29	53,285.57	-	53,285.57	53,285.57	-	53,285.57
Total, Employee Benefits		2,226,771.53	552,080.65	2,778,852.18	1,246,319.77	211,265.80	1,457,585.57	2,256,280.11	553,618.96	2,809,899.07
<b>4. Books and Supplies</b>										
Approved Textbooks and Core Curricula Materials	4100	1,975,145.67	253,404.41	2,228,550.08	977,489.92	15,093.67	992,583.59	2,016,114.46	253,410.53	2,269,524.99
Books and Other Reference Materials	4200	43,341.66	-	43,341.66	58,121.63	-	58,121.63	60,500.13	-	60,500.13
Materials and Supplies	4300	6,982.80	-	6,982.80	5,934.64	236.12	6,170.76	6,018.00	1,000.00	7,018.00
Noncapitalized Equipment	4400	218,373.85	11,926.00	230,299.85	145,866.76	14,545.91	160,412.67	220,302.66	35,926.01	256,228.67
Food	4700	50,000.00	-	50,000.00	-	-	-	-	-	-
Total, Books and Supplies		2,293,843.98	265,330.41	2,559,174.39	1,187,412.95	29,875.70	1,217,288.65	2,302,935.25	290,336.54	2,593,271.79
<b>5. Services and Other Operating Expenditures</b>										
Subagreements for Services	5100	-	-	-	-	-	-	-	-	-
Travel and Conferences	5200	22,110.53	206,006.98	228,117.51	51,720.46	188,512.90	240,233.36	53,517.12	196,562.99	250,080.11
Dues and Memberships	5300	48,157.38	-	48,157.38	43,665.22	-	43,665.22	48,400.07	-	48,400.07
Insurance	5400	60,196.74	-	60,196.74	33,692.43	-	33,692.43	67,760.13	-	67,760.13
Operations and Housekeeping Services	5500	4,093.40	-	4,093.40	1,831.38	-	1,831.38	3,751.03	-	3,751.03
Rentals, Leases, Repairs, and Noncap. Improvements	5600	37,766.61	-	37,766.61	17,461.67	-	17,461.67	37,714.87	-	37,714.87
Transfers of Direct Costs	5700-5799	-	-	-	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	1,914,928.22	340,938.21	2,255,866.43	520,825.16	593,070.70	1,113,895.86	1,035,131.69	1,240,957.87	2,276,089.56
Communications	5900	68,624.34	-	68,624.34	30,202.05	-	30,202.05	68,970.10	-	68,970.10
Total, Services and Other Operating Expenditures		2,155,877.22	546,945.19	2,702,822.41	699,398.37	781,583.60	1,480,981.97	1,315,245.01	1,437,520.86	2,752,765.87
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)</b>										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Lease Assets	6600	-	-	-	-	-	-	-	-	-
Subscription Assets	6700	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	-	-	-	-	-
Amortization Expense-Lease Assets	6910	-	-	-	-	-	-	-	-	-
Amortization Expense-Subscription Assets	6920	-	-	-	-	-	-	-	-	-
Total, Capital Outlay		-	-	-	-	-	-	-	-	-



<b>7. Other Outgo</b>										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	
All Other Transfers	7281-7299	395,000.00	-	395,000.00	13.19	-	13.19	200,000.00	200,000.00	
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	
<b>Debt Service:</b>										
Interest	7438	-	-	-	-	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	
Total, Other Outgo		395,000.00	-	395,000.00	13.19	-	13.19	200,000.00	200,000.00	
<b>8. TOTAL EXPENDITURES</b>										
		12,895,570.05	2,995,067.23	15,890,637.28	6,840,077.24	1,685,642.24	8,525,719.48	12,261,887.39	3,621,423.22	15,883,310.61
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>										
		129,043.08	(24,379.19)	104,663.89	(1,251,795.98)	(689,055.04)	(1,940,851.02)	757,105.73	(644,129.80)	112,975.93
<b>D. OTHER FINANCING SOURCES / USES</b>										
<b>1. Other Sources</b>										
	8930-8979	-	-	-	-	-	-	-	-	-
<b>2. Less: Other Uses</b>										
	7630-7699	-	-	-	-	-	-	-	-	-
<b>3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)</b>										
	8980-8999	(24,379.19)	24,379.19	-	(689,055.04)	689,055.04	-	(644,129.80)	644,129.80	-
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>										
		(24,379.19)	24,379.19	-	(689,055.04)	689,055.04	-	(644,129.80)	644,129.80	-
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>										
		104,663.89	-	104,663.89	(1,940,851.02)	-	(1,940,851.02)	112,975.93	-	112,975.93
<b>F. FUND BALANCE, RESERVES</b>										
<b>1. Beginning Fund Balance</b>										
<b>a. As of July 1</b>										
	9791	1,170,055.54	-	1,170,055.54	1,170,055.54	-	1,170,055.54	1,170,055.54	-	1,170,055.54
<b>b. Adjustments to Beginning Balance</b>										
	9793, 9795	-	-	-	-	-	-	-	-	-
<b>c. Adjusted Beginning Balance</b>										
		1,170,055.54	-	1,170,055.54	1,170,055.54	-	1,170,055.54	1,170,055.54	-	1,170,055.54
<b>2. Ending Fund Balance, June 30 (E + F.1.c.)</b>										
		1,274,719.43	-	1,274,719.43	(770,795.48)	-	(770,795.48)	1,283,031.47	-	1,283,031.47
<b>Components of Ending Fund Balance :</b>										
<b>a. Nonspendable</b>										
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-	-	-	-
<b>b. Restricted</b>										
	9740	-	-	-	-	-	-	-	-	-
<b>c. Committed</b>										
Stabilization Arrangements	9750	-	-	-	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-	-	-	-
<b>d. Assigned</b>										
Other Assignments	9780	-	-	-	-	-	-	-	-	-
<b>e. Unassigned/Unappropriated</b>										
Reserve for Economic Uncertainties	9789	1,274,719.43	-	1,274,719.43	-	-	-	1,283,031.47	-	1,283,031.47
Unassigned/Unappropriated Amount	9790	-	-	-	(770,795.48)	-	(770,795.48)	-	-	-

# Coversheet

## Reveiw and Approval FY25 Second Interim Budget - CCS San Diego

**Section:** X. Operations Division  
**Item:** E. Reveiw and Approval FY25 Second Interim Budget - CCS San Diego  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
COMPASS\_SD\_FY24-25\_2nd\_Interim\_Alt\_Form-\_FINAL.xls\_-\_2nd\_Detail.pdf

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Detail**

Charter School Name: Compass Charter Schools  
(continued) of San Diego  
CDS #: 37-68213-0127084  
Charter Approving Entity: Mountain Empire Unified School District  
County: San Diego  
Charter #: 1454  
Fiscal Year: 2024/25

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>A. REVENUES</b>										
1. LCFF Sources										
State Aid - Current Year	8011	6,535,007.04		6,535,007.04	3,390,769.00		3,390,769.00	6,490,228.00		6,490,228.00
Education Protection Account State Aid - Current Year	8012	1,739,200.99		1,739,200.99	828,098.00		828,098.00	1,726,590.00		1,726,590.00
State Aid - Prior Years	8019			-			-			-
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,893,286.73		1,893,286.73	919,940.57		919,940.57	1,879,558.31		1,879,558.31
Other LCFF Transfers	8091, 8097			-			-			-
Total, LCFF Sources		10,167,494.76	-	10,167,494.76	5,138,807.57	-	5,138,807.57	10,096,376.31	-	10,096,376.31
2. Federal Revenues										
No Child Left Behind/Every Student Succeeds Act	8290		173,409.98	173,409.98		122,813.00	122,813.00		176,280.00	176,280.00
Special Education - Federal	8181, 8182		197,092.56	197,092.56			-		195,663.45	195,663.45
Child Nutrition - Federal	8220			-			-			-
Donated Food Commodities	8221			-			-			-
Other Federal Revenues	8110, 8260-8299		178,350.99	178,350.99		164,174.14	164,174.14		178,351.00	178,351.00
Total, Federal Revenues			548,853.53	548,853.53		286,987.14	286,987.14		550,294.45	550,294.45
3. Other State Revenues										
Special Education - State	StateRevSE		697,059.39	697,059.39		419,855.00	419,855.00		782,851.75	782,851.75
All Other State Revenues	StateRevAO	261,780.78	484,110.12	745,890.90	78,251.62	174,843.02	253,094.64	193,213.99	483,676.40	676,890.39
Total, Other State Revenues		261,780.78	1,181,169.51	1,442,950.29	78,251.62	594,698.02	672,949.64	193,213.99	1,266,528.15	1,459,742.14
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	72,389.84		72,389.84	73,861.33		73,861.33	72,389.78		72,389.78
Total, Local Revenues		72,389.84	-	72,389.84	73,861.33	-	73,861.33	72,389.78	-	72,389.78
5. TOTAL REVENUES										
		10,501,665.38	1,730,023.04	12,231,688.42	5,290,920.52	881,685.16	6,172,605.68	10,361,980.08	1,816,822.60	12,178,802.68
<b>B. EXPENDITURES</b>										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	3,652,613.76	519,844.32	4,172,458.08	2,004,732.01	295,707.02	2,300,439.03	3,703,253.67	543,855.54	4,247,109.21
Certificated Pupil Support Salaries	1200	240,692.86	106,070.05	346,762.91	148,634.72	65,477.18	214,111.90	186,504.46	187,159.05	373,663.51
Certificated Supervisors' and Administrators' Salaries	1300	700,070.32	4,000.00	704,070.32	530,755.92	(0.07)	530,755.85	699,291.86	4,941.99	704,233.85
Other Certificated Salaries	1900			-			-			-
Total, Certificated Salaries		4,593,376.94	629,914.37	5,223,291.31	2,684,122.65	361,184.13	3,045,306.78	4,589,049.99	735,956.58	5,325,006.57
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	22,211.10	28,000.00	50,211.10	38,766.23	54,365.10	93,131.33	38,766.23	54,365.10	93,131.33
Non-certificated Support Salaries	2200	371,653.35	88,053.44	459,706.79	373,268.27	50,939.56	424,207.83	394,795.66	65,040.97	459,836.63
Non-certificated Supervisors' and Administrators' Sal.	2300	217,738.56		217,738.56	136,188.92		136,188.92	174,866.22		174,866.22
Clerical and Office Salaries	2400	99,276.43	78,617.47	177,893.90	126,325.25	45,752.51	172,077.76	127,561.75	50,375.96	177,937.71
Other Non-certificated Salaries	2900	25,253.98		25,253.98	14,812.10		14,812.10	25,254.00		25,254.00
Total, Non-certificated Salaries		736,133.42	194,670.91	930,804.33	689,360.77	151,057.17	840,417.94	761,243.86	169,782.03	931,025.89
3. Employee Benefits										
STRS	3101-3102	871,030.46	126,747.27	997,777.73	509,827.48	78,400.12	588,227.60	868,176.56	149,030.76	1,017,207.32
PERS	3201-3202			-			-			-
OASDI / Medicare / Alternative	3301-3302	448,962.22	21,826.10	470,788.32	87,978.16	13,379.29	101,357.45	444,461.15	19,643.05	464,104.20
Health and Welfare Benefits	3401-3402	602,166.80	85,508.18	687,674.98	386,929.18	62,771.14	449,700.32	614,626.09	92,294.50	706,920.59
Unemployment Insurance	3501-3502	31,179.44	4,639.87	35,819.31	16,733.37		16,733.37	31,818.10	4,889.96	36,708.06
Workers' Compensation Insurance	3601-3602	112,591.75	16,644.21	129,235.96	31,275.87		31,275.87	110,484.65	17,917.89	128,402.54

OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	27,889.84	3,836.16	31,726.00	41,174.21	-	41,174.21	41,174.21	-	41,174.21
Total, Employee Benefits		2,093,820.51	259,201.79	2,353,022.30	1,073,918.27	154,550.55	1,228,468.82	2,110,740.76	283,776.16	2,394,516.92
<b>4. Books and Supplies</b>										
Approved Textbooks and Core Curricula Materials	4100	1,302,520.17	272,569.99	1,575,090.16	758,644.66	28,322.29	786,966.95	1,310,984.46	270,660.45	1,581,644.91
Books and Other Reference Materials	4200	32,999.96	-	32,999.96	44,910.02	-	44,910.02	44,910.02	-	44,910.02
Materials and Supplies	4300	4,701.07	200.00	4,901.07	4,779.87	182.50	4,962.37	4,139.42	1,000.00	5,139.42
Noncapitalized Equipment	4400	116,548.82	10,000.00	126,548.82	112,908.38	11,239.75	124,148.13	148,984.04	29,999.99	178,984.03
Food	4700	-	-	-	-	-	-	-	-	-
Total, Books and Supplies		1,456,770.02	282,769.99	1,739,540.01	921,242.93	39,744.54	960,987.47	1,509,017.94	301,660.44	1,810,678.38
<b>5. Services and Other Operating Expenditures</b>										
Subagreements for Services	5100	-	-	-	-	-	-	-	-	-
Travel and Conferences	5200	16,777.50	198,573.06	215,350.56	39,719.30	186,266.82	225,986.12	41,591.82	188,979.00	230,570.82
Dues and Memberships	5300	33,800.72	-	33,800.72	30,044.32	-	30,044.32	33,809.02	-	33,809.02
Insurance	5400	42,250.89	-	42,250.89	26,034.43	-	26,034.43	47,332.63	-	47,332.63
Operations and Housekeeping Services	5500	2,872.99	-	2,872.99	1,415.13	-	1,415.13	2,620.18	-	2,620.18
Rentals, Leases, Repairs, and Noncap. Improvements	5600	77,007.62	-	77,007.62	55,082.74	-	55,082.74	76,845.04	-	76,845.04
Transfers of Direct Costs	5700-5799	-	-	-	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	1,431,793.25	197,092.62	1,628,885.87	419,128.85	430,165.34	849,294.19	839,803.42	795,663.47	1,635,466.89
Communications	5900	48,166.03	-	48,166.03	23,361.88	-	23,361.88	48,177.88	-	48,177.88
Total, Services and Other Operating Expenditures		1,652,669.00	395,665.68	2,048,334.68	594,786.65	616,432.16	1,211,218.81	1,090,179.99	984,642.47	2,074,822.46
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)</b>										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Lease Assets	6600	-	-	-	-	-	-	-	-	-
Subscription Assets	6700	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	-	-	-	-	-
Amortization Expense-Lease Assets	6910	-	-	-	-	-	-	-	-	-
Amortization Expense-Subscription Assets	6920	-	-	-	-	-	-	-	-	-
Total, Capital Outlay		-	-	-	-	-	-	-	-	-
<b>7. Other Outgo</b>										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	(130,000.00)	-	(130,000.00)	10.19	-	10.19	(410,000.00)	-	(410,000.00)
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		(130,000.00)	-	(130,000.00)	10.19	-	10.19	(410,000.00)	-	(410,000.00)
<b>8. TOTAL EXPENDITURES</b>		10,402,769.89	1,762,222.74	12,164,992.63	5,963,441.46	1,322,968.55	7,286,410.01	9,650,232.54	2,475,817.68	12,126,050.22
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		98,895.49	(32,199.70)	66,695.79	(672,520.94)	(441,283.39)	(1,113,804.33)	711,747.54	(658,995.08)	52,752.46
<b>D. OTHER FINANCING SOURCES / USES</b>										
1. Other Sources	8930-8979	-	-	-	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(32,199.70)	32,199.70	-	(441,283.39)	441,283.39	-	(658,995.08)	658,995.08	-
4. TOTAL OTHER FINANCING SOURCES / USES		(32,199.70)	32,199.70	-	(441,283.39)	441,283.39	-	(658,995.08)	658,995.08	-
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		66,695.79	-	66,695.79	(1,113,804.33)	0.00	(1,113,804.33)	52,752.46	-	52,752.46
<b>F. FUND BALANCE, RESERVES</b>										
1. Beginning Fund Balance										
a. As of July 1	9791	952,988.85	-	952,988.85	952,988.85	-	952,988.85	952,988.85	-	952,988.85
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	-	-	-	-	-
c. Adjusted Beginning Balance		952,988.85	-	952,988.85	952,988.85	-	952,988.85	952,988.85	-	952,988.85
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,019,684.64	-	1,019,684.64	(160,815.48)	0.00	(160,815.48)	1,005,741.31	-	1,005,741.31
Components of Ending Fund Balance :										

a. Nonspendable									
Revolving Cash (equals object 9130)	9711		-			-			-
Stores (equals object 9320)	9712		-			-			-
Prepaid Expenditures (equals object 9330)	9713		-			-			-
All Others	9719		-			-			-
b. Restricted	9740		-			-			-
c. Committed									
Stabilization Arrangements	9750		-			-			-
Other Commitments	9760		-			-			-
d. Assigned									
Other Assignments	9780		-			-			-
e. Unassigned/Unappropriated									
Reserve for Economic Uncertainties	9789	1,019,684.64	1,019,684.64			-	1,005,741.31		1,005,741.31
Unassigned/Unappropriated Amount	9790	-	-	(160,815.48)	0.00	(160,815.48)	-	-	-

# Coversheet

## Review and Approval FY25 Second Interim Budget - CCS Yolo

**Section:** X. Operations Division  
**Item:** F. Review and Approval FY25 Second Interim Budget - CCS Yolo  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
COMPASS\_YOLO\_FY24-25\_2nd\_Interim\_Alt\_Form-\_FINAL.xls\_-\_2nd\_Detail.pdf

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Detail**

Charter School Name: Compass Charter Schools  
(continued) of Yolo  
CDS #: 57-72702-0139436  
Charter Approving Entity: Winters Joint Unified  
County: Yolo  
Charter #: 2059  
Fiscal Year: 2024/25

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>A. REVENUES</b>										
<b>1. LCFF Sources</b>										
State Aid - Current Year	8011	3,672,351.04		3,672,351.04	1,903,730.40		1,903,730.40	3,582,768.00		3,582,768.00
Education Protection Account State Aid - Current Year	8012	76,811.93		76,811.93	71,367.00		71,367.00	75,058.00		75,058.00
State Aid - Prior Years	8019			-			-			-
Transfers to Charter Schools in Lieu of Property Taxes	8096	873,324.88		873,324.88	456,325.10		456,325.10	853,383.19		853,383.19
Other LCFF Transfers	8091, 8097			-			-			-
Total, LCFF Sources		4,622,487.85	-	4,622,487.85	2,431,422.50	-	2,431,422.50	4,511,209.19	-	4,511,209.19
<b>2. Federal Revenues</b>										
No Child Left Behind/Every Student Succeeds Act	8290		112,722.99	112,722.99		28,181.00	28,181.00		115,554.00	115,554.00
Special Education - Federal	8181, 8182		91,129.68	91,129.68			-	89,048.80		89,048.80
Child Nutrition - Federal	8220			-			-			-
Donated Food Commodities	8221			-			-			-
Other Federal Revenues	8110, 8260-8299			-			-			-
Total, Federal Revenues		-	203,852.67	203,852.67	-	28,181.00	28,181.00	-	204,602.80	204,602.80
<b>3. Other State Revenues</b>										
Special Education - State	StateRevSE		364,610.92	364,610.92		357,681.00	357,681.00		376,285.30	376,285.30
All Other State Revenues	StateRevAO	78,084.27	709,867.28	787,951.55	18,509.00	67,231.58	85,740.58	84,935.31	689,235.86	774,171.17
Total, Other State Revenues		78,084.27	1,074,478.20	1,152,562.47	18,509.00	424,912.58	443,421.58	84,935.31	1,065,521.16	1,150,456.47
<b>4. Other Local Revenues</b>										
All Other Local Revenues	LocalRevAO	13,635.26		13,635.26	3,198.49		3,198.49	13,635.34		13,635.34
Total, Local Revenues		13,635.26	-	13,635.26	3,198.49	-	3,198.49	13,635.34	-	13,635.34
<b>5. TOTAL REVENUES</b>										
		4,714,207.38	1,278,330.87	5,992,538.25	2,453,129.99	453,093.58	2,906,223.57	4,609,779.84	1,270,123.96	5,879,903.80
<b>B. EXPENDITURES</b>										
<b>1. Certificated Salaries</b>										
Certificated Teachers' Salaries	1100	1,267,348.17	481,280.43	1,748,628.60	732,582.22	137,572.27	870,154.49	1,439,778.91	283,280.25	1,723,059.16
Certificated Pupil Support Salaries	1200	66,086.50	119,006.07	185,092.57	69,149.63	30,461.94	99,611.57	90,000.34	106,632.53	196,632.87
Certificated Supervisors' and Administrators' Salaries	1300	327,486.80	48,326.67	375,813.47	217,045.59	0.02	217,045.61	230,511.57	140,073.19	370,584.76
Other Certificated Salaries	1900			-			-			-
Total, Certificated Salaries		1,660,921.47	648,613.17	2,309,534.64	1,018,777.44	168,034.23	1,186,811.67	1,760,290.82	529,985.97	2,290,276.79
<b>2. Non-certificated Salaries</b>										
Non-certificated Instructional Aides' Salaries	2100	15,000.02	16,713.96	31,713.98	18,035.30	25,292.37	43,327.67	18,035.30	25,292.37	43,327.67
Non-certificated Support Salaries	2200	181,743.83	58,722.35	240,466.18	173,656.27	23,698.78	197,355.05	192,160.61	32,905.38	225,065.99
Non-certificated Supervisors' and Administrators' Sal.	2300	116,222.88		116,222.88	63,359.38		63,359.38	114,605.88		114,605.88
Clerical and Office Salaries	2400	46,761.08	48,193.79	94,954.87	58,770.52	21,285.57	80,056.09	63,633.79	30,000.00	93,633.79
Other Non-certificated Salaries	2900			-			-			-
Total, Non-certificated Salaries		359,727.81	123,630.10	483,357.91	313,821.47	70,276.72	384,098.19	388,435.58	88,197.75	476,633.33
<b>3. Employee Benefits</b>										
STRS	3101-3102	308,927.93	132,262.17	441,190.10	193,270.95	36,474.27	229,745.22	281,085.25	126,424.61	407,509.86
PERS	3201-3202			-			-			-
OASDI / Medicare / Alternative	3301-3302	195,941.21	17,715.17	213,656.38	37,309.40	6,224.50	43,533.90	220,522.70	19,398.31	239,921.01
Health and Welfare Benefits	3401-3402	216,926.11	79,725.56	296,651.67	175,672.37	33,542.48	209,214.85	216,928.24	79,652.44	296,580.68
Unemployment Insurance	3501-3502	11,484.86	4,241.84	15,726.70	7,784.88		7,784.88	11,488.16	4,255.72	15,743.88
Workers' Compensation Insurance	3601-3602	42,748.55	15,902.17	58,650.72	14,550.56		14,550.56	38,074.96	15,876.90	53,951.86

OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	15,205.16	-	15,205.16	19,155.54	-	19,155.54	19,155.54	-	19,155.54
Total, Employee Benefits		791,233.82	249,846.91	1,041,080.73	447,743.70	76,241.25	523,984.95	787,254.85	245,607.98	1,032,862.83
<b>4. Books and Supplies</b>										
Approved Textbooks and Core Curricula Materials	4100	696,768.22	150,128.28	846,896.50	351,532.53	26,650.76	378,183.29	696,087.39	149,496.93	845,584.32
Books and Other Reference Materials	4200	16,237.70	-	16,237.70	20,894.40	-	20,894.40	22,238.60	-	22,238.60
Materials and Supplies	4300	1,616.08	1,000.00	2,616.08	2,133.43	84.88	2,218.31	2,379.67	200.00	2,579.67
Noncapitalized Equipment	4400	110,561.66	11,986.58	122,548.24	52,984.10	5,229.09	58,213.19	84,184.36	9,999.99	94,184.35
Food	4700	55,000.00	-	55,000.00	-	-	-	-	-	-
Total, Books and Supplies		880,183.66	163,114.86	1,043,298.52	427,544.46	31,964.73	459,509.19	804,890.02	159,696.92	964,586.94
<b>5. Services and Other Operating Expenditures</b>										
Subagreements for Services	5100	-	-	-	-	-	-	-	-	-
Travel and Conferences	5200	10,000.00	3,531.40	13,531.40	17,154.46	1,433.00	18,587.46	19,691.03	1,658.01	21,349.04
Dues and Memberships	5300	20,000.02	-	20,000.02	19,644.34	-	19,644.34	19,999.99	-	19,999.99
Insurance	5400	22,552.35	-	22,552.35	12,112.04	-	12,112.04	24,907.24	-	24,907.24
Operations and Housekeeping Services	5500	1,533.60	-	1,533.60	658.35	-	658.35	1,378.80	-	1,378.80
Rentals, Leases, Repairs, and Noncap. Improvements	5600	14,148.97	-	14,148.97	6,277.26	-	6,277.26	13,863.21	-	13,863.21
Transfers of Direct Costs	5700-5799	-	-	-	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	791,393.53	91,129.66	882,523.19	144,169.04	152,844.07	297,013.11	685,301.87	189,048.79	874,350.66
Communications	5900	25,709.72	-	25,709.72	10,794.57	-	10,794.57	25,351.97	-	25,351.97
Total, Services and Other Operating Expenditures		885,338.19	94,661.06	979,999.25	210,810.06	154,277.07	365,087.13	790,494.11	190,706.80	981,200.91
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)</b>										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Lease Assets	6600	-	-	-	-	-	-	-	-	-
Subscription Assets	6700	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	-	-	-	-	-
Amortization Expense-Lease Assets	6910	-	-	-	-	-	-	-	-	-
Amortization Expense-Subscription Assets	6920	-	-	-	-	-	-	-	-	-
Total, Capital Outlay		-	-	-	-	-	-	-	-	-
<b>7. Other Outgo</b>										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	(5,000.00)	-	(5,000.00)	4.74	-	4.74	1,000.00	-	1,000.00
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		(5,000.00)	-	(5,000.00)	4.74	-	4.74	1,000.00	-	1,000.00
<b>8. TOTAL EXPENDITURES</b>		4,572,404.95	1,279,866.10	5,852,271.05	2,418,701.87	500,794.00	2,919,495.87	4,532,365.38	1,214,195.42	5,746,560.80
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		141,802.43	(1,535.23)	140,267.20	34,428.12	(47,700.42)	(13,272.30)	77,414.46	55,928.54	133,343.00
<b>D. OTHER FINANCING SOURCES / USES</b>										
1. Other Sources	8930-8979	-	-	-	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(1,535.23)	1,535.23	-	(47,700.42)	47,700.42	-	55,928.54	(55,928.54)	-
4. TOTAL OTHER FINANCING SOURCES / USES		(1,535.23)	1,535.23	-	(47,700.42)	47,700.42	-	55,928.54	(55,928.54)	-
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		140,267.20	-	140,267.20	(13,272.30)	-	(13,272.30)	133,343.00	-	133,343.00
<b>F. FUND BALANCE, RESERVES</b>										
1. Beginning Fund Balance										
a. As of July 1	9791	319,889.94	-	319,889.94	319,889.94	-	319,889.94	319,889.94	-	319,889.94
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	-	-	-	-	-
c. Adjusted Beginning Balance		319,889.94	-	319,889.94	319,889.94	-	319,889.94	319,889.94	-	319,889.94
2. Ending Fund Balance, June 30 (E + F.1.c.)		460,157.14	-	460,157.14	306,617.64	-	306,617.64	453,232.94	-	453,232.94
Components of Ending Fund Balance :										



a. Nonspendable									
Revolving Cash (equals object 9130)	9711		-			-			-
Stores (equals object 9320)	9712		-			-			-
Prepaid Expenditures (equals object 9330)	9713		-			-			-
All Others	9719		-			-			-
b. Restricted	9740		-			-			-
c. Committed									
Stabilization Arrangements	9750		-			-			-
Other Commitments	9760		-			-			-
d. Assigned									
Other Assignments	9780		-			-			-
e. Unassigned/Unappropriated									
Reserve for Economic Uncertainties	9789	460,157.14	460,157.14			-	453,232.94		453,232.94
Unassigned/Unappropriated Amount	9790	-	-	306,617.64	-	306,617.64	-	-	-

# Coversheet

## People Division Update

**Section:** XI. People Division  
**Item:** A. People Division Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** People Division Report - March 2025.pdf  
CCS Additions Report - March 2025.pdf  
CCS Terminations Report - March 2025.pdf



## People Division Report

March 8, 2025

This report highlights for the Board of Directors, areas the People Division Team has made progress throughout the school 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:

### Open Positions:

- Educational Specialist Eligibility Pool – Mild/Moderate and Moderate/Severe
- Online Supervising Teacher – High School (Science)
- Teacher in Residence Teacher – Orange Country Learning Center

**Annual Training Update:** All staff have been enrolled in the Vector training platform, with training due by last Friday, February 28, 2025. To enhance tracking, our HR Manager has developed an internal system to monitor training requirements, year-over-year trends, and completion dates alongside the online platform.

**HR Helpdesk:** In collaboration with the Director of Information Technology, Ms. Krisha Moeller, the HR team has launched a staff helpdesk through Zoho. Modeled after the IT Helpdesk, this platform streamlines support for employees while also providing the HR team with valuable insights into common issues through system analytics.

**2025-26 School Year Preparations:** The HR team is actively preparing for the upcoming school year.

- **Staff Calendars:** Finalizing calendars in coordination with the cabinet and directors to confirm start and end dates for ten-, eleven-, and twelve-month staff.
- **Employee Handbook:** Drafting updates for the upcoming year to reflect any policy or procedural changes.
- **Benefits Planning:** Analyzing trends from the last three renewal periods to proactively prepare for the 2026 renewal. In collaboration with our benefits broker, the team is exploring all available options for Compass staff through staff surveys.
- **Notice of Reasonable Assurance:** Notifications will be distributed to staff this month.

**Staff Growth and Development Plans** for the 2024-25 school year are well underway. The next milestone will be the conclusion of Learning Cycle # 2.

April 25, 2025: End of Learning Cycle #2

May 23, 2025: Celebration of Learning

**Staff Evaluations:** Evaluations will be conducted through our human resources information system, ADP. Metrics for Academic, Leadership, and Support Staff were developed with input from volunteer leadership team members. Templates have been created in the system, and supervisor training will be available this month.

**SDI/Core Strengths:** We continue to use the SDI as a tool to improve communication and to increase understanding. We have a Professional Learning session scheduled this spring called The SDI Exit Model. Based on comprehensive data gathered from the SDI analytics, a significant organizational pattern has emerged that occurs when staff members face opposition and/or conflict. The SDI Exit Model explores the impact of these trends and offers opportunities to explore options to improve conflict effectiveness. Radical Candor interaction, providing practice in implementation.

**Restorative Practices:** The Training and Development Manager has urged Compass leaders to encourage their teams to participate in their first Circles by the end of the year. Teams that have not done Circles yet were requested to schedule them by February 28. Although some teams have reached out, a large percentage of Compass staff has not yet completed the first Circle.

To date, thirteen teams have scheduled Circles; nine were Community Building Circles and four were Climate Circles. Community Building Circles are introductory Circles that look for ways to build connections through common traits and thoughts. Climate Circles explore the climate of a team, determining what issues may be of concern and may need to be addressed to maximize communication and performance.

**March In-Service Day:** In-Service day was Friday, March 7, 2025. The opening keynote session, “Mastering Dialogue: How to Say What Needs to be Said,” will be delivered by Debra LaCroix, our Training and Development Manager. Debra has just completed a five-day Certification Course called “Crucial Conversations: Mastering Dialogue.” A Crucial Conversation is defined as one in which the stakes are high, opinions vary, and emotions run strong. In this session, participants will learn how to combine SDI and radical candor insights to craft crucial conversations that are not focused on winning others to your way of thinking—but instead seek to strengthen relationships and secure collaborative results in the moments that matter most.

There will also be a break-out Session that provides practice in crafting a Crucial Conversation. In addition, Debra will offer a session that revisits the powerful premises in Scott Acher’s “The Happiness Advantage,” reviewing the powerful strategies he delivered that encourage a more positive experience of life, both professionally and personally. We look forward to sharing staff feedback with the board of directors at the next meeting.

**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)

1/20/2025- 02/28/2025

Company Code	Payroll Name	File Number	Job Title	Hire Date	Rehire Date	Years of Service	Hire Source	Education Level
43S	Hunt Eddy, Linda	009072	Supervising Teacher	01/27/2025		0 year, 1 month		
43S	Warren, Leah	003433	Supervising Teacher	01/27/2025		0 year, 0 month		
<b>Report Total</b>		<b>2</b>						
<b>Count of Employees in Report</b>		<b>2</b>						

Compass Charter Schools - Meeting of the Compass Board of Directors - Agenda - Saturday March 8, 2025 at 10:00 AM  
2024-25 Employee Terminations 1/20/2025 - 2/28/2025

CO CODE	POSITION ID	NAME	HOME DEPARTMENT	JOB TITLE	HIRE DATE	TERMINATION DATE	REASON	YEARS OF SERVICE	REPORTS TO
43S	43S003433 USA	Warren, Leah	000117 - Options Program	160 - Supervising Teacher	01/27/2025	02/14/2025	R - Resigned	0:0	Armstrong, Ke'Len
43S	43S050133 USA	Woodley, Lynn	Online Program	160 - Supervising Teacher	2/23/2015	2/28/2025	R - Retirement	10:00	Woods, Michelle

Report Totals: Count Of Employees In Report:2