Compass Charter Schools

Meeting of the Compass Board of Directors

Date and Time

Tuesday January 27, 2026 at 6:00 PM PST

Location

This meeting will be held virtually through Zoom.

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

Please click the link below to join the webinar:
https://compasscharters-org.zoom.us/j/81949864888

Hampton Inn & Suites Agoura Hills; 30255 Agoura Road; Agoura Hills CA 91301; Lindero Room

Doubletree by Hilton Hotel Carson; 2 Civic Plaza Drive; Carson, CA 90745; Room - Salon 3

DoubleTree by Hilton Campbell – Pruneyard Plaza; 1995 South Bascom Avenue; Campbell, CA 95008; Vineyar d Room, 1st Floor

2540 Huntington Drive, Suite 107; San Marino, CA 91108

1965 Del Ciervo Place; Camarillo, CA 93012

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

If you have special needs because of a disability or you require assistance or auxiliary aids to participate in the meeting, please contact the school's Executive Assistant via email at twrigley@cmpasscharters.org or call (805) 405-5898 at least twenty four (24) hours before the meeting. The school will use reasonable best efforts to

accommodate your disability. This agenda is available for public inspection at the school's main office and at https://app2.boardontrack.com/public/vlrxGa/year.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:00 PM**
	Opening Items			
	A. Call the Meeting to Order		Thomas Arnett	1 m
	B. Record Attendance		Tami Wrigley	2 m
II.	**Consent Items**			**6:03 PM**
	A. Consent Items	Vote	Thomas Arnett	3 m

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.

- Approval of the January 27, 2026 Meeting Agenda
- Approval of the December 9, 2025 Meeting Minutes
- Approval of the December 13, 2025 Meeting Minutes
- Review and Approval of November and December 2025 Financial Statements

	B. Approval of December 9, 2025 Regular Meeting Minutes	Approve Minutes	Thomas Arnett	1 m
	C. Approval of December 13, 2025 Regular Meeting Minutes	Approve Minutes	Thomas Arnett	1 m
III.	**Public Comment**			**6:08 PM**

		Purpose	Presenter	Time
A.	Public Comment	FYI	Thomas Arnett	10 m

Addressing the Board – Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must complete a Speaker Request Card (https://forms.gle/wP1s15iB6xRSAEzP8) and submit it to Tami Wrigley. The Speaker Request Card must contain speaker name, contact number or email, and subject matter and submitted to the Executive Assistant to the Superintendent prior to the start of the meeting. Members of the public may address the Board on any matter within the Board's jurisdiction and have **two (2) minutes each** to do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board.

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

IV. Communications — 6:18 PM

A.	Board Member Communication	Discuss	Thomas Arnett	10 m

- Thomas Arnett
- Therese Christopher
- Dr. Minita Clark
- Heather Hardy
- Samantha Herrod
- Corey Riley
- Dr. William Stinde

B.	Parent Advisory Council Update	Discuss	Samantha Herrod	5 m
C.	Scholar Leadership Council Report	Discuss	Zahra Grihma	3 m

		Purpose	Presenter	Time
V.	**Scholar Spotlight**			**6:36 PM**
A.	Scholar Spotlight	FYI	Rebecca Rodriguez	2 m
VI.	**Superintendent's Report**			**6:38 PM**
A.	Superintendent's Report	Discuss	Elizabeth Brenner	15 m
B.	LCAP Mid-year reports	Discuss	Elizabeth Brenner	15 m
VII.	**Operations Division**			**7:08 PM**
A.	Division Update	FYI	Danielle Gamez	5 m
B.	2024-2025 School Accountability Report Card (SARC)- Los Angeles	Vote	Danielle Gamez	5 m
C.	2024-2025 School Accountability Report Card (SARC)- San Diego	Vote	Danielle Gamez	5 m
D.	2024-2025 School Accountability Report Card (SARC)- Yolo	Vote	Danielle Gamez	5 m
E.	2025-2026 Comprehensive School Safety Plan	Vote	Danielle Gamez	5 m
VIII.	**Academic Services**			**7:33 PM**
A.	Academic Division Updates • Academic Division Update	FYI	Greg Cohen	5 m
B.	New Scholar Policy #44 Referral Protocols for Addressing Scholar Behavioral Health Concerns	Vote	Greg Cohen	5 m
IX.	**People Division**			**7:43 PM**
A.	People Division Update Attachments: • People Division Report • Additions Report	FYI	Sophie Trivino	5 m

		Purpose	Presenter	Time
	• Terminations Report			
B.	2025-26 Employee Handbook Update	Vote	Sophie Trivino	5 m
C.	Salary Schedule Update	Vote	Sophie Trivino	5 m
X.	**Board Business**			**7:58 PM**
A.	New Board Member Search	Discuss	Thomas Arnett	10 m
	Identify hiring committees for each open board position.			
B.	First read of proposed changes to Board Policy 1	Discuss	Elizabeth Brenner	15 m
C.	Board Protocol Development Discussion	Discuss	Thomas Arnett	15 m
	Discussion of the development of board protocols to prepare for the final portion of the training that began at the December Board Workshop.			
XI.	**Closing Items**			**8:38 PM**
A.	Upcoming Meetings	FYI	Elizabeth Brenner	1 m
	March 10, 2026 Board of Directors Meeting: 6:00 - 8:00 p.m.			
B.	Adjourn Meeting	Vote	Thomas Arnett	1 m

Coversheet

Consent Items

Section: II. Consent Items
Item: A. Consent Items
Purpose: Vote
Submitted by:
Related Material: CCS P&L December 2025.xlsx
CCS CR December 2025.xlsx
CCS BS December 2025.xlsx
CCS BS November 2025.xlsx
CCS CR November 2025.xlsx
CCS P&L November 2025.xlsx
Compass_Charter_Schools_FY2026_December_C.pptx
Compass_Charter_Schools_FY2026_November_C.pptx

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&L December 2025.xlsx

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CCS P&L November 2025.xlsx

CSMC

Financials through Dec 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 Dec 31, 2025, compared against our board-approved First Interim Budget on 12/09/2025, based on an enrollment count of 2,219 students enrolled and enrollment ADA of 2,106.59
YTD Revenues through **Dec 31, 2025,** are **$13,860,128** or **4.7% over** our current budget due to not having yet received Federal SPED revenue expected towards the end of the fiscal year. For State revenue, it is considerably higher than the budgeted amount due to all three charters having received a majority of their Student Support and Professional Development Block Grant. ($527K total thus far).
YTD Expenses through **Dec 31, 2025,** are **$15,937,632** or **1.5% over** our current budget due to being overspent in Operational Expenses (specifically in Approved Textbooks/Core Curriculum and Educational Consultants). This is slightly offset by some underspending in Personnel expenses..
Therefore, net income is **($2,077,504)** or **-16.1% over** our current budget.

Balance Sheet:
As of Dec 31, 2025, we had total cash of $10,966,170, short-term liabilities of $6,272,096, and long-term liabilities of $220,456. The ending fund balance is $5,828,810. When compared to the previous month, total reconciled cash increased by $291K, short-term liabilities decreased by $714K (AP/Due to and from Grantor Governments/Deferred Revenue), and long-term liabilities increased by $4K (ROU Liability).

Report created on 1/14/2026 10:14:42 AM for Compass Charter Schools

Understanding the Financial Health of the Organization

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

Cash Ratio

Ability to meet short-term obligations with cash

Current:	Target:
174.8%	> 100.0 %

Formula:
(Cash) / (Current Liabilities)

Current Ratio (Liquidity)

Ability to pay short-term obligations

Current:	Target:
1.9	> 1.0

Formula:
(Current Assets) / (Current Liabilities)

Defensive Interval

Months of continued operation without incoming funds

Current:	Target:
4.0	> 3 months

Formula:
(Cash + Securities + AR)/(Average Expenses for Past 12 Months)

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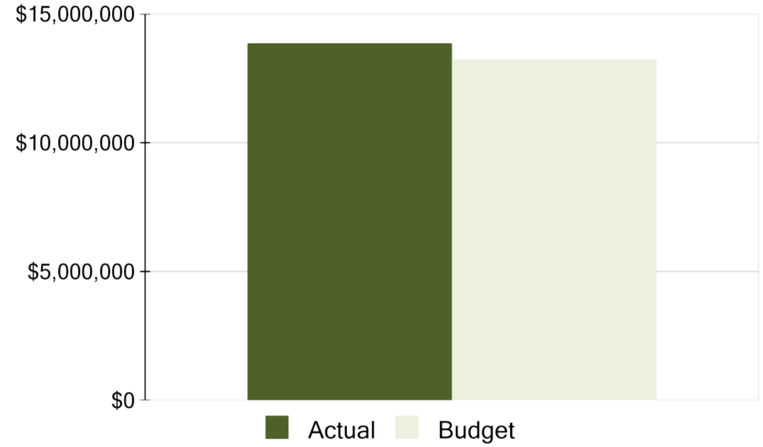
Financial Snapshot

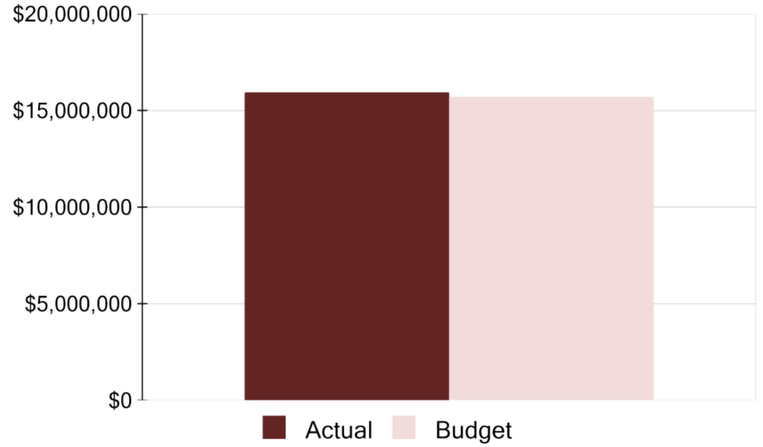
FY 2025-2026, July - December

Cash Balance
$10,973,591

Revenue to Date



Expense to Date



Revenue Summary	
Actual	$13,860,128
Budget	$13,232,480
Actual to Budget	4.7%

Expense Summary	
Actual	$15,937,632
Budget	$15,709,639
Actual to Budget	1.5%

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Actual to Budget Summary

FY 2025-2026, July - December

	July - Last Closed			2025-2026		
Account Description	**Actual**	**Budget**	**Variance $**	**Total Budget**	**Actual to Total Budget %**	**Remaining Budget**
LCFF Revenue	$11,235,849	$11,240,991	($5,142)	$26,974,587	41.7%	$15,738,738
Federal Revenue	$380,193	$327,412	$52,781	$1,548,469	24.6%	$1,168,276
State Revenue	$2,143,342	$1,566,719	$576,623	$4,376,996	49.0%	$2,233,654
Local Revenue	$100,744	$97,358	$3,387	$121,238	83.1%	$20,493
Total Revenue	$13,860,128	$13,232,480	$627,648	$33,021,291	42.0%	$19,161,162
Benefits	$2,538,841	$2,531,417	($7,424)	$5,136,948	49.4%	$2,598,108
Classified Salaries	$1,890,891	$1,969,346	$78,455	$4,107,269	46.0%	$2,216,379
Certificated Salaries	$6,193,712	$6,432,990	$239,278	$13,661,617	45.3%	$7,467,904
Total Personnel Expenses	$10,623,443	$10,933,753	$310,310	$22,905,834	46.4%	$12,282,391
Services	$2,767,063	$2,633,300	($133,763)	$5,117,894	54.1%	$2,350,831
Books and Supplies	$2,547,126	$2,142,587	($404,539)	$4,399,830	57.9%	$1,852,704
Total Operational Expenses	$5,314,189	$4,775,886	($538,302)	$9,517,724	55.8%	$4,203,535
Total Expenses	$15,937,632	$15,709,639	($227,993)	$32,423,558	49.2%	$16,485,925
Net Income	($2,077,504)	($2,477,159)	$399,655	$597,733	-347.6%	$2,675,237

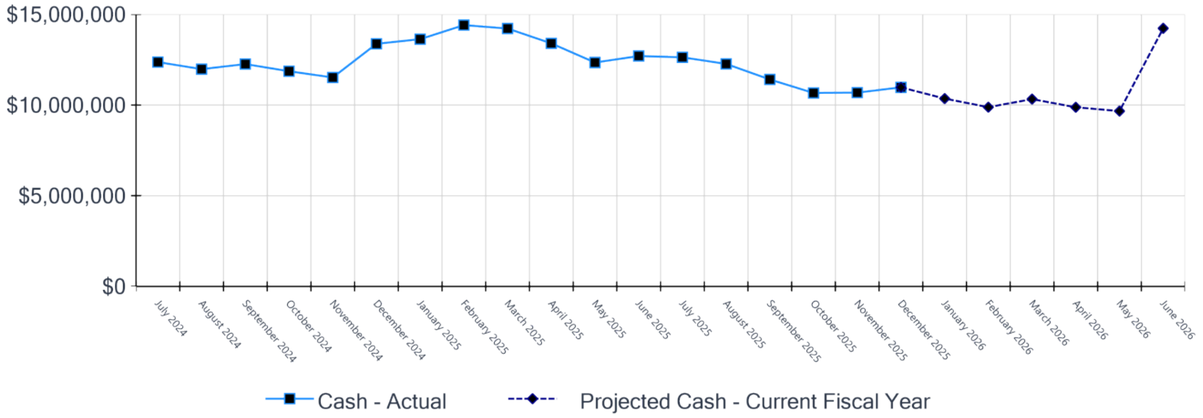
Revenue
$13,860,128
Expenses
$15,937,632
Surplus / (Deficit)
($2,077,504)

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.

Report created on 1/14/2026 10:14:42 AM for Compass Charter Schools

Monthly Cash Balance Over Time

Current fiscal year and prior year



	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	$14,404,735.08	Actual
March 2025	$14,217,309.19	Actual
April 2025	$13,398,375.40	Actual
May 2025	$12,341,750.18	Actual
June 2025	$12,700,623.27	Actual

	Cash Amount	Actual or Projected
July 2025	$12,629,218.43	Actual
August 2025	$12,265,847.69	Actual
September 2025	$11,408,065.94	Actual
October 2025	$10,663,174.37	Actual
November 2025	$10,682,872.42	Actual
December 2025	$10,973,591.32	Actual
January 2026	$10,354,972.00	Projected
February 2026	$9,880,852.16	Projected
March 2026	$10,325,710.19	Projected
April 2026	$9,874,641.55	Projected
May 2026	$9,664,276.32	Projected
June 2026	$14,228,228.75	Projected

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Balance Sheet Summary FY 2025-2026 - December

Assets	
Current Assets	
Accounts Receivable	$194,959
Cash and Cash Equivalents	$10,973,591
Employee Advances	$677
Prepaid Expenses	$57,748
Short Term Investments	$876,544
Total Current Assets	**$12,103,520**
Fixed Assets	
Fixed Assets	$212,623
Total Fixed Assets	**$212,623**
Other Assets	
Other Assets	$5,220
Total Other Assets	**$5,220**
Total Assets	**$12,321,362**

Liabilities and Net Assets	
Short-term Liabilities	
Accounts Payable	$225,953
Accrued Liabilities	$5,116,941
Other Short Term Liability	$929,203
Total Short-term Liabilities	**$6,272,096**
Long-term Liabilities	
Other Liabilities	$220,456
Total Long-term Liabilities	**$220,456**
Total Liabilities	**$6,492,552**
Total Unrestricted Net Assets	$7,906,314
Total Net Increase/(Decrease) in Net Assets	($2,077,504)
Total Net Assets	**$5,828,810**
Total Liabilities and Net Assets	**$12,321,362**

Liquidity Ratio

1.9

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.

Yolo LCFF Overpayment balance as of December 2025: $3,904,659.13

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CSMC

CSMC Charter School Support Team

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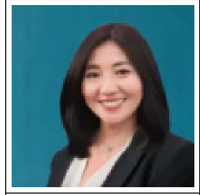

Mai Luong
Account Manager
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Kimber Nelson
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Looking Ahead

AREA	DUE DATE	COMPLIANCE ITEM	COMPLETED BY	BOARD MUST APPROVED	ADDITIONAL INFORMATION
Payroll	1/31/2026	W2's filing due -	Payroll Vendor	No	
Payroll	1/31/2026	4th Quarter Payroll Tax filing -	Payroll Vendor	No	

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CSMC

HELPING THE EDUCATION MOVEMENT SUCCEED ONE SCHOOL AT A TIME

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

POWERED BY:

Charter Vision

www.csmci.com

Report created on 1/14/2026 10:14:42 AM for Compass Charter Schools

CSMC

Financials through Nov 30, 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 Nov 30, 2025, compared against our board-approved First Interim Budget on 12/09/2025, based on an enrollment count of 2,219 students enrolled and enrollment ADA of 2,106.59
YTD Revenues through **Nov 30, 2025,** are **$10,358,643** or **4.4% over** our current budget due to having received ILPT payments for the month of October and November simultaneously. Additionally, CCS LA received a large portion of their Student Support/Professional Development Block Grant and SD received their portion of the new LREBG allocation.
YTD Expenses through **Nov 30, 2025,** are **$13,402,684** or **2.5% over** our current budget due to being overspent in Operational Expenses (specifically in Approved Textbooks/Core Curriculum and Educational Consultants). This is slightly offset by some underspending in Personnel expenses..
Therefore, net income is **($3,044,042)** or **-3.5% over** our current budget.

Balance Sheet:
As of Nov 30, 2025, we had total cash of $10,675,451, short-term liabilities of $6,958,669, and long-term liabilities of $224,273. The ending fund balance is $4,862,273. When compared to the previous month, total reconciled cash increased by $20K, short-term liabilities decreased by $345K (AP/Due to and from Grantor Governments/Deferred Revenue), and long-term liabilities increased by $4K (ROU Liability).

Report created on 12/16/2025 2:09:16 PM for Compass Charter Schools

Understanding the Financial Health of the Organization

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

Cash Ratio

Ability to meet short-term obligations with cash

Current:	Target:
153.4%	> 100.0 %

Formula:
(Cash) / (Current Liabilities)

Current Ratio (Liquidity)

Ability to pay short-term obligations

Current:	Target:
1.7	> 1.0

Formula:
(Current Assets) / (Current Liabilities)

Defensive Interval

Months of continued operation without incoming funds

Current:	Target:
3.8	> 3 months

Formula:
(Cash + Securities + AR)/(Average Expenses for Past 12 Months)

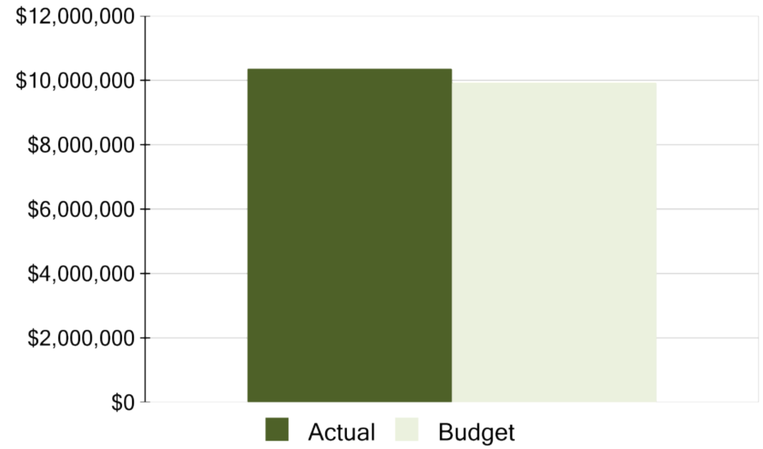
Report created on 12/16/2025 2:09:03 PM for Compass Charter Schools

Financial Snapshot

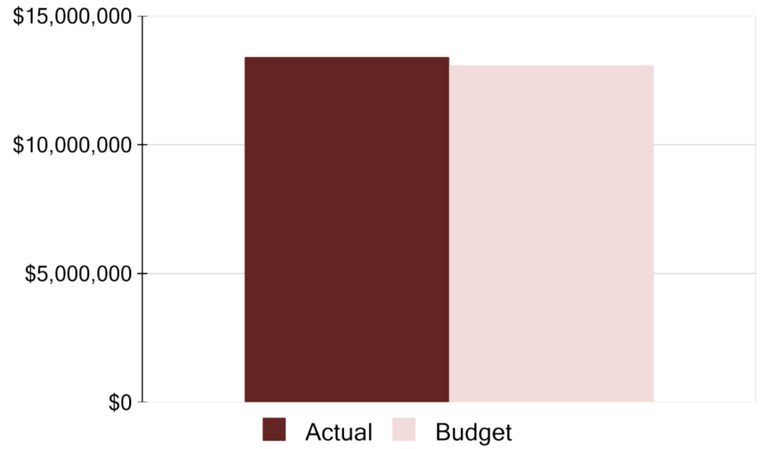
FY 2025-2026, July - November

Cash Balance
$10,682,872

Revenue to Date



Expense to Date



Revenue Summary	
Actual	$10,358,643
Budget	$9,926,338
Actual to Budget	4.4%

Expense Summary	
Actual	$13,402,684
Budget	$13,080,338
Actual to Budget	2.5%

Report created on 12/16/2025 2:09:16 PM for Compass Charter Schools

Actual to Budget Summary

FY 2025-2026, July - November

	July - November			2025-2026		
Account Description	**Actual**	**Budget**	**Variance $**	**Total Budget**	**Actual to Total Budget %**	**Remaining Budget**
LCFF Revenue	$8,605,554	$8,238,696	$366,858	$26,974,587	31.9%	$18,369,033
Federal Revenue	$196,699	$260,233	($63,534)	$1,548,469	12.7%	$1,351,770
State Revenue	$1,472,274	$1,334,031	$138,243	$4,376,996	33.6%	$2,904,722
Local Revenue	$84,115	$93,378	($9,262)	$121,238	69.4%	$37,122
Total Revenue	$10,358,643	$9,926,338	$432,305	$33,021,291	31.4%	$22,662,648
Benefits	$2,079,970	$2,097,162	$17,191	$5,136,948	40.5%	$3,056,978
Classified Salaries	$1,565,139	$1,613,025	$47,887	$4,107,269	38.1%	$2,542,131
Certificated Salaries	$4,993,226	$5,110,473	$117,247	$13,661,617	36.5%	$8,668,391
Total Personnel Expenses	$8,638,335	$8,820,660	$182,325	$22,905,834	37.7%	$14,267,499
Services	$2,459,357	$2,219,201	($240,156)	$5,117,894	48.1%	$2,658,537
Books and Supplies	$2,304,993	$2,040,477	($264,515)	$4,399,830	52.4%	$2,094,838
Total Operational Expenses	$4,764,349	$4,259,678	($504,671)	$9,517,724	50.1%	$4,753,374
Total Expenses	$13,402,684	$13,080,338	($322,346)	$32,423,558	41.3%	$19,020,873
Net Income	($3,044,042)	($3,154,000)	$109,958	$597,733	-509.3%	$3,641,775

Revenue
$10,358,643
Expenses
$13,402,684
Surplus / (Deficit)
($3,044,042)

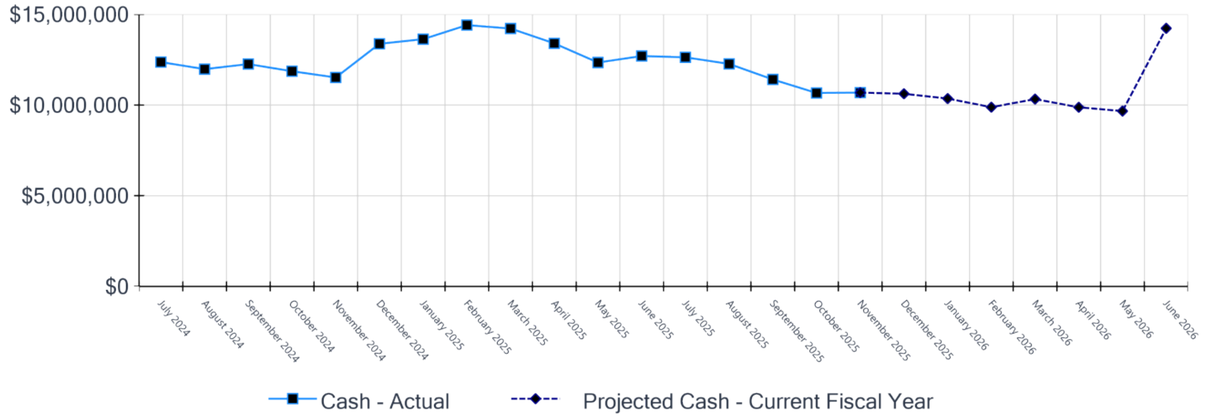
This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in revenue in a timely manner and that you stay within board approved expenditure levels.

Report created on 12/16/2025 2:09:17 PM for Compass Charter Schools

CSMC

Monthly Cash Balance Over Time

Current fiscal year and prior year



	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	$14,404,735.08	Actual
March 2025	$14,217,309.19	Actual
April 2025	$13,398,375.40	Actual
May 2025	$12,341,750.18	Actual
June 2025	$12,700,623.27	Actual

	Cash Amount	Actual or Projected
July 2025	$12,629,218.43	Actual
August 2025	$12,265,847.69	Actual
September 2025	$11,408,065.94	Actual
October 2025	$10,663,174.37	Actual
November 2025	$10,682,872.42	Actual
December 2025	$10,619,537.00	Projected
January 2026	$10,354,972.00	Projected
February 2026	$9,880,852.16	Projected
March 2026	$10,325,710.19	Projected
April 2026	$9,874,641.55	Projected
May 2026	$9,664,276.32	Projected
June 2026	$14,228,228.75	Projected

Report created on 12/16/2025 2:09:17 PM for Compass Charter Schools

Balance Sheet Summary FY 2025-2026 - November

Assets	
Current Assets	
Accounts Receivable	$210,294
Cash and Cash Equivalents	$10,682,872
Employee Advances	$688
Prepaid Expenses	$52,906
Short Term Investments	$876,544
Total Current Assets	**$11,823,305**
Fixed Assets	
Fixed Assets	$216,689
Total Fixed Assets	**$216,689**
Other Assets	
Other Assets	$5,220
Total Other Assets	**$5,220**
Total Assets	**$12,045,214**

Liabilities and Net Assets	
Short-term Liabilities	
Accounts Payable	$297,885
Accrued Liabilities	$5,503,171
Other Short Term Liability	$1,157,612
Total Short-term Liabilities	**$6,958,669**
Long-term Liabilities	
Other Liabilities	$224,273
Total Long-term Liabilities	**$224,273**
Total Liabilities	**$7,182,941**
Total Unrestricted Net Assets	$7,906,314
Total Net Increase/(Decrease) in Net Assets	($3,044,042)
Total Net Assets	**$4,862,273**
Total Liabilities and Net Assets	**$12,045,214**

Liquidity Ratio

1.7

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.

Yolo LCFF Overpayment balance as of November 2025: $4,235,412.13

Report created on 12/16/2025 2:09:17 PM for Compass Charter Schools

CSMC

CSMC Charter School Support Team

Kristin Nowak
Executive VP of Strategic Management
knowak@csmci.com

Aaron Guibord
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Josh Eng
VP of School Business Management
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Kristin Nowak
School Business Manager
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Brian Lara
Associate SBM
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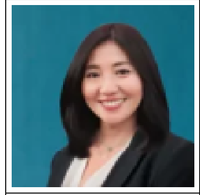
Kayla Tocco
Divisional Director
ktocco@csmci.com



Mai Luong
Account Manager
mluong@csmci.com

Kimber Nelson
Associate AM
knelson@csmci.com

Looking Ahead

AREA	DUE DATE	COMPLIANCE ITEM	COMPLETED BY	BOARD MUST APPROVED	ADDITIONAL INFORMATION
Payroll	1/1/2026	New Board Approved Handbook (if applicable) -	School	Yes	
Payroll	1/31/2026	W2's filing due -	Payroll Vendor	No	
Payroll	1/31/2026	4th Quarter Payroll Tax filing -	Payroll Vendor	No	

Report created on 12/16/2025 2:09:18 PM for Compass Charter Schools

CSMC

HELPING THE EDUCATION MOVEMENT SUCCEED ONE SCHOOL AT A TIME

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

POWERED BY:

Charter Vision

www.csmci.com

Report created on 12/16/2025 2:09:16 PM for Compass Charter Schools

Coversheet

Approval of December 9, 2025 Regular Meeting Minutes

Section: II. Consent Items
Item: B. Approval of December 9, 2025 Regular Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Meeting of the Compass Board of Directors on December 9, 2025

APPROVED

Compass Charter Schools

Minutes

Meeting of the Compass Board of Directors

Date and Time
Tuesday December 9, 2025 at 6:00 PM

Location
This meeting will be held virtually through Zoom.

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

Please click the link below to join the webinar:
https://compasscharters-org.zoom.us/j/81949864888

Carson Doubletree Hotel; 2 Civic Plaza Dr., Carson, CA 90745; Room - Sierra I

Doubletree Hilton; 1995 S Bascom Ave, Campbell, CA 95008; Orchard Room, 3rd Floor

Hampton Inn; 30255 Agoura Rd, Agoura Hills, CA 91301; Lindero Room

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

If you have special needs because of a disability or you require assistance or auxiliary aids to participate in the meeting, please contact the school's Executive Assistant via email at twrigley@cmpasscharters.org or call (805) 405-5898 at least twenty four (24) hours before the meeting. The school will use reasonable best efforts to accommodate your disability. This

agenda is available for public inspection at the school's main office and at https://app2.boardontrack.com/public/vlrxGa/year.

Directors Present
H. Hardy (remote), M. Clark (remote), S. Herrod (remote), T. Arnett (remote), T. Christopher (remote)

Directors Absent
C. Riley, W. Stinde

Ex Officio Members Present
E. Brenner (remote), T. Wrigley (remote)

Non Voting Members Present
E. Brenner (remote), T. Wrigley (remote)

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 Tuesday Dec 9, 2025 at 6:06 PM.

B. Record Attendance

II. Consent Items

A. Consent Items

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

Roll Call

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

B. Approval of September 23, 2025 Regular Meeting Minutes

T. Christopher made a motion to approve the minutes from Meeting of the Compass Board of Directors on 09-23-25.
S. Herrod seconded the motion.
The board **VOTED** to approve the motion.

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

III. Public Comment

A. Public Comment

Ms. Houston made a public comment that included pros and cons of the current school administration.

IV. Organization of the Board of Directors

A. Confirmation of Scholar Representative

H. Hardy made a motion to Approve the Scholar Representative.
T. Christopher seconded the motion.
The board **VOTED** to approve the motion.

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

V. Communications

A. Board Member Communication

There was no Board Member communication

B. Parent Advisory Council Update

Ms. Herrod briefly summarized the October and November Parent Advisory Council meetings.

C.

Scholar Leadership Council Report

Ms. Grihma briefly summarized the October and November Scholar Leadership Council meetings.

VI. Board Business

A. New Board Member Search

Mr. Arnett led a discussion regarding finding new Board members to fill the Board Member seat and Chair position that would be open when his term ends in June 2026.

VII. Scholar Spotlight

A. Scholar Spotlight

There was no discussion regarding the Scholar Spotlight.

VIII. Superintendent's Report

A. Superintendent's Report

Ms. Brenner presented the Superintendent's report, which included information on California Dashboard results, Charter renewals, and data summary. A key priority is to submit a new Charter in Northern California in an effort to resume service to families in that area.

B. Resolution for Authorization of the Renewal of the Compass Los Angeles Charter

T. Arnett made a motion to approve the Resolution for Authorization of the Renewal of the Compass Los Angeles Charter.
T. Christopher seconded the motion.
The board **VOTED** to approve the motion.

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

C. Resolution for Authorization of the Renewal of the Compass Yolo Charter

T. Arnett made a motion to approve the Resolution for Authorization of the Renewal of the Compass Yolo Charter.
H. Hardy seconded the motion.

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

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

IX. Operations Division

A. Division Update

There was no discussion regarding the Operations Division Update.

B. 2025 Annual Audit Report

T. Arnett made a motion to approve the 2025 Annual Audit Report.
M. Clark seconded the motion.
Marlen Gomez presented highlights of the 2025 Annual Audit.
The board **VOTED** to approve the motion.

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

C. Fiscal Year 2026 First Interim Presentation

Dr. Gamez briefly presented highlights in the 2026 First Interim Presentation.

D. Approve Fiscal Year 2026 First Interim Reports- Los Angeles

H. Hardy made a motion to Approve Fiscal Year 2026 First Interim Reports- Los Angeles.
S. Herrod seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
W. Stinde	Absent
M. Clark	Aye
T. Arnett	Aye
C. Riley	Absent
T. Christopher	Aye

Roll Call

H. Hardy	Aye
S. Herrod	Aye

E. Approve Fiscal Year 2026 First Interim Reports- San Diego

T. Christopher made a motion to Approve Fiscal Year 2026 First Interim Reports- San Diego.
M. Clark seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

F. Approve Fiscal Year 2026 First Interim Reports- Yolo

T. Arnett made a motion to Approve Fiscal Year 2026 First Interim Reports- Yolo.
H. Hardy seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

G. Technology Partnership Agreement - EdTech101 & CCS

T. Arnett made a motion to Technology Partnership Agreement - EdTech101 & CCS.
M. Clark seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

X. Academic Services

A. Academic Division Updates

Mr. Cohen presented a brief summary of the new Children and Youth Behavioral Health Initiative (CYBHI) Fee Schedule program.

B. Board Policy #: 16 CONCURRENT ENROLLMENT POLICY

S. Herrod made a motion to approve Board Policy #: 16 CONCURRENT ENROLLMENT POLICY.
T. Christopher seconded the motion.
The board **VOTED** to approve the motion.

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

XI. People Division

A. People Division Update

There were no questions regarding the People Division update.

B. 2025-26 Employee Handbook Update

Ms. Hardy and Dr. Clark asked some questions regarding the listed updates. Concerns were raised that the process and wording of verbal and written updates could be clarified more fully. The discussion and vote were tabled indefinitely.

XII. Closing Items

A. Upcoming Meetings

B. Adjourn Meeting

T. Arnett made a motion to adjourn the meeting.
S. Herrod seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
H. Hardy	Aye
C. Riley	Absent

Roll Call

M. Clark	Aye
T. Christopher	Aye
T. Arnett	Aye
W. Stinde	Absent
S. Herrod	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:46 PM.

Respectfully Submitted,
T. Wrigley

Coversheet

Approval of December 13, 2025 Regular Meeting Minutes

Section:	II. Consent Items
Item:	C. Approval of December 13, 2025 Regular Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Workshop on December 13, 2025

APPROVED

Compass Charter Schools

Minutes

Board Workshop

Date and Time
Saturday December 13, 2025 at 8:00 AM

Location
Location:
The Carson Doubletree
2 Civic Plaza Dr.
Carson, CA 90745
Mont Blanc Room

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

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

Directors Present
C. Riley, H. Hardy, M. Clark, T. Arnett, T. Christopher

Directors Absent
S. Herrod, W. Stinde

Ex Officio Members Present
E. Brenner, T. Wrigley

Non Voting Members Present
E. Brenner, T. Wrigley

I. Opening Items

A. Call the Meeting to Order

T. Arnett called a meeting of the board of directors of Compass Charter Schools to order on Saturday Dec 13, 2025 at 8:18 AM.

B. Record Attendance

II. Consent Items

A. Consent Items

M. Clark made a motion to approve the December 13th Agenda.
T. Christopher seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

III. Public Comment

A. Public Comment

There was no public comment.

IV. Board Business

A. Board Workshop

Fred Van Vleck led a Board Study Session on Leadership Styles and Board Protocols.

V. Break

A. Lunch Break

The Board members and meeting attendees took a lunch break from 12:12 - 12:35 pm.

VI. Board Business

A. Continued Board Workshop

Fred Van Vleck continued to lead the Board Study Session.

VII. Closing Items

A. Upcoming Meetings

There was no announcement of the upcoming meeting.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:59 PM.

Respectfully Submitted,
T. Wrigley

Coversheet

Parent Advisory Council Update

Section:	IV. Communications
Item:	B. Parent Advisory Council Update
Purpose:	Discuss
Submitted by:	
Related Material:	Parent Advisory Council Report - Jannuary 2026 Meeting .pdf

Parent Advisory Council Meeting - January 16, 2026

Prepared for January 27, 2026 Board Meeting

AI Summary:

School Safety Plan Overview @ 1:00 Elizabeth Brenner explained that the school safety plan contains sensitive information that cannot be publicly shared, but that key elements are included in other public-facing documents like the student and staff handbooks. The only changes this year were removing sections related to the closed Orange County Learning Center and adding the school's instructional continuity plan.

Annual Parent Survey Review @ 5:42 Elizabeth reviewed the questions on the annual parent survey and asked for feedback on the content and structure. Key topics covered include live synchronous instruction, the Accelerate Education online curriculum, community providers/subscriptions, and open-ended questions about what parents love and would change about Compass.

Parent Communication and Feedback Channels @ 32:00 The discussion covered how parent feedback and concerns are handled, with a focus on ensuring parents know how to provide input and who to contact. Suggestions were made to add more specific questions about parent satisfaction with different school departments and programs.

Local Control Accountability Plan (LCAP) Feedback @ 38:23 Parents provided feedback on the school's LCAP goals, including whether they should continue to be included and how well Compass is progressing on them. An open-ended question allowed parents to suggest additional areas of focus.

Field Trip Accessibility and Sign-Up Process @ 44:02 Parents raised concerns about the field trip sign-up process, including accessibility challenges for students with special needs and lack of information about accommodations and costs. Elizabeth acknowledged the issues and said Compass would look into improving the process.

Curriculum Locker and Personalized Tutoring @ 50:23 Parents expressed frustration about the curriculum locker being difficult to access, and Elizabeth acknowledged Compass is working to improve staffing and processes around the curriculum locker. The school has also implemented a new tutoring service called UpChieve, but there were questions about the eligibility requirements.

Recap and Next Steps @ 55:39 Elizabeth and Samantha concluded the meeting, noting the next Parent Advisory Council meeting is scheduled for February 20, 2026. They thanked everyone for their participation and feedback.

Coversheet

Scholar Leadership Council Report

Section:	IV. Communications
Item:	C. Scholar Leadership Council Report
Purpose:	Discuss
Submitted by:	
Related Material:	Scholar Leadership Council Report - December 2025.pdf Scholar Leadership Council Report - January 2026.pdf

December Scholar Leadership Council Report

Prepared for January 27, 2026 Board Meeting

Scholar Leadership Council Meeting - December 9, 2025

After the meeting was called to order, Ms. Brenner introduced a new idea for the Scholar Leadership Council: 7 Habits from Stephen Covey. This meeting's habit focus was to "Begin with the End in Mind" and have a clear vision and goal. The group explored this idea by completing a puzzle together without seeing the final image, then discussed the importance of starting work with the end in mind. Then, Ms. Vert presented an update on the ongoing Scholar Spot project, and the group discussed ideas and goals for the Scholar Spot, along with what to work on before its launch. The Scholar Spot is intended to be a scholar-led space for socialization and studying, offering various activities and assets for scholars' needs.

Meeting AI Notes:

Introduction to the 7 Habits @ 0:00 Elizabeth Brenner introduces the 7 Habits curriculum from Stephen Covey, which the Scholar Leadership Council will be exploring. Today's focus is on "Begin with the End in Mind" - having a clear vision and goal to work towards.

Puzzle Activity and Reflection @ 2:59 The group completes a puzzle activity without seeing the final image. They discuss the challenges of working on a puzzle without knowing the end goal, and how that relates to the importance of beginning with the end in mind.

Scholar Spot Update @ 19:29 Christina Vert provides an update on the Scholar Spot initiative - a new space for Compass Scholars to connect, study, and socialize. The group provides feedback on the proposed structure and activities, emphasizing the need for it to be scholar-led.

Upcoming Meetings @ 32:10 The group confirms the schedule for upcoming Scholar Leadership Council meetings, which will continue to be held every other Tuesday at 2pm.

January Scholar Leadership Council Report

Prepared for January 27, 2026 Board Meeting

Scholar Leadership Council Meeting - January 13, 2026

After Zahra called the meeting to order and Tallulah took attendance, Ms. Brenner and Ms. Wrigley reviewed the meeting agenda, and Ms. Vert began her update on the Scholar Spot project. She discussed the upcoming launch of the Scholar Spot through the Spring Club Rush on February 20th. With some ideas from the SLC, the Scholar Spot would include fun games and activities, possible collaboration with NHS for a tutoring initiative, and updates and announcements communicated through Google Classroom. After reviewing the project, Ms. Brenner went over questions for the annual scholar survey and took feedback from the SLC. Then Ms. Brenner provided an overview of the annual school safety plan update, noting two minor changes: removing language related to a closed learning center program, and adding an instructional continuity plan for natural disasters or other disruptions. Before the meeting closed, the group looked into the Leader in Me program, reflecting on daily activities by sorting them by importance and discussing prioritizing work and time management.

Meeting AI Notes:

Meeting Start @ 0:00 The meeting began with Elizabeth and Tami discussing the agenda and welcoming attendees. Zahra called the meeting to order at 2:05 PM, and Tallulah took attendance. The members agreed to allow Ms. Vert to discuss her Scholar Spot Update earlier in the meeting.

Scholar Spot Project Progress Update @ 3:17 Christina shared her progress on the Scholar Spot project, including plans to launch it during the Spring Scholar Club Rush on February 20th and create a Google Classroom for participants. She mentioned receiving emails with ideas from Ollie and Tallulah, which she will incorporate into the project. Tallulah suggested a future initiative where NHS members could tutor younger scholars for service hours, which Christina acknowledged as a "2.0" step. Christina and the team will work on organizing the logistics and structure of this program.

Reviewing Scholar Survey Questions @ 8:15 Elizabeth Brenner led a review of the annual scholar survey questions, going through each one and getting feedback from the Scholar Leadership Council on whether the questions made sense and if any changes or additions were needed. The group discussed topics like live synchronous instruction, scholar satisfaction, and open-ended feedback.

Updating School Safety Plan @ 31:19 Elizabeth Brenner provided an overview of the school's annual safety plan update, noting two minor changes: removing language related to a closed learning center program, and adding an instructional continuity plan for natural disasters or other disruptions.

Lesson on Prioritizing Tasks @ 36:34:34 Elizabeth Brenner led a "Leader in Me" lesson on the habit of "putting first things first", having the group reflect on their daily activities and categorize them by importance. The discussion highlighted how priorities can shift based on individual values, goals, and circumstances.

Closing and Next Steps @ 55:17 The meeting wrapped up with a brief discussion about Zoom reaction features, and Zahra Grihma provided the date and time for the next Scholar Leadership Council meeting.

Coversheet

Scholar Spotlight

Section: V. Scholar Spotlight
Item: A. Scholar Spotlight
Purpose: FYI
Submitted by:
Related Material: ScholarSpotlight2_20.pdf.pdf

JOAQUIN Cipres

*scholar spotlight

Scholar: Joaquin Cipres
Program: Options

Who we're celebrating:

Joaquin exemplifies the Compass Gold Standard. He consistently seeks opportunities to improve, recently using Upchieve for math support and showing measurable growth on his latest STAR assessment. He approaches all academic work with full effort, regularly exceeds expectations, and actively seeks and applies feedback. Joaquin is intellectually curious, well-rounded, and engaged, balancing academics with soccer and guitar. Polite, motivated, and positive, he is a joy to work with and a strong model of scholar excellence.

Coversheet

Superintendent's Report

Section:	VI. Superintendent's Report
Item:	A. Superintendent's Report
Purpose:	Discuss
Submitted by:	
Related Material:	Superintendent's report January 27, 2026.pdf

SUPERINTENDENT'S REPORT

BOARD OF DIRECTORS MEETING

JANUARY 27, 2026

PERSONALIZED
AUTHENTIC
Community Leader
Effective Collaborator
Confident Learner
Innovator
COMPETENCY BASED
EQUITABLE & INCLUSIVE

TOP 4 AREAS FOR IMPROVEMENT

Foster Transparent and Inclusive Decision-Making

- Involve staff in discussions that affect them
- Communicate decisions clearly
- Consider and act on employee feedback, including from surveys

Empower and Support Staff Through Trust and Recognition

- Grant teachers professional autonomy
- Recognize and appreciate staff contributions regularly

Strengthen Communication and Collaboration Across Teams

- Facilitate regular interdepartmental meetings
- Promote structured opportunities for cross-department relationship building/

Ensure a Safe, Respectful, and Fair Work Environment

- Create safe, confidential feedback channels
- Resolve conflicts fairly and address unprofessional behavior
- Improve transparency in payroll and compensation practices

SUPERINTENDENT'S GOALS

MARK THIS DONE!

The Superintendent will implement a universal process for change.

2026 CEO Evaluation Committee

Due on May 29, 2026

Notes The Superintendent will implement a universal process for change that clearly identifies the change that needs to be made with benchmarks and timelines that include staff input and regular progress reporting. Updates will be provided at monthly Town Hall meetings.
Success will be measured by the annual staff survey that includes questions specifically about trust.

Tasks

- [ ] Review progress on the change model with the C&D team. Jan 27, 2026
- [ ] Determine action items and changes that may be implemented in the 2026-2027 SY. Mar 24, 2026
- [ ] Finalize the change model for 2025-2026 and determine the model for 2026-2027. Jun 23, 2026

Add a Task

- [x] Present proposed projects to all staff to collect feedback and develop teams to begin projects. Jan 21, 2026
- [x] Meet with the leadership team to define projects and timelines. Jan 12, 2026
- [x] Review input from staff, parents, and scholars at the C&D meeting. Oct 28, 2025
- [x] Introduce the change model to all staff at the Town Hall Sep 17, 2025
- [x] Launch the change model to the management team Sep 08, 2025
- [x] Change Model kick-off with the Cabinet and Directors team. Aug 04, 2025

RESULTS
STATUS QUO
ZONE OF DISRUPTION
ZONE OF ADOPTION
ZONE OF INNOVATION

LEADERSHIP TEAM RESPONSES

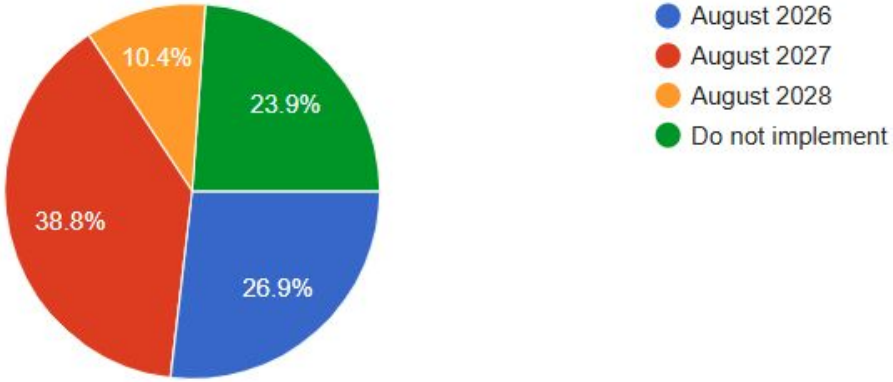
31 RESPONSES

Transition to an enrollment process that is scholar focused instead of program driven. Create a questionnaire for new and returning families that asks them what they would like to have access to and assign a program based on their responses.

STAFF RESPONSES

Transition to an enrollment process that is scholar focused instead of program driven. Create a questionnaire for new and returning families that asks them what they would like to have access to and assign a program based on their responses.

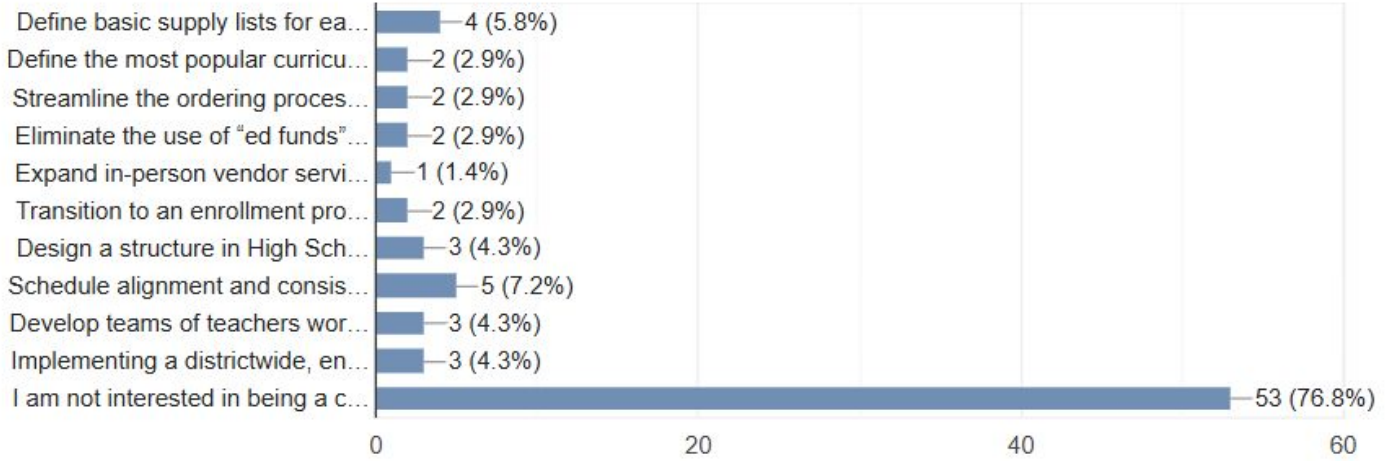
67 responses



STAFF RESPONSES

I am interested in being a champion of the following projects. A champion is someone who takes a leadership role in the exploration, development, and implementation of the project.

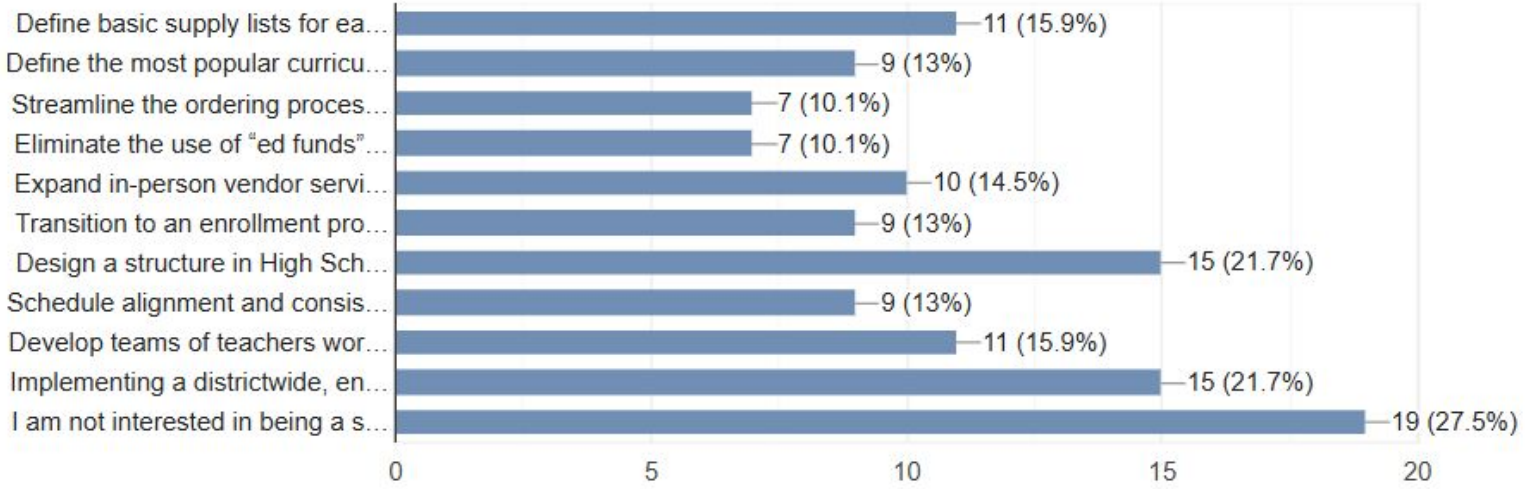
69 responses



STAFF RESPONSES

I am interested in being a supporter of the following projects. A supporter is someone who is a member of the team that performs the exploration, development, and implementation of the project.

69 responses



Let the winds of change
fill our sails!

Coversheet

LCAP Mid-year reports

Section: VI. Superintendent's Report
Item: B. LCAP Mid-year reports
Purpose: Discuss
Submitted by:
Related Material: LA_LCAP_Mid_year.pdf
SD_LCAP_Mid_year.pdf
Yolo_LCAP_Mid_year.pdf
Roadmap_For_Scholar_Success.pdf

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

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

Goal 1

Goal Description
Increase scholar academic achievement in core academic subjects

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	% of teachers who are appropriately credentialed and assigned according to the SARC	2020-2021 100%	2022-23 94.7%		2023-24 100%	100%
1.2	% of students who have access to standards-aligned instructional materials according to the Williams' Textbook Sufficiency Report	Sufficient	Sufficient		Sufficient	Sufficient
1.3	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT)	Exemplary	Exemplary		Exemplary	Exemplary
1.4	Implementation of State Standards ranking of 4 or higher on the Local Indicator self-reflection tool in each core curricular area	4 in all subjects	4 in all subjects			5 in all subjects
1.5	CAASPP ELA % of students in grades 3-8 and 11 who meet or exceed standards in ELA CAASPP.	Schoolwide SBAC ELA (3-8) 38% SBAC ELA (11) 63% SED SBAC ELA (3-8) 33% SBAC ELA (11) 58% African American SBAC ELA (3-8) 32% SBAC ELA (11) 67% SpEd SBAC ELA (3-8) 19% SBAC ELA (11) 50%	Schoolwide SBAC ELA (3-8) 44% SBAC ELA (11) 64% SED SBAC ELA (3-8) 42% SBAC ELA (11) 54% African American SBAC ELA (3-8) 43% SBAC ELA (11) 83% SpEd SBAC ELA (3-8) 25% SBAC ELA (11) 33%		Schoolwide SBAC ELA (3-8) 46% SBAC ELA (11) 50% SED SBAC ELA (3-8) 42% SBAC ELA (11) 36% African American SBAC ELA (3-8) 58% SBAC ELA (11) 53% SpEd SBAC ELA (3-8) 29% SBAC ELA (11) 33%	Schoolwide SBAC ELA (3-8) 60% SBAC ELA (11) 60% SED SBAC ELA (3-8) 60% SBAC ELA (11) 60% African American SBAC ELA (3-8) 60% SBAC ELA (11) 60% SpEd SBAC ELA (3-8) 60% SBAC ELA (11) 60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.6	CAASPP Math % of students in grades 3-8 and 11 who meet or exceed standards in Math CAASPP.	Schoolwide SBAC Math (3-8) 28% SBAC Math (11) 28% SED SBAC Math (3-8) 21% SBAC Math (11) 25% African American SBAC Math (3-8) 16% SBAC Math (11) 33% SpEd SBAC Math (3-8) 18% SBAC Math (11) 0%	Schoolwide SBAC Math (3-8) 31% SBAC Math (11) 25% SED SBAC Math (3-8) 30% SBAC Math (11) 11% African American SBAC Math (3-8) 25% SBAC Math (11) 17% SpEd SBAC Math (3-8) 17% SBAC Math (11) 0%		SBAC Math (3-8) 27% SBAC Math (11) 31% SED SBAC Math (3-8) 26% SBAC Math (11) 20% African American SBAC Math (3-8) 9% SBAC Math (11) 44% SpEd SBAC Math (3-8) 16% SBAC Math (11) 33%	Schoolwide SBAC Math (3-8) 50% SBAC Math (11) 50% SED SBAC Math (3-8) 50% SBAC Math (11) 50% African American SBAC Math (3-8) 50% SBAC Math (11) 50% SpEd SBAC Math (3-8) 50% SBAC Math (11) 50%
1.7	CAASPP Participation rate	ELA 84% Math 84%	ELA 90% Math 89%		94%	ELA 95% Math 95%
1.8	Percentage of English Learner who made progress toward English Proficiency measured by ELPAC	63% making progress	37% making progress		42.1%	60% making progress
1.9	EL Reclassification Rate	23%	28%		10.5%	50%
1.10	CAST	Schoolwide CAST 32% SED CAST 21%	Schoolwide CAST 40% SED CAST 40%		Schoolwide CAST 31.6%% SED CAST 25.5%	Schoolwide CAST 40% SED CAST 40%
1.11	Percent of scholars at/ above grade level Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 50% “At/Above Grade-level” Grade 11	Grades 3-8 70% “At/Above Grade-level” Grade 11			Grades 3-8 60% “At/Above Grade-level” Grade 11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		62% “At/Above Grade-level”	76% “At/Above Grade-level”			60% “At/Above Grade-level”
1.12	Percent of scholars demonstrating growth on Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 61% Demonstrated growth Grade 11 75% Demonstrated growth	Grades 3-8 60% Demonstrated growth Grade 11 56% Demonstrated growth			Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth
1.13	Percent of scholars at/ above grade level Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 53% “At/Above Grade-level” Grade 11 60% “At/Above Grade-level”	Grades 3-8 56% “At/Above Grade-level” Grade 11 64% “At/Above Grade-level”			Grades 3-8 60% “At/Above Grade-level” Grade 11 60% “At/Above Grade-level”
1.14	Percent of scholars demonstrating growth on Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 60% Demonstrated growth Grade 11 68% Demonstrated growth	Grades 3-8 55% Demonstrated growth Grade 11 76% Demonstrated growth			Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Credentialed teachers**	Yes	Fully Implemented	100% of teachers		$4,828,755.00	$1,795,597.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	All EL, SED, Homeless and Foster youth scholars will be assigned a supervising teacher who has the appropriate credentials. Each scholar is assigned a highly qualified teacher who has a maximum caseload of 28 scholars and provides a personalized learning plan customized to meet their unique needs.			appropriately credentialed.			
1.2	**Standards-aligned instructional materials** All scholars receive standards-aligned instructional materials. All EL, SED, Homeless and Foster youth scholars have access to standards aligned instructional materials that support their personalized learning plan	No	Fully Implemented	All approved curriculum is aligned to standards.		$1,896,416.00	$934,156.00
1.3	**ELD Materials** EL scholars will have access to ELD standards-based curriculum and materials including Lexia and Nearpod English Learner Program (Nearpod EL). Provide targeted language acquisition instruction through an interactive ELD curriculum that models strategies for Emergent Multilingual Scholars (EMS) to master phonemic awareness, spelling, academic vocabulary, reading comprehension, fluency, and writing.	Yes	Partially Implemented			$55,633.00	$32,229.00
1.4	**Professional Development for staff serving EL scholars** Provide access to professional development that includes grade level curriculum training, instructional strategies for teaching state standards, effective use of supplemental materials, differentiating instruction to help EMS and LTELS build a conceptual	Yes	Planned			$5,472.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	understanding of content and transfer learning to new contexts. Provide professional learning opportunities and resources for teachers on effective strategies for integrating ELD into core content.						
1.5	**MTSS Supports** All scholars will be supported through a Multi-Tiered System of Supports (MTSS) framework. Scholars who are identified as needing Tier 2 and Tier 3 levels of support based on STAR reading and Math assessments will have access to intervention from support staff including Freckle, Intervention Tutoring, Resource Specialists, and IXL. In addition, beginning in the 2025–26 school year, CCS will implement Amira Learning as an adaptive reading screener to proactively identify reading difficulties in K–2 scholars. This implementation aligns with California's new statewide requirement for all schools to administer a state-approved reading difficulties screener starting in the 2025–26 school year. To ensure effective use of the Amira platform, teachers will participate in grant-funded professional learning focused on interpreting results, informing instructional decisions, and supporting early literacy development within the MTSS framework at CCS. We will also be using UPchieve to provide on-demand, 24/7 tutoring for all scholars in grades 6–12. This platform offers content-specific academic support whenever students need it.	Yes	Partially Implemented			$115,975.00	$87,353.00
1.6	**Personalized Support for African American Scholars** Compass Charter School of LA has been identified as eligible for technical assistance	No	Partially Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	due to the performance of our African American scholars on the CAASPP ELA and Math assessments. Each scholar who is performing below grade level will receive a personalized plan to ensure that they have the support needed to increase their proficiency in each subject. Families will work with their teacher to choose the curriculum, tutoring, and resources needed. This sub-group will be monitored to ensure that they are making progress at the same or higher rates than their peers.						
1.7	**Increased participation on state assessments** The school will implement an incentive plan to increase the participation rates on state assessments to avoid future LOSS penalties with a focus on African American families in order to increase scores on the CAASPP ELA and Math assessments.	No	Partially Implemented			$9,366.00	$0.00
1.8	**Professional Development for serving African American scholars** Staff will participate in professional development opportunities that target serving the unique needs of the African American population.	No	Partially Implemented	Staff attended the Reaching-at-Promise Students Association conference		$2,000.00	$0.00
1.9	**Support for scholars with special needs** Provide scholars with special needs curriculum resources and programs to support increased proficiency on ELA and Math CAASPP and CAA. The school will provide the TeachTown	No	Fully Implemented	Teach Town has been adopted and scholars eligible to take the CAA		$28,278.00	$14,966.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	curriculum to scholars with special needs who will benefit from the program.			are given that option.			
1.10	**Professional Development on serving scholars with special needs** Provide Supervising Teachers, Education Specialists and Learning Coaches with training on accommodations and modifications to provide equal access to testing.	No	Partially Implemented			$2,000.00	$0.00
1.11	**Summer School Interventions** All unduplicated scholars will be invited to this summer session in grades K-8 regardless of benchmark criteria (counts towards increase in services)	Yes	Fully Implemented			$17,917.00	$0.00

Goal 2

Goal Description
Increase scholar and parent engagement and involvement.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Annual Survey participation	Parent goal was 982. If that was 60% of eligible, the total was 1637. 479 responded for 29% Scholar goal was 521. If that was 60% of scholars, the total was 2535. 394 responded: 16%. Staff goal was 185. If that was 90%, total staff was 106. 146 responded for 71%	Parent goal was 908 out of total of 1514. 426 out participated, for 28%, Scholar goal was 1406 out of total 2,341. 401 unique scholars participated for 17%. Staff goal was 185 out of total 207. 167 participated for 8I%.			90% staff participation 60% Scholar participation 60% Parent/ LC participation
2.2	% of students reporting on the school climate survey that they feel safe at school	LA: 74%	99%			80%
2.3	Building Relationships Between School Staff and Families rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas			5 in all areas
2.4	Building Partnerships for Student Outcomes rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas			5 in all areas
2.5	Seeking Input for Decision-Making rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas			5 in all areas

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.6	Attendance Rates	95%	95%			>90%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Annual Survey** Provide an annual survey to all staff, scholars, and families to ensure that all education partners are heard. Utilize the results of the survey to guide school actions and goals. Analyze survey participation data by subgroup to ensure that we are hearing from all groups.	No	Planned			$4,683.00	$0.00
2.2	**Technology Access for SED scholars** Ensure 1:1 technology access (e.g., Chromebooks and internet access support) for all SED scholars at enrollment.	Yes	Partially Implemented			$53,529.00	$52,614.00
2.3	**Safe Online Environment** Provide a safe, secure, and productive online environment for scholars by incorporating managed digital systems and services, cloud security, email security, and data security systems.	No	Partially Implemented			$16,858.00	$5,380.00
2.4	**ELAC** Strengthen parent engagement and support for Emergent Multilingual Scholars (EMS) by establishing and sustaining an English Learner Advisory Committee (ELAC) within each school.	Yes	Planned			$5,100.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.5	**Parent and Scholar input** The parent Advisory Council will meet six times per year and will include representatives from a variety of sub-groups. A parent representative will also serve on the Board of Directors of the school. The scholar leadership council will meet nine times per year and will include scholars from multiple grade levels and backgrounds. These councils will provide reports to the Compass Board of Directors and will review data and goals that pertain to the LCAP throughout the year. The council has set a goal to expand its membership to 15 scholars and maintain an attendance rate of 80% by 2028.	No	Fully Implemented				$8,122.00
2.6	**Learning Coach Academy** Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.	No	Fully Implemented				
2.7	**Scholar Engagement Activities** Compass will provide a variety of extracurricular activities, such as field trips, community service, virtual scholar workshops, scholar-led clubs, and end-of-year scholar celebrations. Offerings are held both in-person in a wide range of areas that we serve as well as online. All offerings are available to all scholars including SED, EL, Foster, and Homeless scholars. The school will use data systems to evaluate the participation of	Yes	Partially Implemented			$73,242.00	$17,943.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	subgroups in engagement offerings to ensure that all scholars have equal access.						
2.8	**Mental Health Supports** Increase access to mental health supports to bridge the gap between schools and mental healthcare providers, ensuring students and families have easy and equitable access to mental healthcare services. Establish a partnership with Care Solace to bridge the gap between schools and mental healthcare professionals.	Yes	Partially Implemented			$6,587.00	$0.00

Goal 3

Goal Description
Increase college and career readiness for scholars.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	% of students, including unduplicated pupils and students with disabilities, who have access to and are enrolled in a broad course of study.	100%	100%		100%	100%
3.2	% of students prepared for college	23.2% SED 26.5%	42% SED 37.5%		24.6% SED 12.8%	50%
3.3	HS Graduation Rate	62.1% SED 48.6%	80% SED 76%		75.7% SED 70.8%	>75%
3.4	a-g completion	24.1%	32%		18.6%	50%
3.5	CTE Pathway Completion	0	0		0	10%
3.6	Both CTE & a-g Completion	0	0		0	10%
3.7	College credit courses completed	11%	33%		16%	50%
3.8	%of graduates earning a Golden State Seal Merit Diploma	58%	55%		44%	35%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Course Offerings**	No	Fully Implemented				$483.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Annually review and update the courses available to all scholars in order to ensure that the school offers a broad course of study.						
3.2	**RAMP Certification** Achieve RAMP certification for our school counseling program, ensuring the delivery of high-quality, comprehensive counseling services that support the academic, social-emotional, and college/ career development of our scholars.	No	Partially Implemented			$1,583.00	$0.00
3.3	**AVID Program** AVID District Leadership training and memberships. Professional Learning provided to all instructional staff by AVID ToSA.	Yes	Fully Implemented			$9,683.00	$12,302.00
3.4	**Program for Scholars with Special needs** The school will develop a support and transition program for scholars with special needs 18 -22 year old.	No	Planned			$3,512.00	$0.00
3.5	**Course Scheduling** The counseling department will provide personalized scheduling for each scholar that includes concurrent enrollment, summer school, and credit recovery to ensure coherence and consistency with students earning a diploma.	Yes	Fully Implemented			$18,866.00	$21,923.00

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

Goal 4

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	HS Dropout Rate	20%	7%		13%	<10%
4.2	Middle School dropout rate	6.94%	1.4%			<10%
4.3	Suspension Rate*	0	0		0	0
4.4	Expulsion Rate*	0	0		0	0
4.5	Chronic Absenteeism Rate*	Overall 6.4% African American 22.2%	Overall 4% African American 12.3%		6.8% African American 8.5%	Overall <5% African American <5%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Credit Recovery** Provide Summer School program for credit recovery and earning credits to earn credits ahead of schedule for high school graduation eligibility	No	Fully Implemented			$32,328.00	$3,459.00
4.2	**Reduce Chronic absenteeism for African American Scholars** The school is in differentiated assistance because African American scholars had a 22.2% rate of chronic absenteeism, which was a 9.7% increase and therefore resulted in a red rating. This rate is significantly higher than the overall rate of 6.4%. The school will provide targeted engagement strategies to work with	No	Partially Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	each family to determine the cause of the low attendance rate and create an individual plan for each scholar to improve attendance. Attendance will also be tracked in the Abre data system to alert staff early on if a scholar is having attendance issues.						
4.3	**Retention rates** The school will establish a system within the Abre data suite to track retention rates by grade level and subgroup to identify trends and make adjustments to the support system in response to identified needs.	No	Partially Implemented			$16,479.00	$9,894.00
4.4	**Support for 5 year grad cohort** The school will provide targeted interventions including credit recovery, concurrent enrollment and summer school for scholars who need an additional year to meet graduation requirements.	No	Partially Implemented				
4.5	**Support for Homeless Scholars** Our dedicated Scholar Community Advocate will make resources and programs available to families and scholars experiencing homelessness. These services will include connections with local resources such as housing, food, transportation, childcare, medical and mental health services..	Yes	Partially Implemented			$28,492.00	$24,993.00

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

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

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	13,870,847	14,432,464
LCFF Supplemental/Concentration Grants	1,358,980	1,437,564

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

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

Goal 1

Goal Description
Increase scholar academic achievement in core academic subjects.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	% of teachers who are appropriately credentialed and assigned according to the SARC	2020-2021 100%	2022-23 97.7%		2023-24 100%	100%
1.2	% of students who have access to standards-aligned instructional materials according to the Williams' Textbook Sufficiency Report	Sufficient	Sufficient		Sufficient	Sufficient
1.3	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT)	Good	Good		Exemplary	Exemplary
1.4	Implementation of State Standards ranking of 4 or higher on the Local Indicator self-reflection tool in each core curricular area	4 in all subjects	5 in all subjects			5 in all subjects
1.5	CAASPP ELA % of students in grades 3-8 and 11 who meet or exceed standards in ELA CAASPP.	Schoolwide SBAC ELA (3-8) 48% SBAC ELA (11) 53% SED SBAC ELA (3-8) 36% SBAC ELA (11) 57% SpEd SBAC ELA (3-8) 44% SBAC ELA (11) 40% EL SBAC ELA (ALL GRADES) 10% Homeless SBAC ELA (3-8) 17% SBAC ELA (11) 67%	Schoolwide SBAC ELA (3-8) 46% SBAC ELA (11) 52% SED SBAC ELA (3-8) 41% SBAC ELA (11) 43% SpEd SBAC ELA (3-8) 29% SBAC ELA (11) 0% EL SBAC ELA (ALL GRADES) 12% Homeless SBAC ELA (3-8) 38% SBAC ELA (11) 38%		Schoolwide SBAC ELA (3-8) 51% SBAC ELA (11) 67% SED SBAC ELA (3-8) 45% SBAC ELA (11) 50% SpEd SBAC ELA (3-8) 35% SBAC ELA (11) 0% EL SBAC ELA (ALL GRADES) 4% Homeless SBAC ELA (3-8) 47% SBAC ELA (11) 67%	Schoolwide SBAC ELA (3-8) 60% SBAC ELA (11) 60% SED SBAC ELA (3-8) 60% SBAC ELA (11) 60% SpEd SBAC ELA (3-8) 60% SBAC ELA (11) 60% EL SBAC ELA (3-8) 60% SBAC ELA (11) 60% Homeless SBAC ELA (3-8) 60% SBAC ELA (11) 60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.6	CAASPP Math % of students in grades 3-8 and 11 who meet or exceed standards in Math CAASPP.	Schoolwide SBAC Math (3-8) 27% SBAC Math (11) 13% SED SBAC Math (3-8) 17% SBAC Math (11) 19% SpEd SBAC Math (3-8) 30% SBAC Math (11) 0% EL SBAC Math (all grades) 5% Homeless SBAC Math (3-8) 6% SBAC Math (11) 22%	Schoolwide SBAC Math (3-8) 31% SBAC Math (11) 19% SED SBAC Math (3-8) 25% SBAC Math (11) 19% SpEd SBAC Math (3-8) 29% SBAC Math (11) 0% EL SBAC Math (all grades) 3% Homeless SBAC Math (3-8) 21% SBAC Math (11) 17%		Schoolwide SBAC Math (3-8) 34% SBAC Math (11) 44% SED SBAC Math (3-8) 25% SBAC Math (11) 44% SpEd SBAC Math (3-8) 12% SBAC Math (11) 22% EL SBAC Math (all grades) 2% Homeless SBAC Math (3-8) 35% SBAC Math (11) 44%	Schoolwide SBAC Math (3-8) 50% SBAC Math (11) 50% SED SBAC Math (3-8) 50% SBAC Math (11) 50% SpEd SBAC Math (3-8) 50% SBAC Math (11) 50% EL SBAC Math (all grades) 50% Homeless SBAC Math (3-8) 50% SBAC Math (11) 50%
1.7	CAASPP Participation rate	ELA 89% Math 89%	ELA 91% Math 91%		ELA 96% Math 96%	ELA 95% Math 95%
1.8	Percentage of English Learner who made progress toward English Proficiency measured by ELPAC	64% making progress	31% making progress		40.9% making progress	60% making progress
1.9	EL Reclassification Rate	23%	14%		10.5%	50%
1.10	CAST	Schoolwide CAST 30% SED CAST 19%	Schoolwide CAST 34% SED CAST 34%		Schoolwide CAST 36.2% SED CAST 34%	Schoolwide CAST 40% SED CAST 40%
1.11	Percent of scholars at/ above grade level Spring STAR ELA	Grades 3-8	Grades 3-8			Grades 3-8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	assessments Grades 3-8 and Grade 11	58% “At/Above Grade-level” Grade 11 56% “At/Above Grade-level”	63.2% “At/Above Grade-level” Grade 11 65.9% “At/Above Grade-level”			60% “At/Above Grade-level” Grade 11 60% “At/Above Grade-level”
1.12	Percent of scholars demonstrating growth on Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 65% Demonstrated growth Grade 11 61% Demonstrated growth	Grades 3-8 62.8% Demonstrated growth Grade 11 78.8% Demonstrated growth			Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth
1.13	Percent of scholars at/ above grade level Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 34% “At/Above Grade-level” Grade 11 12% “At/Above Grade-level”	Grades 3-8 56.0% “At/Above Grade-level” Grade 11 65.0% “At/Above Grade-level”			Grades 3-8 60% “At/Above Grade-level” Grade 11 60% “At/Above Grade-level”
1.14	Percent of scholars demonstrating growth on Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 62% Demonstrated growth Grade 11 54% Demonstrated growth	Grades 3-8 50.7% Demonstrated growth Grade 11 75.8% Demonstrated growth			Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Credentialed teachers** All EL, SED, Homeless and Foster youth scholars will be assigned a supervising teacher who has the appropriate credentials. Each scholar is assigned a highly qualified teacher who has a maximum caseload of 25 scholars and provides a personalized learning plan customized to meet their unique needs.	Yes	Fully Implemented			$4,841,239.00	$1,154,026.00
1.2	**Standards-aligned instructional materials** All scholars receive standards-aligned instructional materials. All EL, SED, Homeless and Foster youth scholars have access to standards aligned instructional materials that support their personalized learning plan	No	Fully Implemented			$1,264,530.00	$615,284.00
1.3	**ELD Materials** EL scholars will have access to ELD standards-based curriculum and materials including Lexia and NearPod English Learner Program (NearPod EL). Provide targeted language acquisition instruction through an interactive ELD curriculum that models strategies for Emergent Multilingual Scholars (EMS) to master phonemic awareness, spelling, academic vocabulary, reading comprehension, fluency, and writing.	Yes	Partially Implemented			$142,379.00	$29,661.00
1.4	**Professional Development for staff serving EL scholars** Provide access to professional development that includes grade level curriculum training, instructional strategies for teaching state standards, effective use of supplemental materials, differentiating instruction to help	Yes	Planned			$1,812.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	EMS and LTELS build a conceptual understanding of content and transfer learning to new contexts. Provide professional learning opportunities and resources for teachers on effective strategies for integrating ELD into core content.						
1.5	**MTSS Supports** All scholars will be supported through a Multi-Tiered System of Supports (MTSS) framework. Scholars who are identified as needing Tier 2 and Tier 3 levels of support based on STAR reading and Math assessments will have access to intervention from support staff including Freckle, Intervention Tutoring, Resource Specialists, and IXL. In addition, beginning in the 2025–26 school year, CCS will implement Amira Learning as an adaptive reading screener to proactively identify reading difficulties in K–2 scholars. This implementation aligns with California's new statewide requirement for all schools to administer a state-approved reading difficulties screener starting in the 2025–26 school year. To ensure effective use of the Amira platform, teachers will participate in grant-funded professional learning focused on interpreting results, informing instructional decisions, and supporting early literacy development within the MTSS framework at CCS. We will also be using UPchieve to provide on-demand, 24/7 tutoring for all scholars in grades 6–12. This platform offers content-specific academic support whenever students need it.	Yes	Partially Implemented			$79,659.00	$66,128.00
1.7	**Increased participation on state assessments**	No	Partially Implemented			$7,182.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The school will implement an incentive plan to increase the participation rates on state assessments to avoid future LOSS penalties with a focus on African American families in order to increase scores on the CAASPP ELA and Math assessments.						
1.9	**Support for scholars with special needs** Provide scholars with special needs curriculum resources and programs to support increased proficiency on ELA and Math CAASPP and CAA. The school will provide the TeachTown curriculum to scholars with special needs who will benefit from the program.	No	Partially Implemented			$21,684.00	$14,273.00
1.10	**Professional Development on serving scholars with special needs** Provide Supervising Teachers, Education Specialists and Learning Coaches with training on accommodations and modifications to provide equal access to testing.	No	Partially Implemented			$2,000.00	$0.00
1.11	**Summer School Interventions** All unduplicated scholars will be invited to this summer session in grades K-8 regardless of benchmark criteria (counts towards increase in services)	Yes	Fully Implemented			$14,127.00	$0.00

Goal 2

Goal Description
Increase scholar and parent engagement and involvement.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Annual Survey participation	Parent goal was 982. If that was 60% of eligible, the total was 1637. 479 responded for 29% Scholar goal was 521. If that was 60% of scholars, the total was 2535. 394 responded: 16%. Staff goal was 185. If that was 90%, total staff was 106. 146 responded for 71%	Parent goal was 908 out of total of 1514. 426 out participated, for 28%, Scholar goal was 1406 out of total 2,341. 401 unique scholars participated for 17%. Staff goal was 185 out of total 207. 167 participated for 8I%.			90% staff participation 60% Scholar participation 60% Parent/ LC participation
2.2	% of students reporting on the school climate survey that they feel safe at school	77%	99%			80%
2.3	Building Relationships Between School Staff and Families rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas			5 in all areas
2.4	Building Partnerships for Student Outcomes rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas			5 in all areas
2.5	Seeking Input for Decision-Making rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas			5 in all areas
2.6	Attendance Rates	95%	95%			>90%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Annual Survey** Provide an annual survey to all staff, scholars, and families to ensure that all education partners are heard. Utilize the results of the survey to guide school actions and goals. Analyze survey participation data by subgroup to ensure that we are hearing from all groups.	No	Planned			$3,591.00	$0.00
2.2	**Technology Access for SED scholars** Ensure 1:1 technology access (e.g., Chromebooks and internet access support) for all SED scholars at enrollment.	Yes	Partially Implemented			$32,169.00	$55,541.00
2.3	**Safe Online Environment** Provide a safe, secure, and productive online environment for scholars by incorporating managed digital systems and services, cloud security, email security, and data security systems.	No	Partially Implemented			$12,927.00	$3,456.00
2.4	**ELAC** Strengthen parent engagement and support for Emergent Multilingual Scholars (EMS) by establishing and sustaining an English Learner Advisory Committee (ELAC) within each school.	Yes	Planned			$5,100.00	$0.00
2.5	**Parent and Scholar input** The parent Advisory Council will meet six times per year and will include representatives from a variety of sub-groups. A parent	No	Fully Implemented				$5,218.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	representative will also serve on the Board of Directors of the school. The scholar leadership council will meet nine times per year and will include scholars from multiple grade levels and backgrounds. These councils will provide reports to the Compass Board of Directors and will review data and goals that pertain to the LCAP throughout the year. The council has set a goal to expand its membership to 15 scholars and maintain an attendance rate of 80% by 2028.						
2.6	**Learning Coach Academy** Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.	No	Fully Implemented				$90.00
2.7	**Scholar Engagement Activities** Compass will provide a variety of extracurricular activities, such as field trips, community service, virtual scholar workshops, scholar-led clubs, and end-of-year scholar celebrations. Offerings are held both in-person in a wide range of areas that we serve as well as online. All offerings are available to all scholars including SED, EL, Foster, and Homeless scholars. The school will use data systems to evaluate the participation of subgroups in engagement offerings to ensure that all scholars have equal access.	Yes	Partially Implemented			$53,875.00	$11,437.00
2.8	**Mental Health Supports**	Yes	Partially Implemented			$4,460.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Increase access to mental health supports to bridge the gap between schools and mental healthcare providers, ensuring students and families have easy and equitable access to mental healthcare services. Establish a partnership with Care Solace to bridge the gap between schools and mental healthcare professionals.						

Goal 3

Goal Description
Increase college and career readiness for scholars.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	% of students, including unduplicated pupils and students with disabilities, who have access to and are enrolled in a broad course of study.	100%	100%		100%	100%
3.2	% of students prepared for college	25%	22%		32.7%	50%
3.3	HS Graduation Rate	61% SED 69%	66% SED 61%		71.9% SED 76.7%	>75%
3.4	a-g completion	12%	15%		26%	50%
3.5	CTE Pathway Completion	0	0		0	10%
3.6	Both CTE & a-g Completion	0	0		0	10%
3.7	College credit courses completed	12%	18%		20%	50%
3.8	%of graduates earning a Golden State Seal Merit Diploma	29%	31%		51%	35%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Course Offerings** Annually review and update the courses available to all scholars in order to ensure that the school offers a broad course of study.	No	Fully Implemented				$311.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	**RAMP Certification** Achieve RAMP certification for our school counseling program, ensuring the delivery of high-quality, comprehensive counseling services that support the academic, social-emotional, and college/ career development of our scholars.	No	Partially Implemented			$1,247.00	$0.00
3.3	**AVID Program** AVID District Leadership training and memberships. Professional Learning provided to all instructional staff by AVID ToSA.	Yes	Fully Implemented			$8,538.00	$8,403.00
3.4	**Program for Scholars with Special needs** The school will develop a support and transition program for scholars with special needs 18 -22 year old.	No	Planned			$2,693.00	$0.00
3.5	**Course Scheduling** The counseling department will provide personalized scheduling for each scholar that includes concurrent enrollment, summer school, and credit recovery to ensure coherence and consistency with students earning a diploma.	Yes	Fully Implemented			$22,572.00	$14,575.00

Goal 4

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	HS Dropout Rate	20%	24%		13%	<10%
4.2	Middle School dropout rate	3.9%	1.69%			
4.3	Suspension Rate*	0	0		0	0
4.4	Expulsion Rate*	0	0		0	0
4.5	Chronic Absenteeism Rate*	Overall 3.3%	.4%		4.5%	Overall <5%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Credit Recovery** Provide Summer School program for credit recovery and earning credits to earn credits ahead of schedule for high school graduation eligibility	No	Fully Implemented			$24,789.00	$2,222.00
4.3	**Retention rates** The school will establish a system within the Abre data suite to track retention rates by grade level and subgroup to identify trends and make adjustments to the support system in response to identified needs.	No	Partially Implemented			$12,734.00	$6,356.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.4	**Support for 5 year grad cohort** The school will provide targeted interventions including credit recovery, concurrent enrollment and summer school for scholars who need an additional year to meet graduation requirements.	No	Partially Implemented				
4.5	**Support for Homeless Scholars** Our dedicated Scholar Community Advocate will make resources and programs available to families and scholars experiencing homelessness. These services will include connections with local resources such as housing, food, transportation, childcare, medical and mental health services..	Yes	Partially Implemented			$19,288.00	$16,005.00

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

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

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	8,601,269	7,477,418
LCFF Supplemental/Concentration Grants	751,644	650,937

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

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

Goal 1

Goal Description
Increase scholar academic achievement in core academic subjects.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	% of teachers who are appropriately credentialed and assigned according to the SARC	2020-2021 100%	2022-23 100%		2023-24 97%	100%
1.2	% of students who have access to standards-aligned instructional material	100%	100%		100%	100%
1.3	Implementation of State Standards ranking of 4 or higher on the Local Indicator self-reflection tool in each core curricular area	4 in all subjects	4 or 5 in all subjects			5 in all subjects
1.4	CAASPP ELA % of students in grades 3-8 and 11 who meet or exceed standards in ELA CAASPP.	Schoolwide SBAC ELA (3-8) 52% SBAC ELA (11) 48% SED SBAC ELA (3-8) 34% SBAC ELA (11) 30% SpEd SBAC ELA (3-8) 33% SBAC ELA (11) 0%	Schoolwide SBAC ELA (3-8) 51% SBAC ELA (11) 58% SED SBAC ELA (3-8) 41% SBAC ELA (11) 67% SpEd SBAC ELA (3-8) 29% SBAC ELA (11) 20%		Schoolwide SBAC ELA (3-8) 52% SBAC ELA (11) 57% SED SBAC ELA (3-8) 50% SBAC ELA (11) 25% SpEd SBAC ELA (3-8) 20% SBAC ELA (11) 50%	Schoolwide SBAC ELA (3-8) 60% SBAC ELA (11) 60% SED SBAC ELA (3-8) 60% SBAC ELA (11) 60% SpEd SBAC ELA (3-8) 60% SBAC ELA (11) 60%
1.5	CAASPP Math % of students in grades 3-8 and 11 who meet or exceed standards in Math CAASPP.	Schoolwide SBAC Math (3-8) 34% SBAC Math (11) 32% SED SBAC Math (3-8) 18% SBAC Math (11) 11% SpEd SBAC Math (3-8) 27% SBAC Math (11) 0%	Schoolwide SBAC Math (3-8) 36% SBAC Math (11) 21% SED SBAC Math (3-8) 23% SBAC Math (11) 0% SpEd SBAC Math (3-8) 18%		Schoolwide SBAC Math (3-8) 34% SBAC Math (11) 29% SED SBAC Math (3-8) 27% SBAC Math (11) 0% SpEd SBAC Math (3-8) 5%	Schoolwide SBAC Math (3-8) 50% SBAC Math (11) 50% SED SBAC Math (3-8) 50% SBAC Math (11) 50% SpEd SBAC Math (3-8) 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			SBAC Math (11) 0%		SBAC Math (11) 0%	SBAC Math (11) 50%
1.6	CAASPP Participation rate	ELA 77% Math 77%	ELA 86% Math 86%		ELA 93% Math 93%	ELA 95% Math 95%
1.7	CAST	Schoolwide CAST 38% SED CAST 21%	Schoolwide CAST 40% SED CAST 31%		Schoolwide CAST 41.6% SED CAST 8.3%	Schoolwide CAST 40% SED CAST 40%
1.8	Percent of scholars at/ above grade level Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 61% “At/Above Grade-level” Grade 11 68% “At/Above Grade-level”	Grades 3-8 67.2% “At/Above Grade-level” Grade 11 84.6% “At/Above Grade-level”			Grades 3-8 60% “At/Above Grade-level” Grade 11 60% “At/Above Grade-level”
1.9	Percent of scholars demonstrating growth on Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 63% Demonstrated growth Grade 11 75% Demonstrated growth	Grades 3-8 67.5% Demonstrated growth Grade 11 75.0% Demonstrated growth			Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth
1.10	Percent of scholars at/ above grade level Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 37% “At/Above Grade-level” Grade 11 32% “At/Above Grade-level”	Grades 3-8 62.1% “At/Above Grade-level” Grade 11 76.9% “At/Above Grade-level”			Grades 3-8 60% “At/Above Grade-level” Grade 11 60% “At/Above Grade-level”

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.11	Percent of scholars demonstrating growth on Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 61% Demonstrated growth Grade 11 54% Demonstrated growth	Grades 3-8 55.4% Demonstrated growth Grade 11 66.7% Demonstrated growth			Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Credentialed teachers** All EL, SED, Homeless and Foster youth scholars will be assigned a supervising teacher who has the appropriate credentials. Each scholar is assigned a highly qualified teacher who has a maximum caseload of 28 scholars and provides a personalized learning plan customized to meet their unique needs.	Yes	Fully Implemented			$2,326,673.00	$654,244.00
1.2	**Standards-aligned instructional materials** All scholars receive standards-aligned instructional materials. All EL, SED, Homeless and Foster youth scholars have access to standards aligned instructional materials that support their personalized learning plan	No	Fully Implemented			$665,332.00	$340,563.00
1.3	**ELD Materials** EL scholars will have access to ELD standards-based curriculum and materials including Lexia and NearPod English Learner Program (NearPod EL). Provide targeted	Yes	Fully Implemented			$10,818.00	$11,744.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	language acquisition instruction through an interactive ELD curriculum that models strategies for Emergent Multilingual Scholars (EMS) to master phonemic awareness, spelling, academic vocabulary, reading comprehension, fluency, and writing.						
1.4	**Professional Development for staff serving EL scholars** Provide access to professional development that includes grade level curriculum training, instructional strategies for teaching state standards, effective use of supplemental materials, differentiating instruction to help EMS and LTELS build a conceptual understanding of content and transfer learning to new contexts. Provide professional learning opportunities and resources for teachers on effective strategies for integrating ELD into core content.	Yes	Planned			$1,000.00	$0.00
1.5	**MTSS Supports** All scholars will be supported through a Multi-Tiered System of Supports (MTSS) framework. Scholars who are identified as needing Tier 2 and Tier 3 levels of support based on STAR reading and Math assessments will have access to intervention from support staff including Freckle, Intervention Tutoring, Resource Specialists, and IXL. In addition, beginning in the 2025–26 school year, CCS will implement Amira Learning as an adaptive reading screener to proactively identify reading difficulties in K–2 scholars. This implementation aligns with California's new statewide requirement for all schools to administer a state-approved reading difficulties screener starting in the 2025–26 school year.	Yes	Partially Implemented			$26,884.00	$31,828.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	To ensure effective use of the Amira platform, teachers will participate in grant-funded professional learning focused on interpreting results, informing instructional decisions, and supporting early literacy development within the MTSS framework at CCS. We will also be using UPchieve to provide on-demand, 24/7 tutoring for all scholars in grades 6–12. This platform offers content-specific academic support whenever students need it.						
1.7	**Increased participation on state assessments** The school will implement an incentive plan to increase the participation rates on state assessments to avoid future LOSS penalties in order to increase scores on the CAASPP ELA and Math assessments.	No	Partially Implemented			$3,452.00	$0.00
1.9	**Support for scholars with special needs** Provide scholars with special needs curriculum resources and programs to support increased proficiency on ELA and Math CAASPP and CAA. The school will provide the TeachTown curriculum to scholars with special needs who will benefit from the program.	No	Fully Implemented			$10,422.00	$14,966.00
1.10	**Professional Development on serving scholars with special needs** Provide Supervising Teachers, Education Specialists and Learning Coaches with training on accommodations and modifications to provide equal access to testing.	No	Partially Implemented			$2,000.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.11	**Summer School Interventions** All unduplicated scholars will be invited to this summer session in grades K-8 regardless of benchmark criteria (counts towards increase in services)	Yes	Fully Implemented			$2,848.00	$0.00

Goal 2

Goal Description
Increase scholar and parent engagement and involvement.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Annual Survey participation	Staff participation: 146= 71% Parent participation: 479= 29% Scholar participation:394= 16%	Staff participation: 167 81% Parent participation: 426 28% Scholar participation:438 17%			90% staff participation 60% Scholar participation 60% Parent/ LC participation
2.2	% of students reporting on the school climate survey that they feel safe at school	73%	99%			80%
2.3	Building Relationships Between School Staff and Families rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas			5 in all areas
2.4	Building Partnerships for Student Outcomes rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas			5 in all areas
2.5	Seeking Input for Decision-Making rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas			5 in all areas
2.6	Attendance Rates	99%	95%			>90%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Annual Survey** Provide an annual survey to all staff, scholars, and families to ensure that all education partners are heard. Utilize the results of the survey to guide school actions and goals. Analyze survey participation data by subgroup to ensure that we are hearing from all groups.	No	Planned			$1,726.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	**Technology Access for SED scholars** Ensure 1:1 technology access (e.g., Chromebooks and internet access support) for all SED scholars at enrollment.	Yes	Partially Implemented			$14,213.00	$19,175.00
2.3	**Safe Online Environment** Provide a safe, secure, and productive online environment for scholars by incorporating managed digital systems and services, cloud security, email security, and data security systems.	No	Partially Implemented			$6,213.00	$1,961.00
2.5	**Parent and Scholar input** The parent Advisory Council will meet six times per year and will include representatives from a variety of sub-groups. A parent representative will also serve on the Board of Directors of the school. The scholar leadership council will meet nine times per year and will include scholars from multiple grade levels and backgrounds. These councils will provide reports to the Compass Board of Directors and will review data and goals that pertain to the LCAP throughout the year. The council has set a goal to expand its membership to 15 scholars and maintain an attendance rate of 80% by 2028.	No	Fully Implemented				$2,960.00
2.6	**Learning Coach Academy**	No	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.						
2.7	**Scholar Engagement Activities** Compass will provide a variety of extracurricular activities, such as field trips, community service, virtual scholar workshops, scholar-led clubs, and end-of-year scholar celebrations. Offerings are held both in-person in a wide range of areas that we serve as well as online. All offerings are available to all scholars including SED, EL, Foster, and Homeless scholars. The school will use data systems to evaluate the participation of subgroups in engagement offerings to ensure that all scholars have equal access.	Yes	Partially Implemented			$25,890.00	$6,539.00
2.8	**Mental Health Supports** Increase access to mental health supports to bridge the gap between schools and mental healthcare providers, ensuring students and families have easy and equitable access to mental healthcare services. Establish a partnership with Care Solace to bridge the gap between schools and mental healthcare professionals.	Yes	Partially Implemented			$1,405.00	$0.00

Goal 3

Goal Description
Increase college and career readiness for scholars.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	% of students, including unduplicated pupils and students with disabilities, who have access to and are enrolled in a broad course of study.	100%	100%		100%	100%
3.2	% of students prepared for college	25%	18%		18.8%	50%
3.3	HS Graduation Rate	86%	76%		75%	>75%
3.4	a-g completion	6%	15%		12.5%	50%
3.5	CTE Pathway Completion	0	0		0	10%
3.6	Both CTE & a-g Completion	0	0		0	10%
3.7	College credit courses completed	27%	24%		25%	50%
3.8	% of graduates earning a Golden State Seal Merit Diploma	42%	45%			35%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Course Offerings** Annually review and update the courses available to all scholars in order to ensure that the school offers a broad course of study.	No	Fully Implemented				$176.00
3.2	**RAMP Certification** Achieve RAMP certification for our school counseling program, ensuring the delivery of high-quality, comprehensive counseling services that support the academic, social-	No	Partially Implemented			$574.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	emotional, and college/ career development of our scholars.						
3.3	**AVID Program** AVID District Leadership training and memberships. Professional Learning provided to all instructional staff by AVID ToSA.	Yes	Fully Implemented			$6,726.00	$4,483.00
3.4	**Program for Scholars with Special needs** The school will develop a support and transition program for scholars with special needs 18 -22 year old.	No	Planned			$1,295.00	$0.00
3.5	**Course Scheduling** The counseling department will provide personalized scheduling for each scholar that includes concurrent enrollment, summer school, and credit recovery to ensure coherence and consistency with students earning a diploma.	Yes	Fully Implemented			$21,186.00	$8,263.00

Goal 4

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	HS Dropout Rate	10%	10%		31%	<10%
4.2	Middle School dropout rate	10%	1.49%			<10%
4.3	Suspension Rate*	0	0		0	0
4.4	Expulsion Rate*	0	0		0	0
4.5	Chronic Absenteeism Rate*	Overall 2%	1.2		5.3%	Overall <5%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Credit Recovery** Provide Summer School program for credit recovery and earning credits to earn credits ahead of schedule for high school graduation eligibility	No	Fully Implemented			$11,915.00	$1,261.00
4.3	**Retention rates** The school will establish a system within the Abre data suite to track retention rates by grade level and subgroup to identify trends and make adjustments to the support system in response to identified needs.	No	Partially Implemented			$5,924.00	$3,606.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.4	**Support for 5 year grad cohort** The school will provide targeted interventions including credit recovery, concurrent enrollment and summer school for scholars who need an additional year to meet graduation requirements.	No	Partially Implemented				
4.5	**Support for Homeless Scholars** Our dedicated Scholar Community Advocate will make resources and programs available to families and scholars experiencing homelessness. These services will include connections with local resources such as housing, food, transportation, childcare, medical and mental health services..	Yes	Partially Implemented			$4,846.00	$9,107.00

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

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

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	4,914,461	5,064,706
LCFF Supplemental/Concentration Grants	354,822	358,501

Our Shared Journey: A Mid-Year Update on Scholar Success

Compass Charter Schools San Diego | Local Control and Accountability Plan (LCAP) | 2025-2026

Welcome, Compass families. This presentation is a brief, mid-year check-in on our school's strategic plan, known as the LCAP.

Think of the LCAP as our community's roadmap. It's a three-year plan, developed with your input, that outlines our most important goals for scholars and how we are investing our resources to meet them. Our goals focus on what matters most: academic achievement, a strong and supportive community, and preparing every scholar for a successful future.

The following slides highlight our progress and the specific actions we've taken so far this year.

Isl\\ NotebookLM

Goal 1: Increase scholar academic achievement in core academic subjects

Our goal is to ensure every scholar masters core subjects through a personalized learning plan.

New Tools to Support Every Learner: We are actively rolling out our Multi-Tiered System of Supports (MTSS) framework with powerful new resources:

- **Amira Learning:** A new adaptive reading screener is being implemented to proactively identify and support our K-2 scholars with reading.
- **UPchieve:** Free, on-demand, 24/7 online tutoring is now available for all scholars in grades 6-12 for content-specific academic help.

Enhanced Support for English Learners: Scholars learning English now have targeted language instruction through new interactive curriculum **(Lexia** and **NearPod EL).** Our teachers are also receiving ongoing professional development to better integrate language support into all subjects.

Successful Summer Learning: Our virtual RTI Summer Camp provided focused support for K-8 scholars.

60% of participating summer camp scholars met or exceeded their weekly learning time goals.

Ensuring Quality Materials: We have initiated a formal curriculum review process to ensure all instructional materials are aligned with state standards and serve the diverse needs of our scholars.

Isl\ NotebookLM

Goal 2 : Increase scholar and parent engagement and involvement

Our goal is to create a supportive, connected, and welcoming virtual environment for scholars and families.

New Mental Health Partnership: Our partnership with Care Solace is now active. This service connects Compass families with mental healthcare providers, ensuring you have easy and equitable access to support when you need it.

Empowering scholar & Parent Voice: Our Scholar Leadership Council is growing and now uses the "Leader In Me" curriculum to build leadership capacity. We are actively structuring our English Learner Advisory Committee (ELAC) to ensure parents of English learners have a strong voice in our school's planning.

Boosting Scholar Engagement: We are closely monitoring participation in extracurricular activities-from field trips to virtual clubs-to ensure all scholars are getting involved.

Isl\ NotebookLM

Goal 3: Increase college and career readiness for scholars

Our goal is to provide focused support for high schoolers, especially those at-promise, to ensure they earn their diploma.

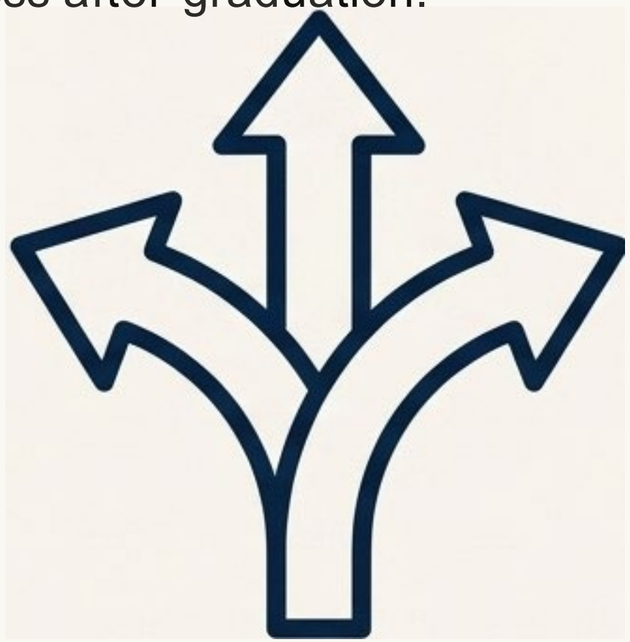
Major Success in Summer Credit Recovery: Our high school summer school was highly effective for scholars needing to catch up on credits. The results demonstrate the program's direct impact:

Smarter Data for Better Support: We are upgrading our data systems to Parsec Analytics, Clarity, and Real. This allows our team to track scholar progress more effectively and identify scholars who need help earlier.

Targeted Interventions in Place: For scholars who may need an additional year to meet graduation requirements, we have a system of targeted support that includes credit recovery, concurrent enrollment, and personalized counseling.

Goal 4:Ensure that at-promise scholars are making progress toward earning a high school diploma

Our goal is to equip high school scholars with the skills, resources, and mindset for success after graduation.



- **Strengthening Our AVID Program:** We are deepening our implementation of AVID (Advancement Via Individual Determination), a program proven to build college and career readiness. Our staff has participated in new training, and our AVID site team is actively developing strategies for schoolwide use.
- **Pursuing Excellence in School Counseling:** We are on track in the rigorous process of earning **RAMP certification,** a national recognition for delivering a comprehensive, data-driven school counseling program that serves every scholar.
- **Personalized Graduation Pathways:** Our counseling department is providing personalized scheduling for every high schooler, ensuring each scholar's course plan-including options like concurrent enrollment and credit recovery-is a clear and coherent path to their diploma and beyond.
- **Broadening Course Offerings:** The annual review of our course catalog is complete, ensuring we offer a broad and relevant course of study that opens doors to a variety of post-secondary opportunities.

Compass LA- LCAP Budget Update

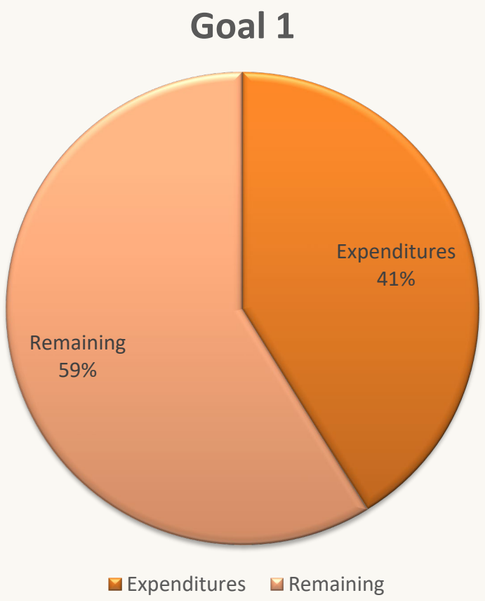
This mid-year update highlights the positive shifts in our financial landscape since the Budget Overview for Parents (BOP) was initially adopted on June 21, 2025.

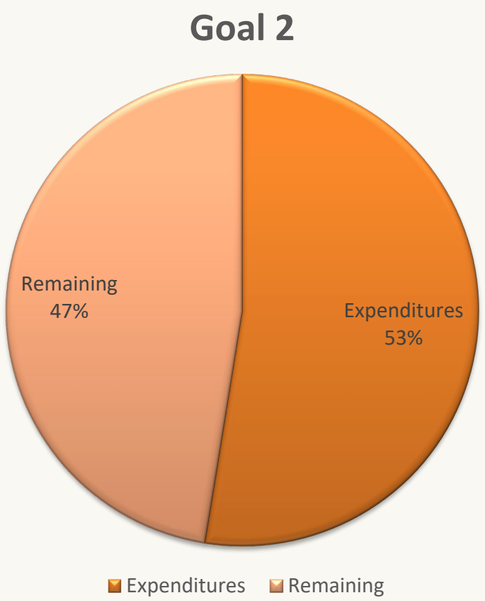
Item	As Adopted in BOP	Mid-Year Update
Total LCFF Funds	$13,870,847	$14,432,464
LCFF Supplemental/Concentration Grants	$1,358,980	$1,437,564

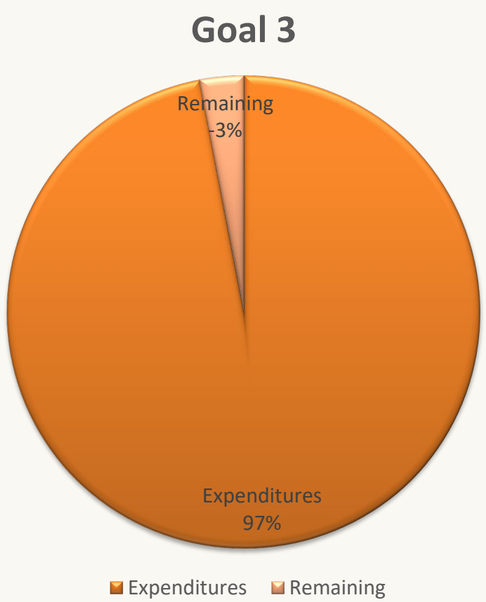
Total LCFF Funds: Our total funding grew 4.05%. providing additional flexibility for our educational programs.

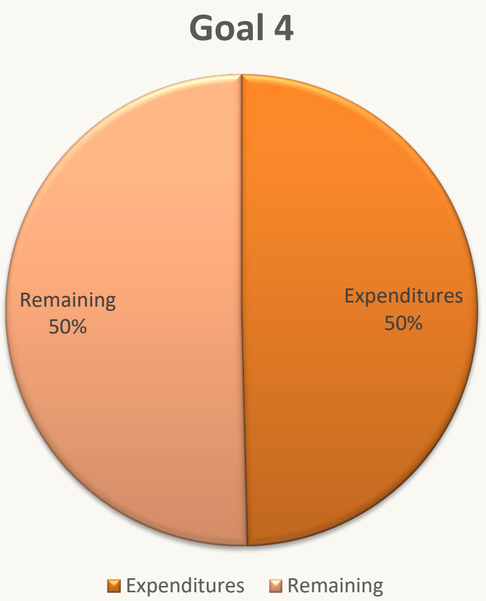
Targeted Support: We also saw a rise in LCFF Supplemental and Concentration Grants by 5.62% These additional resources are specifically dedicated to supporting our highest-need student populations.

Compass LA- LCAP Budget Update









Compass SD- LCAP Budget Update

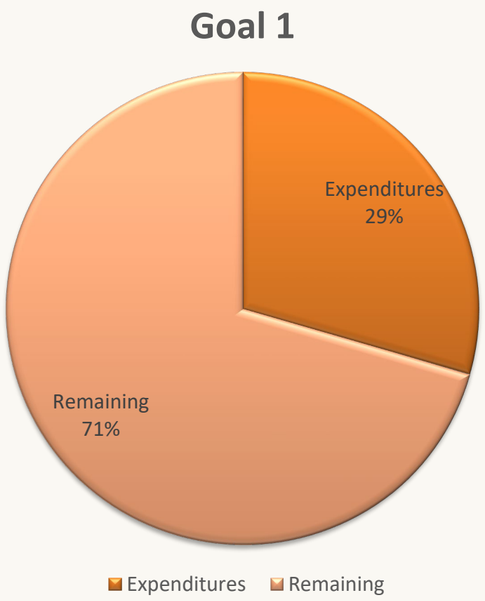
This mid-year update highlights the positive shifts in our financial landscape since the Budget Overview for Parents (BOP) was initially adopted on June 21, 2025.

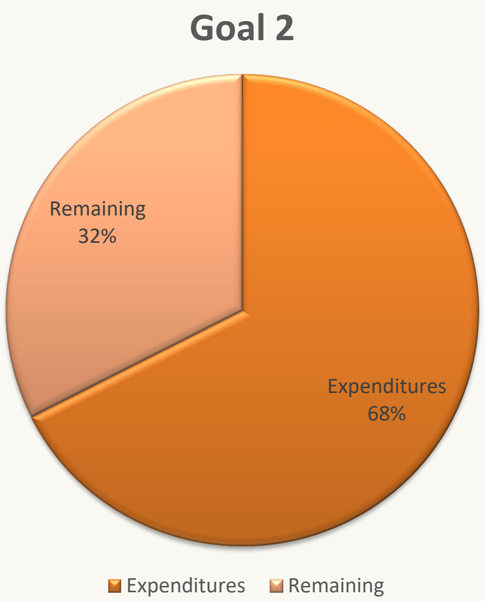
Item	As Adopted in BOP	Mid-Year Update
Total LCFF Funds	$8,601,269	$7,477,418
LCFF Supplemental/Concentration Grants	$751,644	$650,937

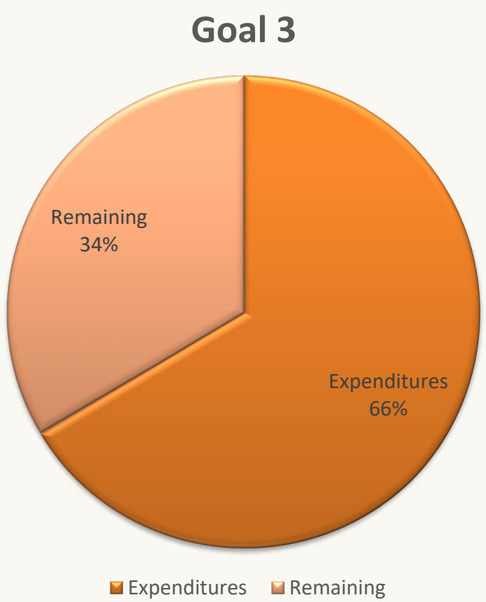
Total LCFF Funds: Our total funding decreased 13.97% due to lower than projected enrollment and ADA.

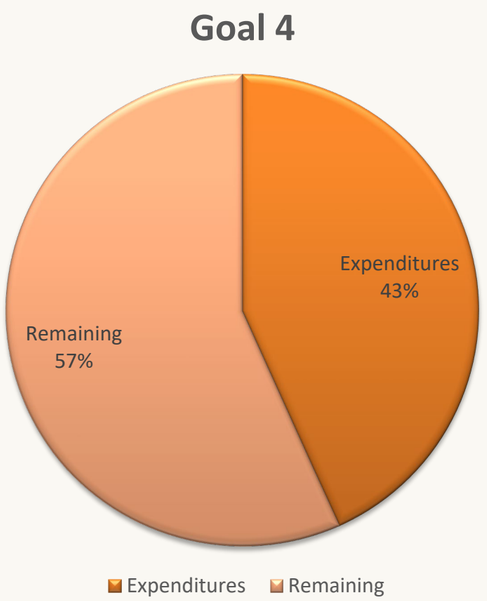
Targeted Support: We also saw a decrease in LCFF Supplemental and Concentration Grants by 14.36% due to lower than projected enrollment and ADA.

Compass SD- LCAP Budget Update









Compass Yolo- LCAP Budget Update

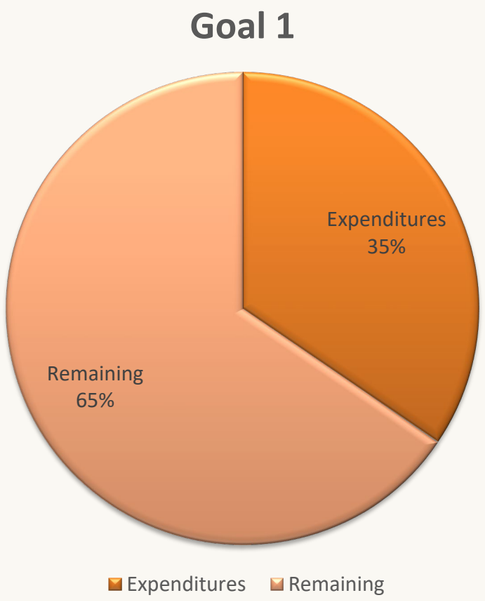
This mid-year update highlights the positive shifts in our financial landscape since the Budget Overview for Parents (BOP) was initially adopted on June 21, 2025.

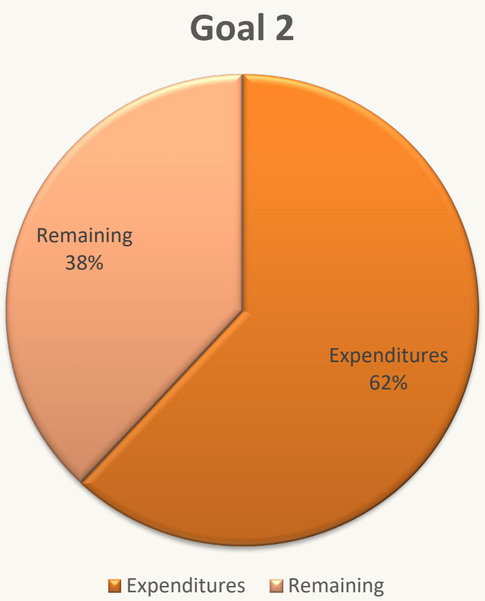
Item	As Adopted in BOP	Mid-Year Update
Total LCFF Funds	$4,914,461	$5,064,706
LCFF Supplemental/Concentration Grants	$354,822	$358,501

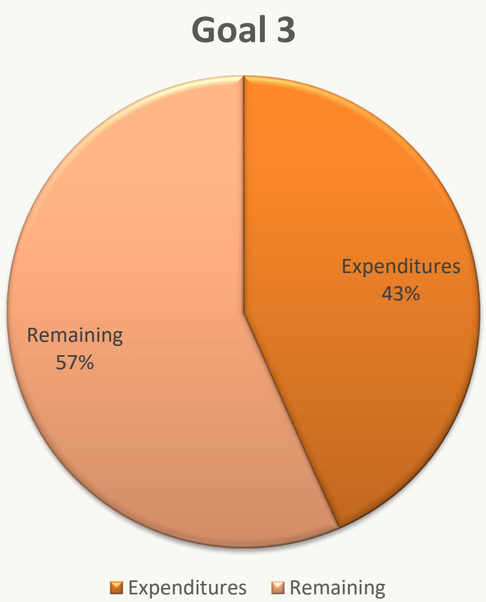
Total LCFF Funds: Our total funding grew 3.01%. providing additional flexibility for our educational programs.

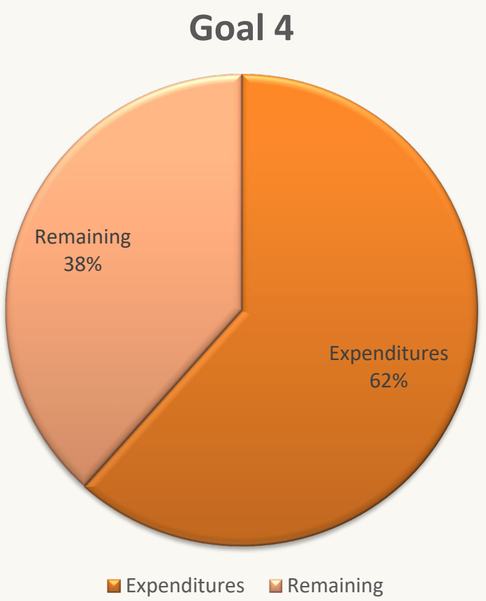
Targeted Support: We also saw a rise in LCFF Supplemental and Concentration Grants by 1.03% These additional resources are specifically dedicated to supporting our highest-need student populations.

Compass Yolo- LCAP Budget Update









LREBG Actual Funding Amounts

Local Educational Agency	2021-22 ADA x UPP	FY 2022-23 Revised Allocation	Prior Apportionments	Overpaid Amount Recovered	FY 2025-26 Total Allocation
Compass Charter Schools of Los Angeles	469.89	$ 964,735	$ 1,125,895	$ (161,160)	$ 53,870
Compass Charter Schools of San Diego	414.87	$ 851,774	$ 994,063	$ (142,289)	$ 47,563
Compass Charter School of Yolo	226.47	$ 464,968	$ 542,641	$ (77,673)	$ 25,964
	1,111.23	**$ 2,281,477**	**$ 2,662,599**	**$ (381,122)**	**$ 127,397**

This is funding for learning recovery initiatives that, at a minimum, support academic learning recovery, and staff and pupil social and emotional well-being.

Looking Ahead Together

Thank you for reviewing our mid-year progress. Our teams are dedicated to bringing our LCAP goals to life-from providing new academic tools and mental health resources to creating powerful pathways to graduation and beyond.

Our scholars' success is a shared endeavor. Your partnership at home is what makes their personalized learning journey possible, and we are deeply grateful for your collaboration.

We are proud of the progress made so far and remain focused on the work ahead. We look forward to sharing our complete end-of-year results with you this summer.

Have questions or want to get more involved?

Please reach out to your Supervising Teacher or visit the Parent Portal for information on our Parent Advisory Council and English Learner Advisory Committee (ELAC).

COMPASS CHARTER SCHOOLS

Coversheet

Division Update

Section: VII. Operations Division
Item: A. Division Update
Purpose: FYI
Submitted by:
Related Material: Operations Division Board Report 1.27.26.pdf

COMPASS
CHARTER SCHOOLS

Operations Division | January 27th, 2026

CBO Update

Dr. Danielle Gamez
Chief Business Officer

January is an exciting time in the Operations Division. It signals the start of the 26-27 enrollment season!

We look forward to connecting new families to Compass and sharing our passion for personalized learning!

Community Providers

CP Department Collaborations with Staff Outside the Department:

- *Jeanne Hlebo* serves on the Instructional Leadership Team (ILT) and collaborates bi-weekly with Ke'Len, two Options Coordinators, and three teachers representing all grade bands. This group is focused on improving the Family Guidelines with an emphasis on clarity and simplicity. In addition, the team is collaborating on the Early Explorers (EE) Pilot to support a successful implementation.

- *Linh Hass and Donnell Tyler* participate on the DEI Committee and the Staff Advisory Committee. They regularly share key updates from these meetings during Community Providers meetings. Along with Jeanne Hlebo, they also attend monthly All-Management Meetings and are currently engaged in Covey's **Leading at the Speed of Trust** program facilitated by Training & Development Manager Debra LaCroix.

- *Community Provider Liaisons Kim Constanza and Willie Vargas* participate in monthly Classified Community of Practice sessions led by Debra LaCroix, focusing on **The 7 Habits of Highly Effective People**.

IT Department

Marco Mattaliano, Krisha Moeller, Miguel Aguilar

Information Technology (IT)

- eSports Program Launch: Compass is launching a new eSports program using Amazon Luna, allowing scholars to participate directly from their Chromebooks, with IT Technician, Marco Mattaliano, serving as program advisor.

- Project & Workflow Management Tools: Zoho Projects is now the official project management system for leadership, with Basecamp launching in March for staff workflows; future automation will be enabled through Zoho Flows.

- Zoho Forms Pilot: Zoho Forms is being piloted as a cost-effective, secure form management solution that integrates with the SIS, reduces manual data entry, and improves data accuracy through automation and OTP verification.

Operations Department

Operations Department

Enrollment

Enrollment for 2026-27 opened on Tuesday, January 13th, 2026!

The Enrollment Team is still managing 25/26 enrollment. With the closing of the fall semester soon, we are seeing an uptick in withdrawals and have been able to enroll all waitlist scholars who want to start immediately. (Many want to wait until our 2nd semester starts.)

Re-enrollment for 2026-27 for currently enrolled families will open Monday, February 2nd, 2026. We are asking families who do not plan to return to complete our Not Returning Form by Friday, February 27th, 2026 in order to determine our budget and staffing needs for the upcoming school year.

Marketing

Compass will be celebrating National School Counseling Week and National School Choice Week this month!

Keep an eye out for our social media posts!

COMPASS CHARTER SCHOOLS

Thank you!

Questions & Comments

Coversheet

2024-2025 School Accountability Report Card (SARC)- Los Angeles

Section:	VII. Operations Division
Item:	B. 2024-2025 School Accountability Report Card (SARC)- Los Angeles
Purpose:	Vote
Submitted by:	
Related Material:	Los Angeles_School Accountability Report Card.pdf

Compass Charter Schools of Los Angeles

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	850 Hampshire Rd., Ste. R Thousand Oaks, CA , 91361-6004	**Principal:**	Mrs. Elizabeth Brenner, Superintendent and CEO
Phone:	(818) 824-6233	**Grade Span:**	K-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

Mrs. Elizabeth Brenner, Superintendent and CEO

Principal, Compass Charter Schools of Los Angeles

Contact

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

Phone: (818) 824-6233
Email: ebrenner@compasscharters.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

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

School Description and Mission Statement (School Year 2025–26)

Compass is a free, flex-based California public charter school system serving scholars in grades TK-12. Compass Charter Schools of Los Angeles, authorized by Acton-Agua Dulce USD, serves Los Angeles and the surrounding counties. Its mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time. The 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 through the core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).

Compass offers rigorous, standards-aligned instruction through independent study, provided by certificated supervising teachers(ST). The instructional model includes synchronous and asynchronous instruction, learning labs, A-G approved courses, and a Multi-Tiered System of Supports (MTSS) providing academic, social-emotional, and linguistic interventions. Scholars access enrichment through virtual clubs, celebrations, virtual workshops, and field trips. During the labs and sessions, scholars participate in research-based instructional activities designed by the teacher to engage in their learning. Our personalized learning model provides flexibility with scholar schedules, so each learning lab is recorded for scholars to view if they cannot attend live. Teachers also provide homeroom, Q&A office hours, small group instruction, and one-on-one sessions to further support scholars.

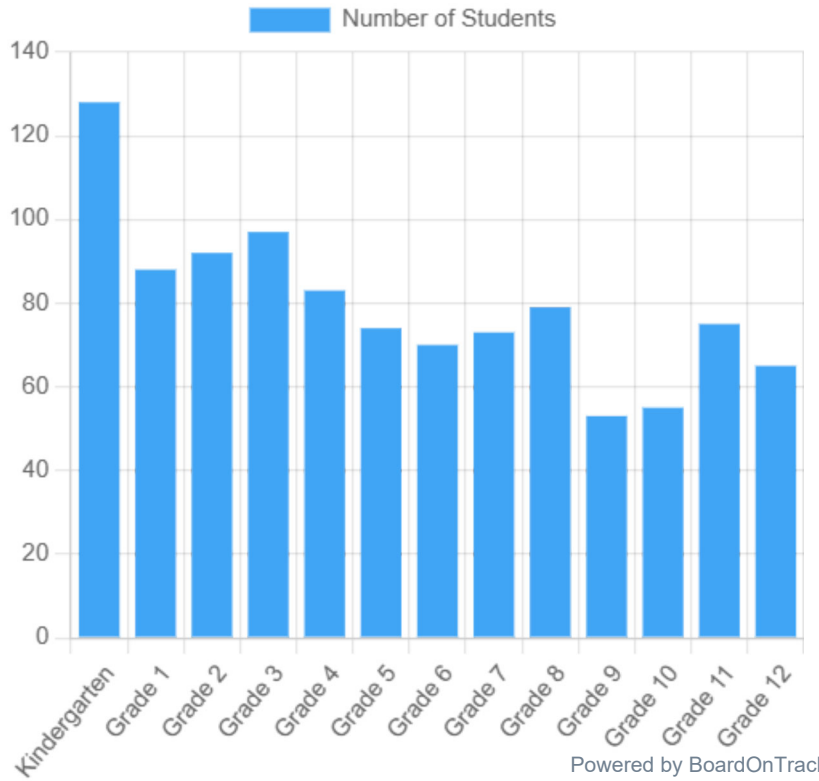
STs meet monthly in a connection meeting with scholars and learning coaches to review scholar progress, evaluate scholar work, provide an opportunity for scholars to showcase their learning, and address learning coach and/or scholar concerns. STs also utilize connection meetings to assign work for the upcoming learning

period. Compass provides additional support for all scholars through our Counseling Services and Academic Support Departments.

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

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	128
Grade 1	88
Grade 2	92
Grade 3	97
Grade 4	83
Grade 5	74
Grade 6	70
Grade 7	73
Grade 8	79
Grade 9	53
Grade 10	55
Grade 11	75
Grade 12	65
Total Enrollment	1032



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	51.20%
Male	48.60%
Non-Binary	0.20%
American Indian or Alaska Native	0.20%
Asian	3.20%
Black or African American	6.70%
Filipino	0.70%
Hispanic or Latino	56.60%
Native Hawaiian or Pacific Islander	0.10%
Two or More Races	5.70%
White	25.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	3.80%
Foster Youth	0.30%
Homeless	4.70%
Migrant	0.00%
Socioeconomically Disavantaged	53.60%
Students with Disabilities	15.40%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

The latest available data on Teacher Assignment Monitoring Outcomes (TAMO) from 21-22, Compass had 40.5 FTE teachers. Compass had 41.3% of those teachers classified as "out of field." The local governing board, under its legal authority, did approve the Local Assignment Option (LAO) in cases where a valid credential was held to enable teachers to provide core instruction. While this is an acceptable routine practice allowable by the CTCC in California, it does not satisfy federal ESSA requirements, resulting in teachers being reported as not meeting the "clear" standard.

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=19753090135145&year=2022-23.

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

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

Teacher Preparation and Placement (School Year 2022–23)

The latest available data on Teacher Assignment Monitoring Outcomes (TAMO) from 21-22, Compass had 40.5 FTE teachers. Compass had 41.3% of those teachers classified as "out of field." The local governing board, under its legal authority, did approve the Local Assignment Option (LAO) in cases where a valid credential was held to enable teachers to provide core instruction. While this is an acceptable routine practice allowable by the CTCC in California, it does not satisfy federal ESSA requirements, resulting in teachers being reported as not meeting the "clear" standard.

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=19753090135145&year=2022-23.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.80	56.36%	252.80	42.16%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.30	0.82%	11.90	1.99%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.30	5.31%	29.60	4.93%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	15.80	36.02%	292.20	48.71%	11746.90	4.23%
Unknown/Incomplete/NA	0.60	1.45%	13.20	2.21%	14303.80	5.15%
Total Teaching Positions	44.00	100.00%	599.80	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

The latest available data on Teacher Assignment Monitoring Outcomes (TAMO) from 21-22, Compass had 40.5 FTE teachers. Compass had 41.3% of those teachers classified as "out of field." The local governing board, under its legal authority, did approve the Local Assignment Option (LAO) in cases where a valid credential was held to enable teachers to provide core instruction. While this is an acceptable routine practice allowable by the CTCC in California, it does not satisfy federal ESSA requirements, resulting in teachers being reported as not meeting the "clear" standard.

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=19753090135145&year=2022-23.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.30	60.80%	271.40	43.92%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	11.60	1.89%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	2.58%	17.70	2.87%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	16.40	36.58%	295.70	47.84%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	21.50	3.48%	13705.80	4.91%
Total Teaching Positions	45.00	100.00%	618.20	100.00%	278927.10	100.00%

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

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	2.3	1.10
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	2.3	1.10

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	16.70	15.8	16.40
Total Out-of-Field Teachers	16.70	15.8	16.40

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	6.7%	4.40%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	2.5%	2.50%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: November 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
Mathematics	Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
Science	Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
History-Social Science	Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
Foreign Language	Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
Health	Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
Visual and Performing Arts	Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Compass Charter Schools of Los Angeles (Compass) is a nonclassroom-based public charter school with our Central Office located in Thousand Oaks, CA. The Central Office houses our enrollment, finance, Human Resources (HR), and records teams, as well as senior leadership staff. Our Central Office follows all applicable building, fire, and safety codes. In September of 2024, the Central Office received an “exemplary” rating on the Williams Review visit. Compass is waiting for the Los Angeles County Office of Education (LACOE) to schedule the facility's inspection per Williams legislation; however, we have completed the Facilities Inspection Tool provided by LACOE's facility team. In December of 2025, the Central Office received an "exemplary" rating assessed and inspected by the Director of Operations, Vanessa Plascencia.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2025

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2025

Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	45%	43%	39%	41%	47%	48%
Mathematics (grades 3-8 and 11)	30%	27%	22%	25%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	605	565	93.39%	6.61%	43.42%
Female	314	294	93.63%	6.37%	50.85%
Male	290	270	93.10%	6.90%	35.45%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	16	15	93.75%	6.25%	71.43%
Black or African American	49	47	95.92%	4.08%	42.55%
Filipino	--	--	--	--	--
Hispanic or Latino	327	310	94.80%	5.20%	38.39%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	38	88.37%	11.63%	33.33%
White	167	152	91.02%	8.98%	53.29%
English Learners	19	16	84.21%	15.79%	6.25%
Foster Youth	--	--	--	--	--
Homeless	36	35	97.22%	2.78%	39.39%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	320	296	92.50%	7.50%	38.78%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	117	98	83.76%	16.24%	16.49%

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

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

Note: The number of students tested includes all students who participated in the test whether they received a

score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	605	564	93.22%	6.78%	26.69%
Female	314	295	93.95%	6.05%	26.87%
Male	290	268	92.41%	7.59%	26.59%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	16	15	93.75%	6.25%	50.00%
Black or African American	48	46	95.83%	4.17%	17.39%
Filipino	--	--	--	--	--
Hispanic or Latino	328	310	94.51%	5.49%	24.19%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	37	86.05%	13.95%	27.78%
White	167	153	91.62%	8.38%	32.03%
English Learners	19	17	89.47%	10.53%	0.00%
Foster Youth	--	--	--	--	--
Homeless	36	33	91.67%	8.33%	29.03%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	319	295	92.48%	7.52%	22.87%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	117	100	85.47%	14.53%	13.13%

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

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

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	30.04%	31.33%	13.50%	16.48%	30.73%	32.52%

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

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	274	250	91.24%	8.76%	31.33%
Female	151	137	90.73%	9.27%	33.09%
Male	123	113	91.87%	8.13%	29.20%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	28	26	92.86%	7.14%	30.77%
Filipino	--	--	--	--	--
Hispanic or Latino	144	134	93.06%	6.94%	26.12%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	13	81.25%	18.75%	25.00%
White	76	67	88.16%	11.84%	40.30%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	29	28	96.55%	3.45%	29.63%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	145	135	93.10%	6.90%	26.87%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	54	46	85.19%	14.81%	17.78%

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

Career Technical Education (CTE) Programs (School Year 2024–25)

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

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	16
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	54.44%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	22.22%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	67%	67%	67%	67%	67%
7	49%	51%	51%	49%	51%
9	50%	46%	46%	46%	46%

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2025–26)

There are a number of opportunities for parents/guardians to be involved at Compass. Learn more about some of these opportunities below and by going to our website at www.compasscharters.org:

Parent Advisory Council (PAC)

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

English Learner Advisory Committee (ELAC)

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

School Counseling Advisory Council

The School Counseling Advisory Council provides guidance and support to ensure the school counseling program effectively meets the academic, career, and social-emotional needs of all students. The council is made up of key educational partners, including school staff, learning coaches, scholars, and community members, and helps align counseling services with school and district goals. Through regular review of program data and outcomes, the council offers feedback, promotes continuous improvement, and advocates for equitable access to counseling services, ultimately strengthening scholar success and well-being.

Virtual Suggestion Box

There is a Virtual Suggestion Box for learning coaches, located on the homepage of our website. The link is also shared in our weekly Monday Morning Update (MMU) to families.

Suggestions to enhance and expand the Compass Experience are shared and discussed with our PAC, Cabinet, and Staff Advisory Committee regularly.

Program Orientation & Weeks of Welcome

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

Program Orientations are held virtually as part of our Weeks of Welcome offerings and held weekly for families that enroll during the school year for our Online Learning Program, Options Learning Program, and Special Education Department. In these sessions, the Orientation Coordinator welcomes families and scholars to Compass, introduces the position of the supervising teacher, overviews staff teams, and highlights important news and information for the school year. For families unable to attend, the session slides and recordings are shared and available as a resource throughout the school year.

Learning Coach Surveys

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

Learning Coach Academy

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

State Priority: Pupil Engagement

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

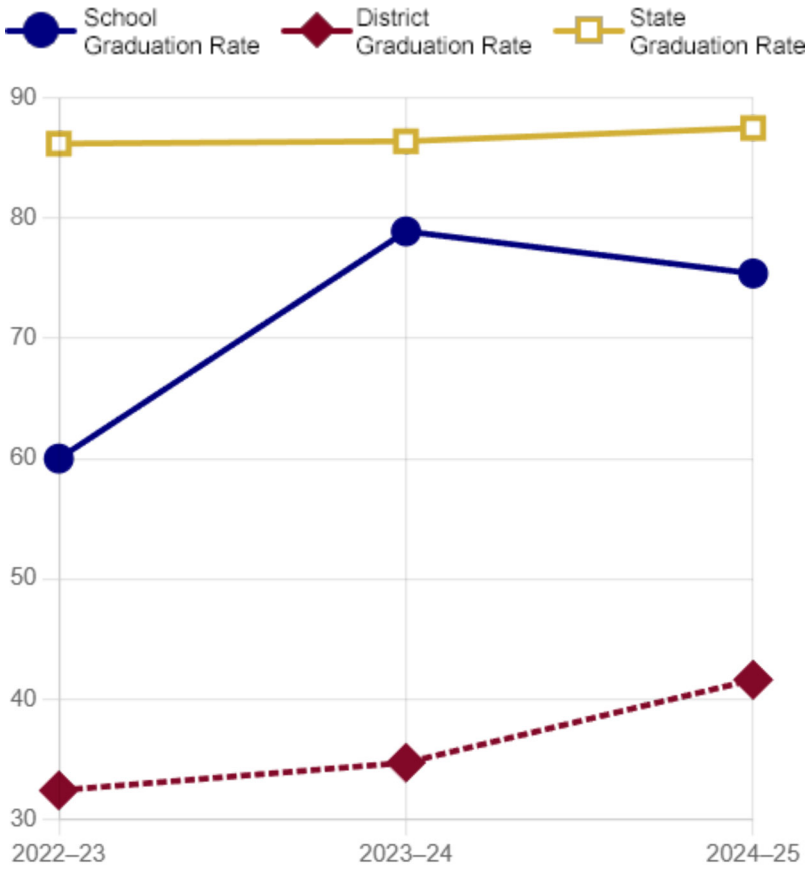
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

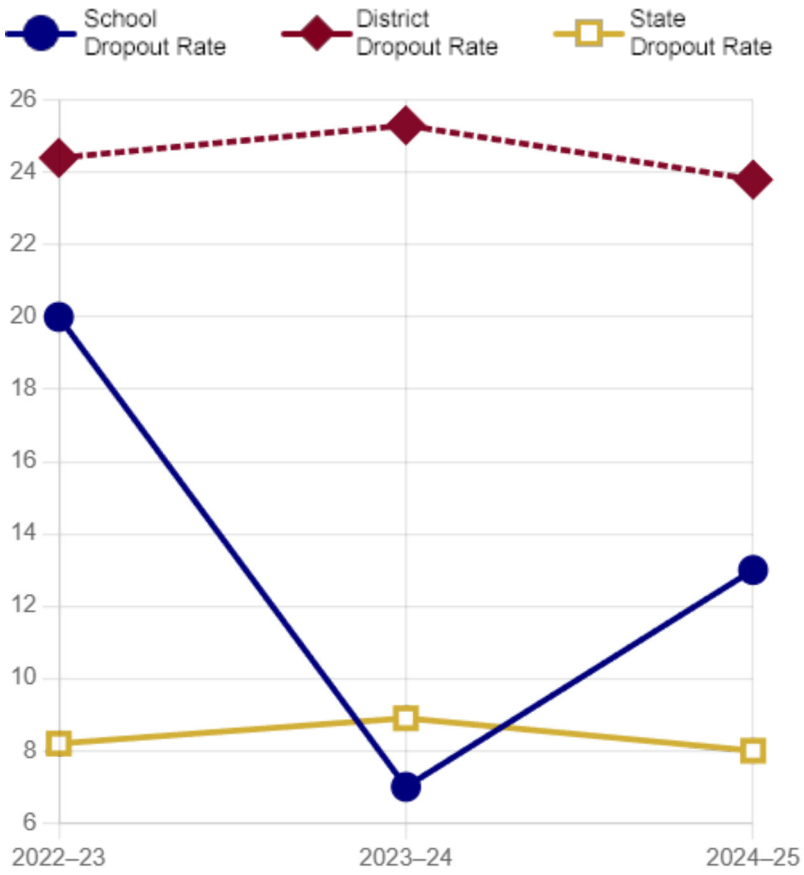
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	60.0%	78.9%	75.4%	32.4%	34.7%	41.6%	86.2%	86.4%	87.5%
Dropout Rate	20.0%	7.0%	13.0%	24.4%	25.3%	23.8%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	69	52	75.4%
Female	31	21	67.7%
Male	38	31	81.6%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	34	27	79.4%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	21	15	71.4%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	12	9	75.0%
Socioeconomically Disadvantaged	47	33	70.2%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	13	9	69.2%

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1342	1247	114	9.1%
Female	696	650	61	9.4%
Male	644	595	53	8.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	36	3	8.3%
Black or African American	96	83	11	13.3%
Filipino	--	--	--	--
Hispanic or Latino	736	696	61	8.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	82	74	3	4.1%
White	364	334	31	9.3%
English Learners	50	48	12	25.0%
Foster Youth	--	--	--	--
Homeless	79	75	6	8.0%
Socioeconomically Disadvantaged	729	683	85	12.4%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	248	232	21	9.1%

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.00%	0.00%	0.00%	0.30%	0.00%	0.25%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.02%	0.08%	0.07%	0.06%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

School Safety Plan (School Year 2025–26)

Compass' Comprehensive Safety Plan was initially developed in February 2019, is updated every six months, and is adopted into the Board Policy Manual. For the 2025-2026 school year, Compass continued the work of the Safety Committee, which gathered feedback from various educational partners. The Safety Plan was reviewed by the Staff Advisory Council on 1/9/2026, the Parent Advisory Council on 01/16/2026, the Scholar Leadership Council on 1/16/2026, and will be reviewed by the board at the 1/27/2026 board meeting.

The document includes 12 parts containing pertinent information to support and ensure the safety of scholars and staff. The following safety procedures are addressed:
Child abuse reporting
Routine and natural disasters
Suspension/expulsion policies
Dangerous pupils
Discrimination and harassment
Ingress and egress
Orderly learning environment
Tactical response to criminal incidents
Cybersecurity

D. Other SARC information

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

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

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

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	3.00	196		
1	2.00	207		
2	2.00	187		
3	2.00	209		
4	2.00	211		
5	2.00	216		
6	2.00	236		
Other**	7.00	52	1	

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

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

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	86	2	1
Mathematics	2.00	91	1	1
Science	2.00	69	1	
Social Science	3.00	76	3	

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	341.43

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

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.80
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15831.00	$4603.00	$11228.00	$77600.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$11146.18	$86335.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024–25)

Compass Charter Schools of Los Angeles offered the following programs and services:

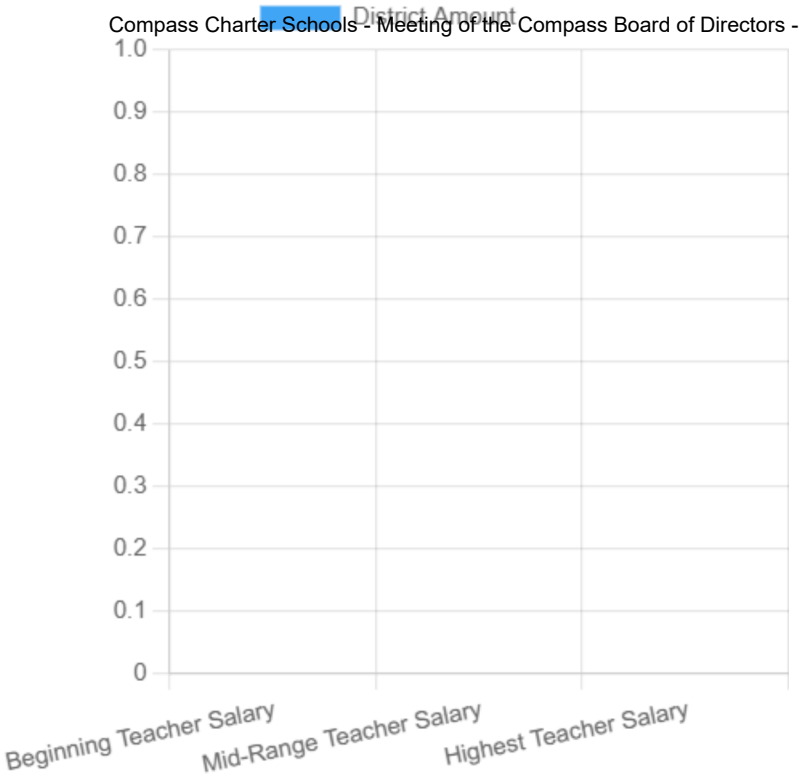
- AVID elective and supporting lessons
- Curriculum choices and providers
- Course Syllabus
- Synchronous Instruction
- Live Interaction
- Special Education support, resources, services
- 504 support, accommodations, resources, and services
- Live small group tutoring as part of our Multi-Tiered Systems of Support for Tier 2/3 interventions
- English Learner support is provided through small group live tutoring sessions provided by our English Language Support Tutors and English Language Development from Lexia.
- Supplemental curriculum support for Online scholars in grades K-12
- Standardized testing administration and support.
- Supplemental subscriptions to support academic growth and development
- Counseling support, resources, services, and live sessions (including academic, SEL, College & Career, etc.)
- Multi-Tiered Systems of Support Framework
- Community Provider/Curriculum choices for Options scholars
- Virtual Scholar Workshops
- Scholar Clubs
- Field Trips
- Scholar Recognition
- Community service opportunities

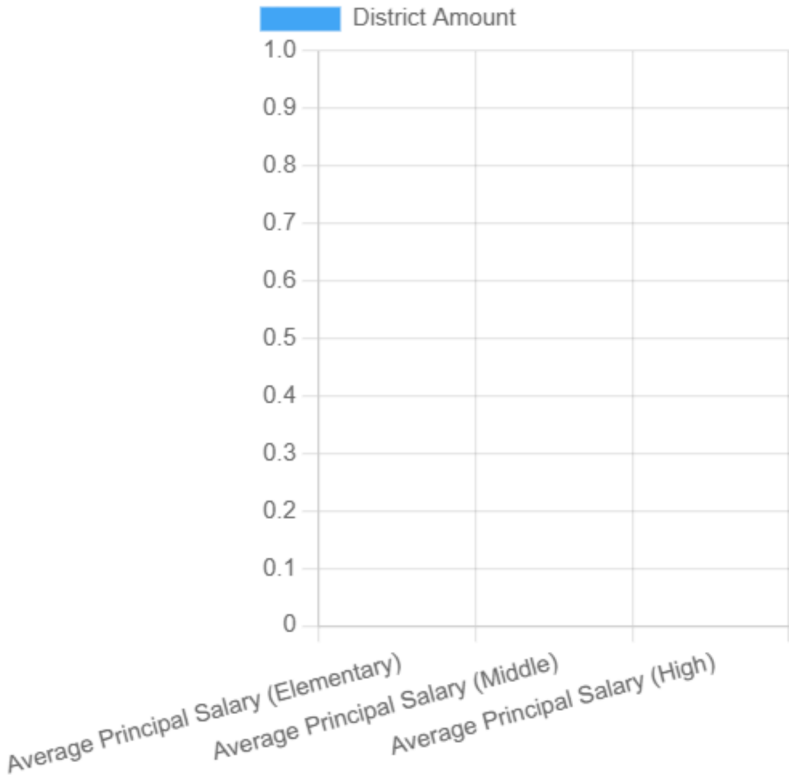
- Kindergarten and 5th grade promotion ceremonies (virtual)
- 8th grade promotion and high school graduation (in person)
- Learning coach support sessions (virtual sessions)
- Support for Scholars experiencing homelessness (including needs assessments, hot spots, loaner laptops, headphones, and community referrals for food banks, shelters, clothing, etc.)

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	$54773.28
Mid-Range Teacher Salary	--	$78980.97
Highest Teacher Salary	--	$117336.77
Average Principal Salary (Elementary)	--	$128425.24
Average Principal Salary (Middle)	--	$137946.86
Average Principal Salary (High)	--	$138809.37
Superintendent Salary	--	$176162.14
Percent of Budget for Teacher Salaries	29.46%	24.71%
Percent of Budget for Administrative Salaries	4.91%	5.91%

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


District Amount
1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary


District Amount
1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 0.8 %

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

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

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	20.5	28	25

Coversheet

2024-2025 School Accountability Report Card (SARC)- San Diego

Section: VII. Operations Division
Item: C. 2024-2025 School Accountability Report Card (SARC)- San Diego
Purpose: Vote
Submitted by:
Related Material: San Diego_School Accountability Report Card 24-25.pdf

Compass Charter Schools of San Diego

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	850 Hampshire Rd., Ste. P Thousand Oaks, CA , 91361-2851	**Principal:**	Elizabeth Brenner, Superintendent, CEO
Phone:	(818) 824-6233	**Grade Span:**	K-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

Elizabeth Brenner, Superintendent, CEO

Principal, Compass Charter Schools of San Diego

Contact

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

Phone: (818) 824-6233
Email: ebrenner@compasscharters.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

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

School Description and Mission Statement (School Year 2025–26)

Compass is a free, flex-based California public charter school system serving scholars in grades TK-12. Compass is authorized by the Mountain Empire Unified School District and serves San Diego County and its surrounding counties. Its mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time. The 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 through the core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).

Compass offers rigorous, standards-aligned instruction through independent study, provided by certificated supervising teachers (ST). The instructional model includes synchronous and asynchronous instruction, learning labs, A-G approved courses, and a Multi-Tiered System of Supports (MTSS) providing academic, social-emotional, and linguistic interventions. Scholars access enrichment through virtual clubs, celebrations, virtual workshops, and field trips. During the labs and sessions, scholars participate in research-based instructional activities designed by the teacher to engage in their learning.

Our personalized learning model provides flexibility with scholar schedules, so each learning lab is recorded for scholars to view if they cannot attend live. Teachers also provide homeroom, Q&A office hours, small group instruction, and one-on-one sessions to further support scholars.

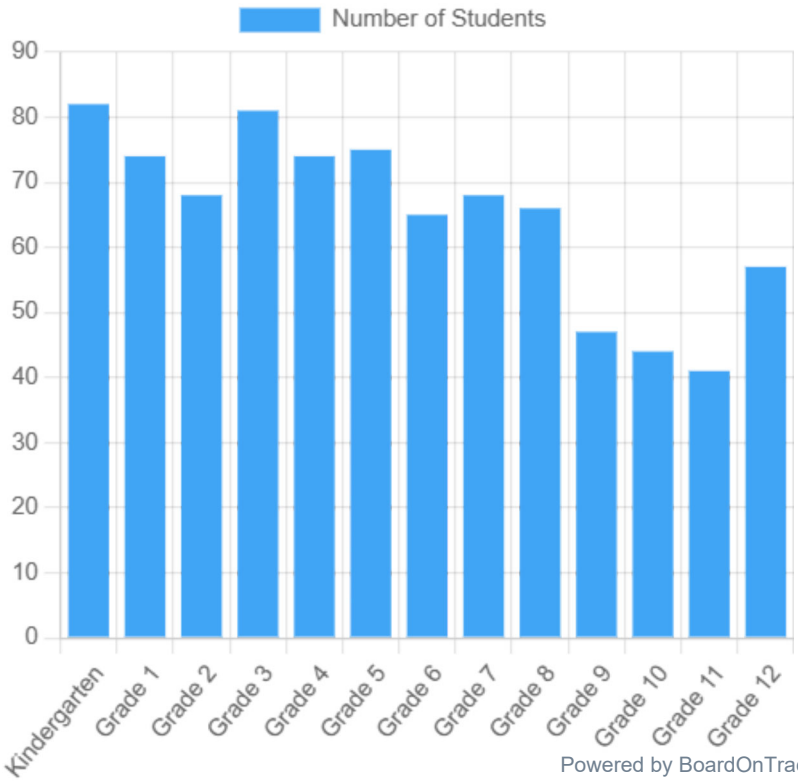
STs meet monthly in a connection meeting with scholars and learning coaches to review scholar progress, evaluate scholar work, provide an opportunity for scholars to showcase their learning, and address learning coach and/or scholar concerns. STs also utilize connection meetings to assign work for the upcoming learning

period. Compass provides additional support for all scholars through our Counseling Services and Academic Support Departments.

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

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	82
Grade 1	74
Grade 2	68
Grade 3	81
Grade 4	74
Grade 5	75
Grade 6	65
Grade 7	68
Grade 8	66
Grade 9	47
Grade 10	44
Grade 11	41
Grade 12	57
Total Enrollment	842



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.90%
Male	51.00%
Non-Binary	0.10%
American Indian or Alaska Native	0.20%
Asian	1.30%
Black or African American	3.40%
Filipino	0.80%
Hispanic or Latino	50.70%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	7.80%
White	34.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	10.20%
Foster Youth	0.10%
Homeless	13.20%
Migrant	0.00%
Socioeconomically Disavantaged	46.40%
Students with Disabilities	13.40%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

The latest available data on Teacher Assignment Monitoring Outcomes (TAMO) from 21-22, Compass had 40.5 FTE teachers. Compass had 41.3% of those teachers classified as "out of field." The local governing board, under its legal authority, did approve the Local Assignment Option (LAO) in cases where a valid credential was held to enable teachers to provide core instruction. While this is an acceptable routine practice allowable by the CTCC in California, it does not satisfy federal ESSA requirements, resulting in teachers being reported as not meeting the "clear" standard.

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=19753090135145&year=2022-23.

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

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

Teacher Preparation and Placement (School Year 2022–23)

The latest available data on Teacher Assignment Monitoring Outcomes (TAMO) from 21-22, Compass had 40.5 FTE teachers. Compass had 41.3% of those teachers classified as "out of field." The local governing board, under its legal authority, did approve the Local Assignment Option (LAO) in cases where a valid credential was held to enable teachers to provide core instruction. While this is an acceptable routine practice allowable by the CTCC in California, it does not satisfy federal ESSA requirements, resulting in teachers being reported as not meeting the "clear" standard.

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=19753090135145&year=2022-23.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.90	64.12%	149.20	61.38%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.30	0.73%	2.80	1.18%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.34%	11.80	4.88%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	14.40	31.03%	64.70	26.64%	11746.90	4.23%
Unknown/Incomplete/NA	0.80	1.71%	14.30	5.92%	14303.80	5.15%
Total Teaching Positions	46.60	100.00%	243.10	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

The latest available data on Teacher Assignment Monitoring Outcomes (TAMO) from 21-22, Compass had 40.5 FTE teachers. Compass had 41.3% of those teachers classified as "out of field." The local governing board, under its legal authority, did approve the Local Assignment Option (LAO) in cases where a valid credential was held to enable teachers to provide core instruction. While this is an acceptable routine practice allowable by the CTCC in California, it does not satisfy federal ESSA requirements, resulting in teachers being reported as not meeting the "clear" standard.

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=19753090135145&year=2022-23.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.30	66.31%	145.60	56.96%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.39%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	2.08%	24.20	9.47%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	14.30	31.42%	73.20	28.67%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.17%	11.50	4.51%	13705.80	4.91%
Total Teaching Positions	45.70	100.00%	255.60	100.00%	278927.10	100.00%

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

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	1	0.90
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	1	0.90

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	18.30	14.4	14.30
Total Out-of-Field Teachers	18.30	14.4	14.30

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	2.3%	0.90%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	3.2%	1.30%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: November 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
Mathematics	?Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
Science	?Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
History-Social Science	?Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
Foreign Language	?Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
Health	?Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
Visual and Performing Arts	?Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Compass Charter Schools has its Central Office in Thousand Oaks, California. The Central Office houses our enrollment, finance, HR, and records teams, as well as senior leadership staff. Our Central Office abides by all applicable building, fire, and safety codes. In October of 2025, our Central Office was not applicable for inspection per San Diego County Office of Education. In December of 2025, the Central Office received an "exemplary" rating assessed and inspected by the Director of Operations, Vanessa Plascencia.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2025

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2025

Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	47%	47%	38%	40%	47%	48%
Mathematics (grades 3-8 and 11)	30%	35%	26%	28%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	478	456	95.40%	4.60%	46.81%
Female	236	223	94.49%	5.51%	54.26%
Male	242	233	96.28%	3.72%	39.66%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	12	85.71%	14.29%	66.67%
Filipino	--	--	--	--	--
Hispanic or Latino	238	230	96.64%	3.36%	39.57%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	41	100.00%	0.00%	46.34%
White	169	163	96.45%	3.55%	54.94%
English Learners	46	46	100.00%	0.00%	2.17%
Foster Youth	0	0	0%	0%	0%
Homeless	58	57	98.28%	1.72%	39.29%
Military	11	11	100.00%	0.00%	72.73%
Socioeconomically Disadvantaged	226	222	98.23%	1.77%	37.56%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	86	78	90.70%	9.30%	23.38%

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

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

Note: The number of students tested includes all students who participated in the test whether they received a

score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	478	455	95.19%	4.81%	35.16%
Female	236	224	94.92%	5.08%	34.38%
Male	242	231	95.45%	4.55%	35.93%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	12	85.71%	14.29%	33.33%
Filipino	--	--	--	--	--
Hispanic or Latino	238	229	96.22%	3.78%	29.69%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	41	100.00%	0.00%	34.15%
White	169	163	96.45%	3.55%	42.33%
English Learners	46	46	100.00%	0.00%	4.35%
Foster Youth	0	0	0%	0%	0%
Homeless	58	57	98.28%	1.72%	26.32%
Military	11	11	100.00%	0.00%	45.45%
Socioeconomically Disadvantaged	226	222	98.23%	1.77%	24.32%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	86	79	91.86%	8.14%	18.99%

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

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

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	32.43%	35.56%	13.36%	13.35%	30.73%	32.52%

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

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	192	180	93.75%	6.25%	35.56%
Female	99	92	92.93%	7.07%	38.04%
Male	93	88	94.62%	5.38%	32.95%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	91	94.79%	5.21%	34.07%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	12	100.00%	0.00%	33.33%
White	70	68	97.14%	2.86%	38.24%
English Learners	19	19	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	31	30	96.77%	3.23%	33.33%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	85	95.51%	4.49%	29.41%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	36	34	94.44%	5.56%	20.59%

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

Career Technical Education (CTE) Programs (School Year 2024–25)

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

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	9
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	56.08%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	23.81%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	78%	78%	78%	74%	74%
7	58%	58%	58%	58%	57%
9	64%	62%	64%	62%	63%

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2025–26)

There are a number of opportunities for parents/guardians to be involved at Compass. Learn more about some of these opportunities below and by going to our website at www.compasscharters.org:

Parent Advisory Council (PAC)

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

English Learner Advisory Committee (ELAC)

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

School Counseling Advisory Council

The School Counseling Advisory Council provides guidance and support to ensure the school counseling program effectively meets the academic, career, and social-emotional needs of all students. The council is made up of key educational partners, including school staff, learning coaches, scholars, and community members, and helps align counseling services with school and district goals. Through regular review of program data and outcomes, the council offers feedback, promotes continuous improvement, and advocates for equitable access to counseling services, ultimately strengthening scholar success and well-being.

Virtual Suggestion Box

There is a Virtual Suggestion Box for learning coaches, located on the homepage of our website. The link is also shared in our weekly Monday Morning Update (MMU) to families.

Suggestions to enhance and expand the Compass Experience are shared and discussed with our PAC, Cabinet, and Staff Advisory Committee regularly.

Program Orientation & Weeks of Welcome

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

Program Orientations are held virtually as part of our Weeks of Welcome offerings and held weekly for families that enroll during the school year for our Online Learning Program, Options Learning Program, and Special Education Department. In these sessions, the Orientation Coordinator welcomes families and scholars to Compass, introduces the position of the supervising teacher, overviews staff teams, and highlights important news and information for the school year. For families unable to attend, the session slides and recordings are shared and available as a resource throughout the school year.

Learning Coach Surveys

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

Learning Coach Academy

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

State Priority: Pupil Engagement

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

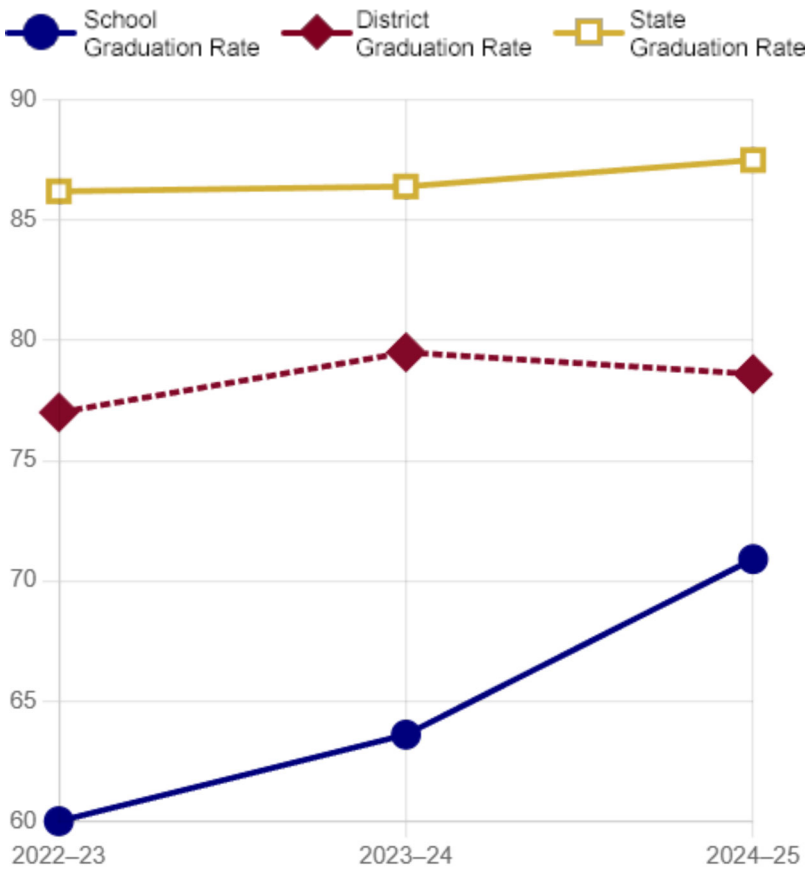
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

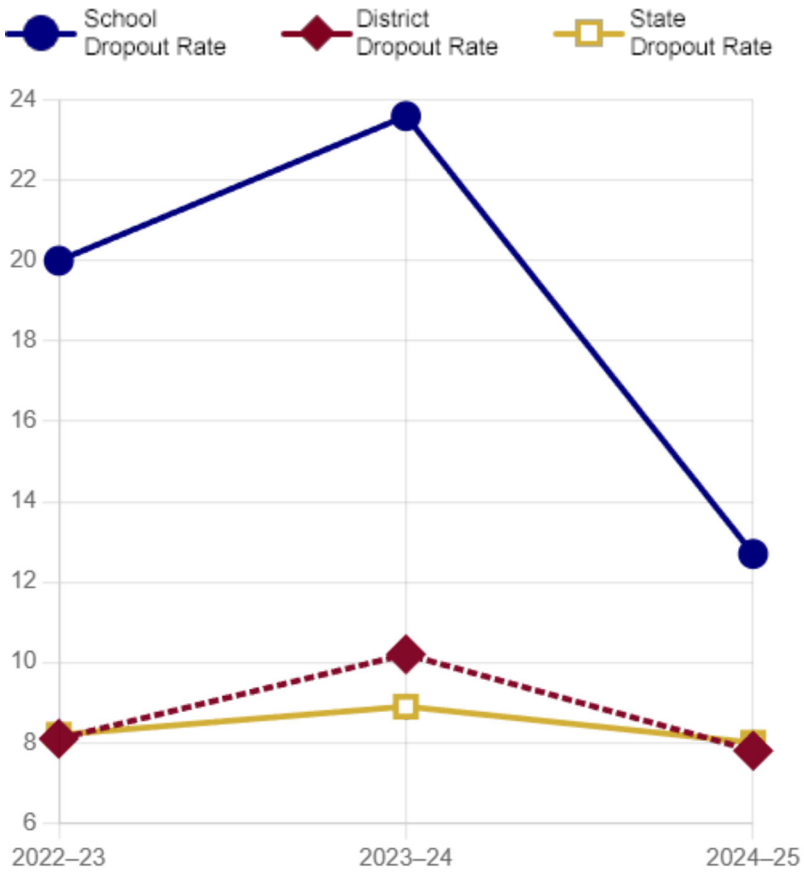
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	60.0%	63.6%	70.9%	77.0%	79.5%	78.6%	86.2%	86.4%	87.5%
Dropout Rate	20.0%	23.6%	12.7%	8.1%	10.2%	7.8%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	55	39	70.9%
Female	26	17	65.4%
Male	28	21	75.0%
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	40	28	70.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	12	9	75.0%
English Learners	11	7	63.6%
Foster Youth	0.0	0.0	0.0%
Homeless	16	12	75.0%
Socioeconomically Disadvantaged	41	31	75.6%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1001	944	59	6.3%
Female	484	462	36	7.8%
Male	516	481	23	4.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	13	1	7.7%
Black or African American	32	32	2	6.3%
Filipino	11	--	--	--
Hispanic or Latino	502	489	41	8.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	84	74	0	0.0%
White	345	315	14	4.4%
English Learners	105	103	15	14.6%
Foster Youth	--	--	--	--
Homeless	133	130	13	10.0%
Socioeconomically Disadvantaged	509	480	40	8.3%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	163	151	14	9.3%

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.00%	0.00%	0.00%	1.84%	2.55%	1.76%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%	0.07%	0.06%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

School Safety Plan (School Year 2025–26)

Compass' Comprehensive Safety Plan was initially developed in February 2019, is updated every six months, and is adopted into the Board Policy Manual. For the 2025-2026 school year, Compass continued the work of the Safety Committee, which gathered feedback from various educational partners. The Safety Plan was reviewed by the Staff Advisory Council on 1/9/2026, Parent Advisory Council on 1/16/2026, Scholar Leadership Council on 1/16/2026, and will be reviewed by the Board of Directors on 01/27/2026. The document includes 12 parts containing pertinent information to support and ensure the safety of scholars and staff. The following safety procedures are addressed:
Child abuse reporting
Routine and natural disasters
Suspension/expulsion policies
Dangerous pupils
Discrimination and harassment
Ingress and egress
Orderly learning environment
Tactical response to criminal incidents
Cybersecurity

D. Other SARC information

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

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

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

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	3.00	131		
1	2.00	165		
2	2.00	197		
3	2.00	180		
4	2.00	203		
5	2.00	230		
6	2.00	208		
Other**	5.00	46	1	

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

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

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	78	4	
Mathematics	2.00	76	1	
Science	2.00	54	1	
Social Science	2.00	70	1	

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	359.09

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

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.20
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16594.00	$4682.00	$11912.00	$77600.00
District	N/A	N/A	--	$77265.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$11146.18	$92686.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024–25)

Compass Charter Schools of San Diego offered the following programs and services:

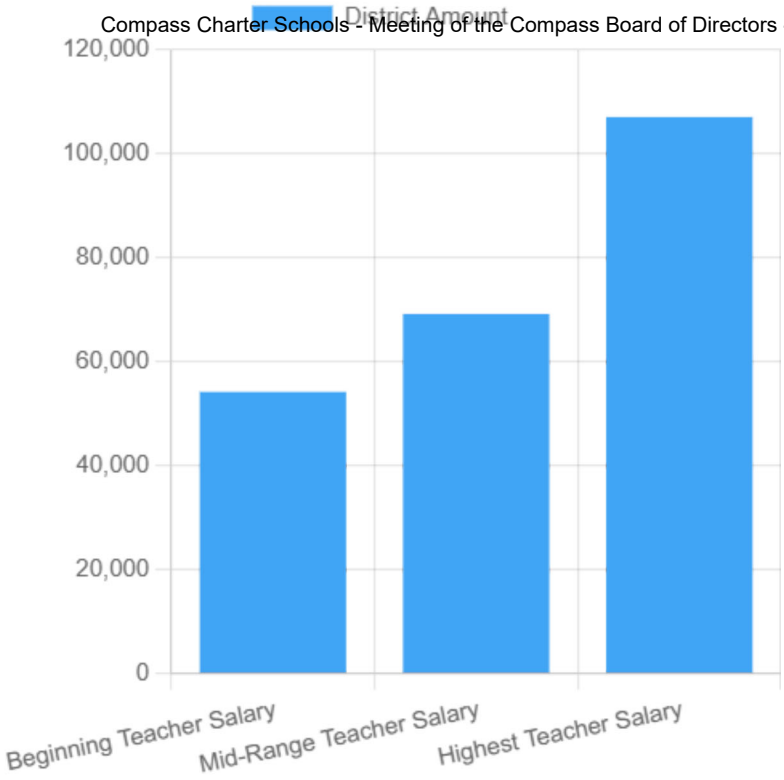
- **AVID elective and supporting lessons**
- **Curriculum choices and providers**
- **Course Syllabus**
- **Synchronous Instruction**
- **Live Interaction**
- **Special Education support, resources, services**
- **504 support, accommodations, resources, and services**
- **Live small group tutoring as part of our Multi-Tiered Systems of Support for Tier 2/3 interventions**
- **English Learner support is provided through small group live tutoring sessions provided by our English Language Support Tutors and English Language Development from Lexia.**
- **Supplemental curriculum support for Online scholars in grades K-12**
- **Standardized testing administration and support.**
- **Supplemental subscriptions to support academic growth and development**
- **Counseling support, resources, services, and live sessions (including academic, SEL, College & Career, etc.)**
- **Multi-Tiered Systems of Support Framework**
- **Community Provider/Curriculum choices for Options scholars**
- **Virtual Scholar Workshops**
- **Scholar Clubs**
- **Field Trips**
- **Scholar Recognition**

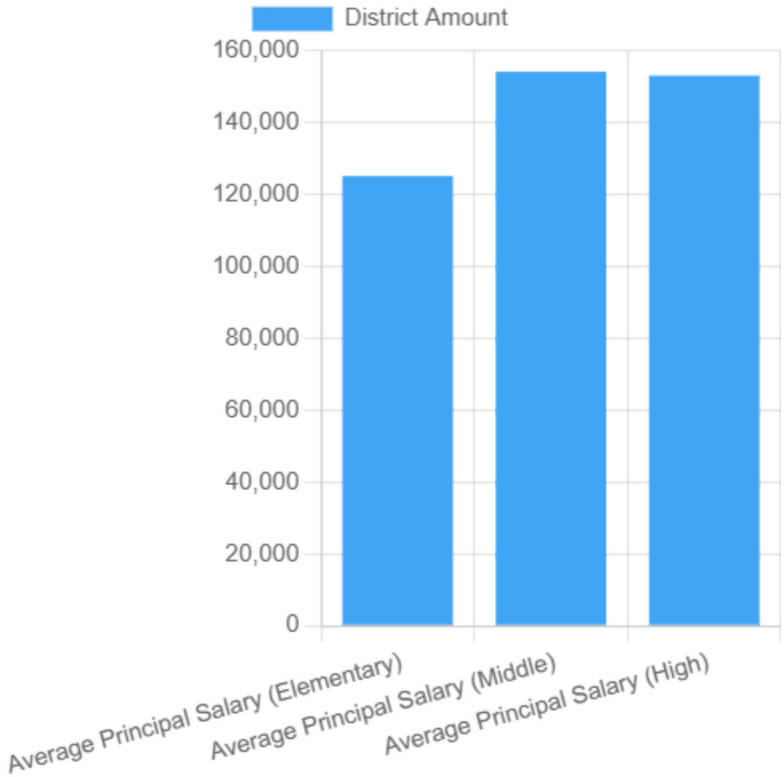
- **Community service opportunities**
- **Kindergarten and 5-grade promotion ceremonies (virtual)**
- **8-Grade promotion and high school graduation (in person)**
- **Learning coach support sessions (virtual sessions)**
- **Support for Scholars experiencing homelessness (including needs assessments, hot spots, loaner laptops, headphones, and community referrals for food banks, shelters, clothing, etc.), outreach services, and events.**

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$54199.00	$57978.14
Mid-Range Teacher Salary	$69205.00	$89611.75
Highest Teacher Salary	$107090.00	$117194.02
Average Principal Salary (Elementary)	$125195.00	$143632.49
Average Principal Salary (Middle)	$154246.00	$149446.81
Average Principal Salary (High)	$153127.00	$162334.03
Superintendent Salary	$187724.00	$234075.56
Percent of Budget for Teacher Salaries	26.76%	27.81%
Percent of Budget for Administrative Salaries	2.89%	5.47%

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


District Amount
120,000
100,000
80,000
60,000
40,000
20,000
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary


District Amount
160,000
140,000
120,000
100,000
80,000
60,000
40,000
20,000
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 1.1 %

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

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

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	20.5	28	25

Coversheet

2024-2025 School Accountability Report Card (SARC)- Yolo

Section:	VII. Operations Division
Item:	D. 2024-2025 School Accountability Report Card (SARC)- Yolo
Purpose:	Vote
Submitted by:	
Related Material:	Yolo_School Accountability Report Card 24-25.pdf

Compass Charter School of Yolo

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	850 Hampshire Rd. Ste. R Thousand Oaks, CA , 91361-2851	**Principal:**	Elizabeth Brenner, Superintendent/CEO
Phone:	(818) 824-6233	**Grade Span:**	K-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Elizabeth Brenner, Superintendent/CEO

Principal, Compass Charter School of Yolo

Contact

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

Phone: (818) 824-6233
Email: ebrenner@compasscharters.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

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

School Description and Mission Statement (School Year 2025–26)

Compass is a free, flex-based California public charter school system serving scholars in grades TK-12. Compass Charter Schools of Yolo is authorized by Winters Joint USD, serving Yolo and surrounding counties. Its mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time. The 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 through the core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).

Compass offers rigorous, standards-aligned instruction through independent study, provided by certificated supervising teachers (ST). The instructional model includes synchronous and asynchronous instruction, learning labs, A-G approved courses, and a Multi-Tiered System of Supports (MTSS) providing academic, social-emotional, and linguistic interventions. Scholars access enrichment through virtual clubs, celebrations, virtual workshops, and field trips. During the labs and sessions, scholars participate in research-based instructional activities designed by the teacher to engage in their learning. Our personalized learning model provides flexibility with scholar schedules, so each learning lab is recorded for scholars to view if they cannot attend live. Teachers also provide homeroom, Q&A office hours, small group instruction, and one-on-one sessions to further support scholars.

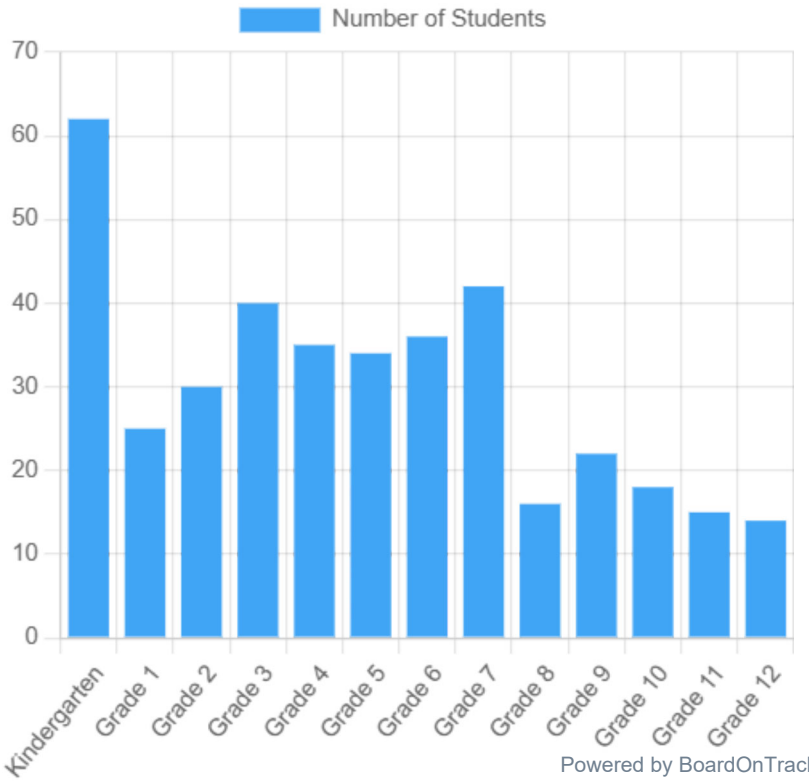
STs meet monthly in a connection meeting with scholars and learning coaches to review scholar progress, evaluate scholar work, provide an opportunity for scholars to showcase their learning, and address learning coach and/or scholar concerns. STs also utilize connection meetings to assign work for the upcoming learning

period. Compass provides additional support for all scholars through our Counseling Services and Academic Support Departments.

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

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	62
Grade 1	25
Grade 2	30
Grade 3	40
Grade 4	35
Grade 5	34
Grade 6	36
Grade 7	42
Grade 8	16
Grade 9	22
Grade 10	18
Grade 11	15
Grade 12	14
Total Enrollment	389



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	49.60%
Male	49.60%
Non-Binary	0.80%
American Indian or Alaska Native	0.80%
Asian	2.60%
Black or African American	2.10%
Filipino	0.80%
Hispanic or Latino	23.90%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	9.80%
White	58.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.50%
Foster Youth	0.30%
Homeless	3.60%
Migrant	0.00%
Socioeconomically Disavantaged	38.30%
Students with Disabilities	13.10%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

The latest available data on Teacher Assignment Monitoring Outcomes (TAMO) from 21-22, Compass had 40.5 FTE teachers. Compass had 41.3% of those teachers classified as “out of field.” The local governing board, under its legal authority, did approve the Local Assignment Option (LAO) in cases where a valid credential was held to enable teachers to provide core instruction. While this is an acceptable routine practice allowable by the CTCC in California, it does not satisfy federal ESSA requirements, resulting in teachers being reported as not meeting the “clear” standard.

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=19753090135145&year=2022-23.

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

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

Teacher Preparation and Placement (School Year 2022–23)

The latest available data on Teacher Assignment Monitoring Outcomes (TAMO) from 21-22, Compass had 40.5 FTE teachers. Compass had 41.3% of those teachers classified as "out of field." The local governing board, under its legal authority, did approve the Local Assignment Option (LAO) in cases where a valid credential was held to enable teachers to provide core instruction. While this is an acceptable routine practice allowable by the CTCC in California, it does not satisfy federal ESSA requirements, resulting in teachers being reported as not meeting the "clear" standard.

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Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	63.11%	87.50	78.58%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.20	0.88%	0.20	0.25%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.25%	4.00	3.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	10.60	33.59%	14.30	12.85%	11746.90	4.23%
Unknown/Incomplete/NA	0.60	2.14%	5.10	4.65%	14303.80	5.15%
Total Teaching Positions	31.70	100.00%	111.40	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

The latest available data on Teacher Assignment Monitoring Outcomes (TAMO) from 21-22, Compass had 40.5 FTE teachers. Compass had 41.3% of those teachers classified as "out of field." The local governing board, under its legal authority, did approve the Local Assignment Option (LAO) in cases where a valid credential was held to enable teachers to provide core instruction. While this is an acceptable routine practice allowable by the CTCC in California, it does not satisfy federal ESSA requirements, resulting in teachers being reported as not meeting the "clear" standard.

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=19753090135145&year=2022-23.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.70	65.24%	87.80	73.87%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.00	1.68%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	3.65%	9.70	8.22%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	9.50	30.16%	13.70	11.56%	12112.80	4.34%
Unknown/Incomplete/NA	0.20	0.88%	5.50	4.66%	13705.80	4.91%
Total Teaching Positions	31.70	100.00%	118.90	100.00%	278927.10	100.00%

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

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0	1.10
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0	1.10

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	11.10	10.6	9.50
Total Out-of-Field Teachers	11.10	10.6	9.50

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	4.10%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2%	4.5%	3.70%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: November 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
Mathematics	Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
Science	Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
History-Social Science	Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
Foreign Language	Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
Health	Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
Visual and Performing Arts	Board-approved curriculum list, Adopted on 1/09/25, Revised on 5/17/25	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	51%	53%	38%	39%	47%	48%
Mathematics (grades 3-8 and 11)	35%	35%	26%	25%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	232	213	91.81%	8.19%	53.05%
Female	117	109	93.16%	6.84%	54.13%
Male	113	102	90.27%	9.73%	51.96%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	57	53	92.98%	7.02%	41.51%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	19	95.00%	5.00%	57.89%
White	136	122	89.71%	10.29%	56.56%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	80	89.89%	10.11%	45.00%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	31	83.78%	16.22%	19.35%

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

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

Note: The number of students tested includes all students who participated in the test whether they received a

score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	232	214	92.24%	7.76%	35.05%
Female	117	109	93.16%	6.84%	39.45%
Male	113	103	91.15%	8.85%	31.07%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	57	53	92.98%	7.02%	30.19%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	19	95.00%	5.00%	36.84%
White	136	123	90.44%	9.56%	37.40%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	81	91.01%	8.99%	29.63%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	32	86.49%	13.51%	6.25%

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

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

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	40.26%	41.56%	20.22%	25.83%	30.73%	32.52%

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

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	77	96.25%	3.75%	41.56%
Female	38	37	97.37%	2.63%	37.84%
Male	41	39	95.12%	4.88%	46.15%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	23	22	95.65%	4.35%	45.45%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	39	37	94.87%	5.13%	45.95%
English Learners	0	0	0%	0%	0%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	27	25	92.59%	7.41%	40.00%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	14	93.33%	6.67%	14.29%

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

Career Technical Education (CTE) Programs (School Year 2024–25)

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

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	4
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	46.38%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	18.75%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	51%	51%	51%	51%	51%
7	59%	59%	59%	59%	59%
9	42%	42%	42%	42%	42%

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2025–26)

There are a number of opportunities for parents/guardians to be involved at Compass. Learn more about some of these opportunities below and by going to our website at www.compasscharters.org:

Parent Advisory Council (PAC)

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

English Learner Advisory Committee (ELAC)

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

School Counseling Advisory Council

The School Counseling Advisory Council provides guidance and support to ensure the school counseling program effectively meets the academic, career, and social-emotional needs of all students. The council is made up of key educational partners, including school staff, learning coaches, scholars, and community members, and helps align counseling services with school and district goals. Through regular review of program data and outcomes, the council offers feedback, promotes continuous improvement, and advocates for equitable access to counseling services, ultimately strengthening scholar success and well-being.

Virtual Suggestion Box

There is a Virtual Suggestion Box for learning coaches, located on the homepage of our website. The link is also shared in our weekly Monday Morning Update (MMU) to families.

Suggestions to enhance and expand the Compass Experience are shared and discussed with our PAC, Cabinet, and Staff Advisory Committee regularly.

Program Orientation & Weeks of Welcome

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

Program Orientations are held virtually as part of our Weeks of Welcome offerings and held weekly for families that enroll during the school year for our Online Learning Program, Options Learning Program, and Special Education Department. In these sessions, the Orientation Coordinator welcomes families and scholars to Compass, introduces the position of the supervising teacher, overviews staff teams, and highlights important news and information for the school year. For families unable to attend, the session slides and recordings are shared and available as a resource throughout the school year.

Learning Coach Surveys

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

Learning Coach Academy

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

State Priority: Pupil Engagement

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

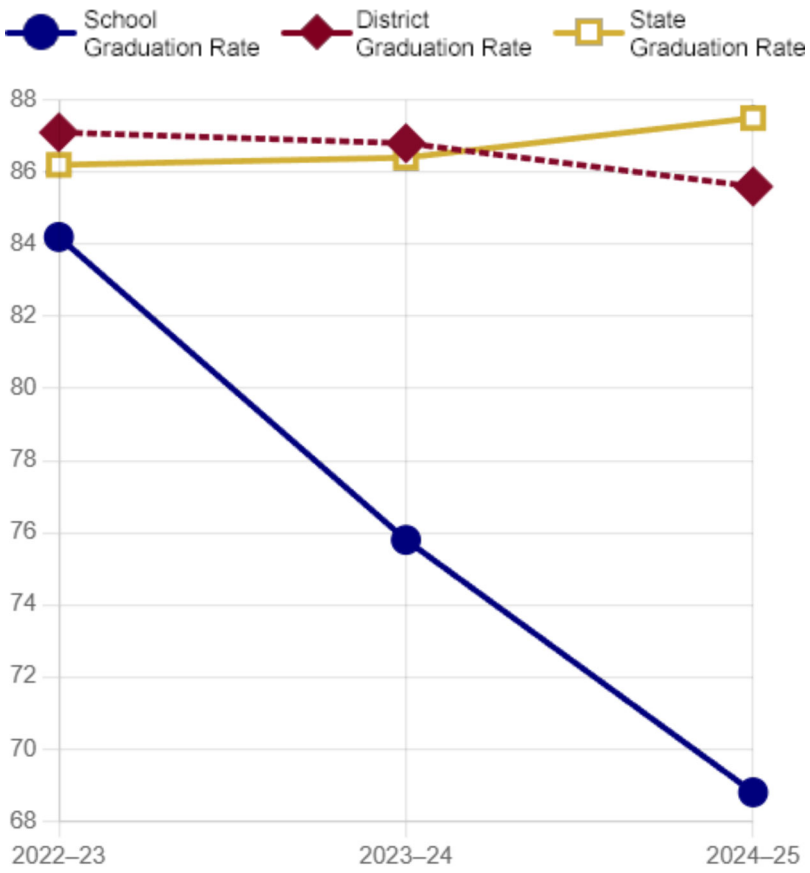
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

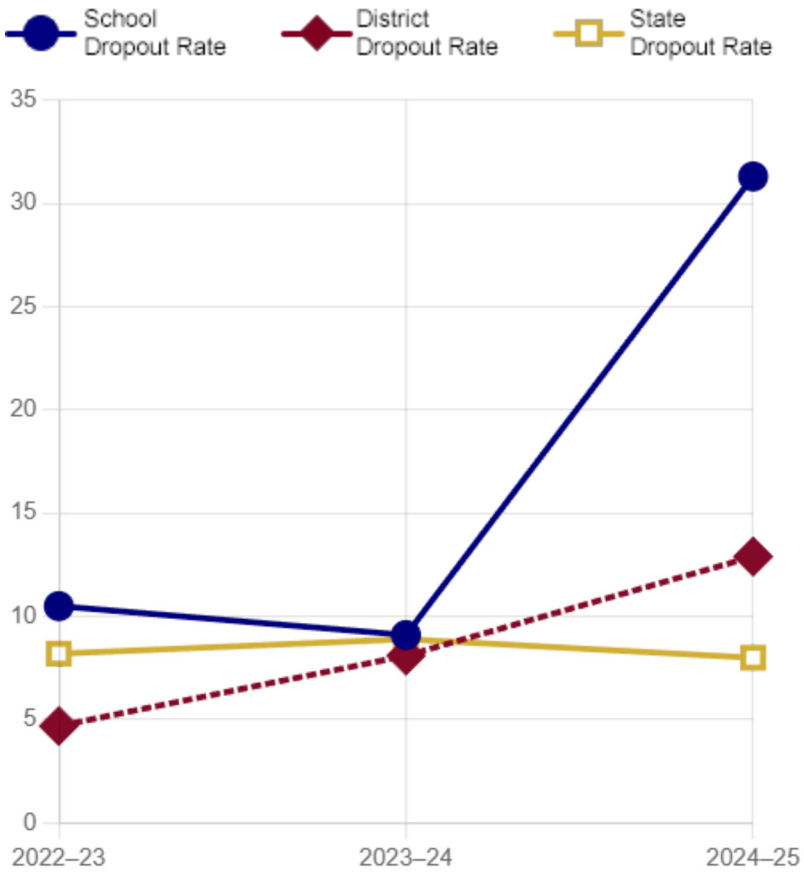
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	84.2%	75.8%	68.8%	87.1%	86.8%	85.6%	86.2%	86.4%	87.5%
Dropout Rate	10.5%	9.1%	31.3%	4.7%	8.1%	12.9%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	16	11	68.8%
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	12	8	66.7%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	472	458	32	7.0%
Female	243	233	22	9.4%
Male	226	222	10	4.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	13	13	0	0.0%
Filipino	--	--	--	--
Hispanic or Latino	118	112	12	10.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	46	42	1	2.4%
White	270	266	17	6.4%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	16	14	0	0.0%
Socioeconomically Disadvantaged	204	195	24	12.3%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	73	70	6	8.6%

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.00%	0.00%	0.00%	3.30%	2.35%	2.21%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%	0.07%	0.06%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

Compass' Comprehensive Safety Plan was initially developed in February 2019, is updated every six months, and is adopted into the Board Policy Manual. For the 2025-2026 school year, Compass continued the work of a Safety Committee that gathered the feedback of various educational partners. The Safety Plan was reviewed by the Staff Advisory Council on 1/9/2026, Parent Advisory Council on 01/16/2026, Scholar Leadership Council on 1/16/2026, and will be reviewed by the Board of Directors at the 01/27/2026 board meeting. The document includes 12 parts containing pertinent information to support and ensure the safety of scholars and staff. The following safety procedures are addressed:

Child abuse reporting

Routine and natural disasters

Suspension/expulsion policies

Dangerous pupils

Discrimination and harassment

Ingress and egress

Orderly learning environment

Tactical response to criminal incidents

Cybersecurity

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	3.00	26	0	0
1	1.00	33	0	0
2	2.00	19	0	0
3	2.00	32	0	0
4	2.00	46	0	0
5	2.00	42	0	0
6	2.00	50	0	0
Other**	4.00	37	0	0

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

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	29		
1	2.00	61		
2	1.00	53		
3	2.00	51		
4	2.00	49		
5	2.00	52		
6	2.00	46		
Other**	2.00	1		

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	109		
1	1.00	95		
2	1.00	128		
3	1.00	142		
4	1.00	139		
5	1.00	137		
6	1.00	159		
Other**	4.00	33		

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

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	62	0	0
Mathematics	1.00	59	0	0
Science	2.00	49	0	0
Social Science	2.00	46	0	0

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	79		
Mathematics	1.00	79		
Science	1.00	57		
Social Science	2.00	60		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	47		
Mathematics	1.00	44		
Science	1.00	39		
Social Science	1.00	41		

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	706

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

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15445.00	$4215.00	$11229.00	$77600.00
District	N/A	N/A	--	$83503.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$11146.18	$86335.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024–25)

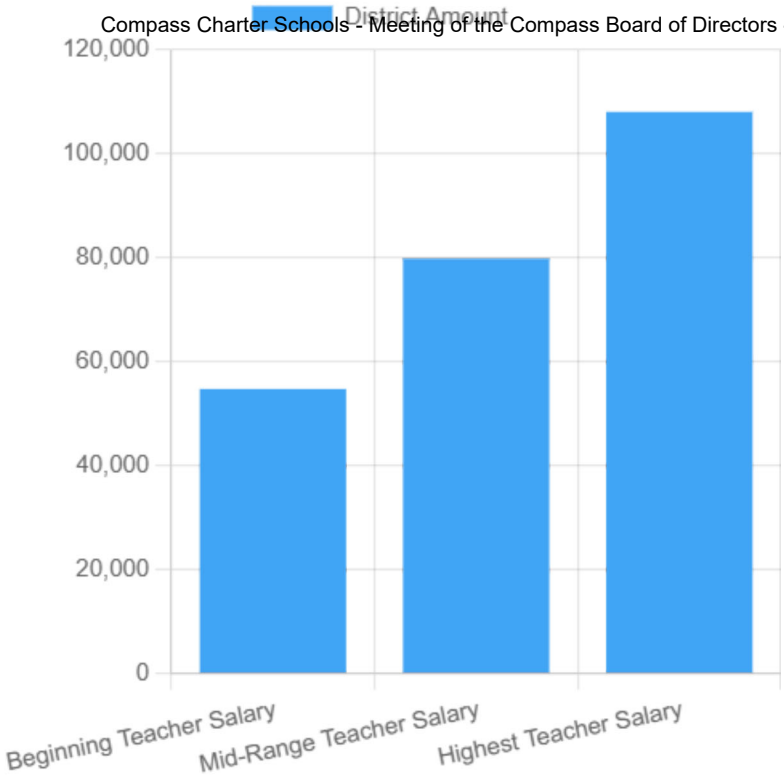
Compass Charter School of Yolo offered the following programs and services:

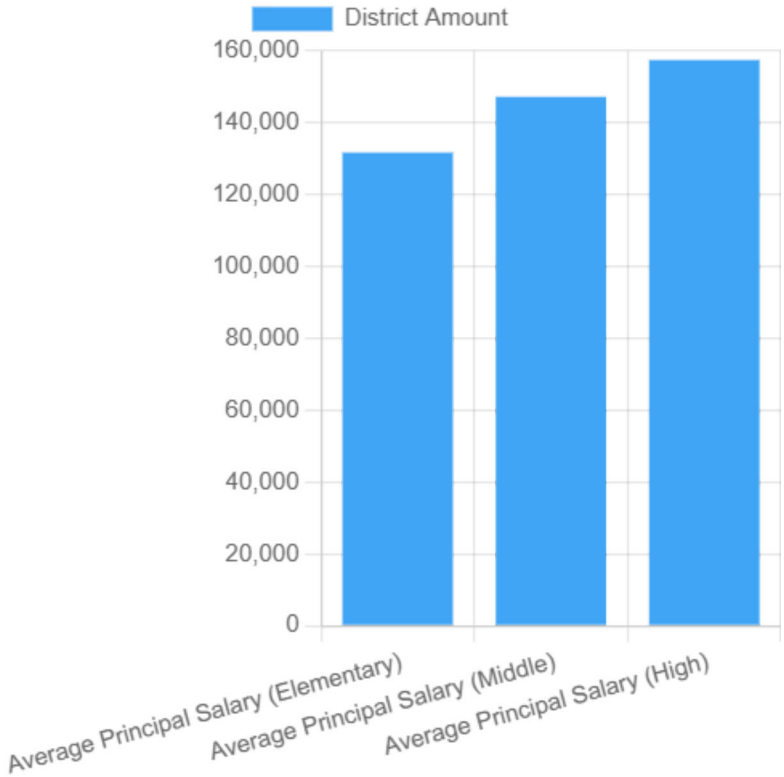
- AVID elective and supporting lessons
- Curriculum choices and providers
- Course Syllabus
- Synchronous Instruction
- Live Interaction
- Special Education support, resources, services
- 504 support, accommodations, resources, and services
- Live small group tutoring as part of our Multi-Tiered Systems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

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$54756.00	$54773.28
Mid-Range Teacher Salary	$79869.00	$78980.97
Highest Teacher Salary	$108081.00	$117336.77
Average Principal Salary (Elementary)	$131711.00	$128425.24
Average Principal Salary (Middle)	$147227.00	$137946.86
Average Principal Salary (High)	$157482.00	$138809.37
Superintendent Salary	$207100.00	$176162.14
Percent of Budget for Teacher Salaries	25.70%	24.71%
Percent of Budget for Administrative Salaries	5.54%	5.91%

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


District Amount
120,000
100,000
80,000
60,000
40,000
20,000
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary


District Amount
160,000
140,000
120,000
100,000
80,000
60,000
40,000
20,000
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 0 %

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

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

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	20.5	28	25

Coversheet

2025-2026 Comprehensive School Safety Plan

Section: VII. Operations Division
Item: E. 2025-2026 Comprehensive School Safety Plan
Purpose: Vote
Submitted by:
Related Material: Compass Safety Plan 25-26.pdf

COMPASS
CHARTER SCHOOLS

Comprehensive School Safety Plan Overview 2025-2026

What charter schools are required to include in their school safety plan?

Health and Safety Requirements:

Charter schools must include procedures to ensure the health and safety of pupils and staff, including obtaining criminal record summaries for all employees and developing a comprehensive school safety plan.

School Safety Plan Development:

Charter schools are required to create a school safety plan covering specific safety topics and tactical responses to criminal incidents. This plan must be reviewed and updated annually by March 1.

Compass Charter School Policies in the Safety Plan

- School employee criminal record summary
- Child abuse reporting
- Routine and Emergency Disaster Procedures for the central office
- Suspension/Expulsion Policies and Procedures
- Procedures to Notify Teachers of Dangerous Pupils
- Discrimination and Harassment Policy
- Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from School Site
- A Safe and Orderly Environment Conducive to Learning at the School
- Tactical Responses to Criminal Incidents
- Opioid Overdose Response Plan (Melanie’s Law)
- CyberSecurity

New Items added for 2025-26

Change 1

- As part of the 2025–2026 Safety Plan revision, Sections 2.3I through 2.3Q were removed. These sections contained procedures specific to the Orange County Learning Center (OCLC). Since the OCLC site has been closed, its references and location-specific procedures are no longer included in the Safety Plan.

New Items added for 2025-26

Change 2

- Added new section Appendix B: Instructional Continuity Plan (ICP) 2025–2026. This appendix outlines Compass Charter Schools' plan for maintaining instructional operations during emergencies or disruptions, ensuring academic continuity, equitable access to resources, and clear communication protocols for staff, scholars, and families.

Access to Compass Safety Plan

Given the sensitive nature of the plan's content, it must remain confidential and not be published publicly. Careful discretion should be exercised in selecting individuals to review the plan to prevent the exposure of internal procedures.

Questions or Suggestions

Contact:

Dr. Danielle Gamez

dgamez@compasscharters.org

805-364-9372 ext 1016

Coversheet

Academic Division Updates

Section: VIII. Academic Services
Item: A. Academic Division Updates
Purpose: FYI
Submitted by:
Related Material: Academic Division Board Report 2026_01_27.pdf

COMPASS
CHARTER SCHOOLS

Academic Services Division | Board Report | January 27, 2026

COMPASS
CHARTER SCHOOLS

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

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

OUR ARTIC VALUES

Achievement Engage in and take charge of your learning.

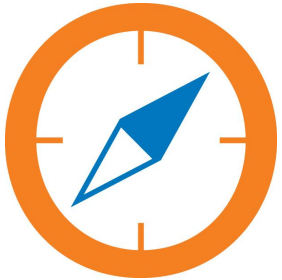
Respect Be respectful in all interactions with fellow scholars, learning coaches, faculty, and staff.

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

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

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

Academic Division



- Continuing exploration of LMS
- Staff trained and ready for reading difficulty screener implementation per SB 114
- Exploring project proposals to improve services to scholars in synch w/organizational efforts

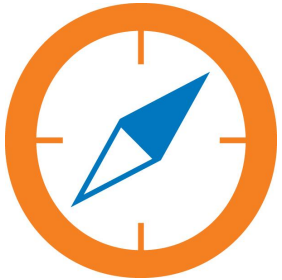
Academic Support

Cengage pilot updates

Cengage is digital curriculum being explored to improve support for EM learners.

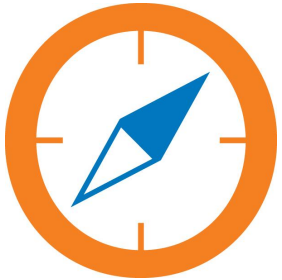
- ❑ Spark Digital Platform Training *(hosts Cengage content)*
  - ELD team completed training on **January 14, 2026**
- ❑ Semester 2 Pilot Overview
  - Pilot launched with two small scholar groups:
    - Middle School – Newcomer/Emergent group
    - High School – LTEL group

Engagement



- **Baseline Data** collection continues for Engagement Registrations of Special Populations
  - 21% of **SED** Scholars Registered for 1 or more Engagement Offerings
  - 13% of **EL** Scholars Registered for 1 or more Engagement Offerings
  - 17% of **Foster** Scholars Registered for 1 or more Engagement Offerings
  - 15% of **MKV** Scholars Registered for 1 or more Engagement Offerings
- Engagement Participation highlights
  - Learning Coach Academy - 77 parent registrations (Mondays at 1pm)
  - Scholar Clubs - 715 instances of scholar attendance (24 clubs)
- Mini-WOW (Weeks of Welcome)
  - An on-demand menu of recordings and resources sent to families via the MMU to help prepare for Semester 2
  - Q&A session will be held live in February

Online learning



- Continuing to improve course offerings for 2026-27
  - Finalized course offerings for 2026-27
  - New: Online Middle School will offer art for grades 6,7,8
    - Previously, only offered 8th grade painting
  - Online High School scholars can choose an Options VIsual Performing Arts (VPA) elective.
    - New: Developing process for utilizing educational support funds for VCI vendors to access these VPA electives for Online High School scholars.

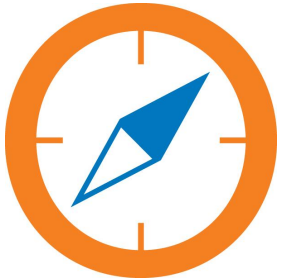
Compass High School

- **Google Classroom initiative**
  - Informational sessions for scholars and learning coaches were held in January
  - The team is working on an aligned Google Classroom template for ease of access and to address educational partner feedback regarding communication, assignment feedback, and alignment with Board approved curriculum
  - All Options High School scholars will use Google Classroom starting semester 2
    - The team will have a Zoom room available on the first day of semester 2 from 9-12 to help answer additional questions and support scholars in accessing their Google Classrooms

Options learning

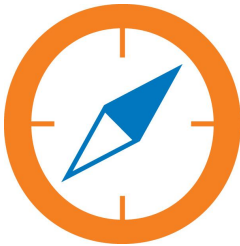
- **Instructional Design & Curriculum Evolution:** Advanced planning for *Option*
  Learning Modules 2.0, establishing clearer structure around high-use curriculum resources to ensure scope and sequences are appropriately paced and meet state standards, while preserving flexibility and inviting partner feedback during development.
- **Compliance & Professional Learning:** Reviewed emerging compliance considerations related to time value and alternate live synchronous attendance, with targeted training planned for March and opportunities for supervising teacher input to ensure clarity and effectiveness.
- **Systems & Innovation Initiatives:** Currently exploring Learning Management Systems (LMS) with diverse staff participation, applying rubrics to LMS demonstrations to support informed decision-making.
- **Process Alignment & Forward Planning:** Continuing work with the CP team to revamp and improve ordering guidelines; piloting new structure with Early Explorers team.

Special Education



- 339 scholars with IEPs being served.
  - 335 scholars w/IEPS in September.
- 33 initial assessments this year
  - 29 scholars qualified for services
- Speech Language Pathology team continues to grow - two SLP Assistants hired.

Staff Support



- MOY STAR Proficiency - 24-25 - 25-26 Comparison

  Projected **State** At or Above Grade Level

  - CCS of Los Angeles
    - 24-25 Reading: 60% — 25-26 Reading: 69% — ↑ **9%**
    - 25-25 Math: 43% — 25-26 Math: 47% — ↑ **4%**
  - CCS of San Diego
    - 24-25 Reading: 68% — 25-26 Reading: 61% — ↓ **7%**
    - 24-25 Math: 41% — 25-26 Math: 39% — ↓ **2%**
  - CCS of Yolo
    - 24-25 Reading: 71% — 25-26 Reading: 74% — ↑ **3%**
    - 24-25 Math: 45% — 25-26 Math: 47% — ↑ **2%**

Semester 2 rostering for MTSS tutoring will be set up for scholars who need support by the Academic Support Team based on the MOY benchmark data

Staff Support

- Professional Learning
  - AVID has been a central focus this semester, with Writing and Organization emphasized in Quarter 1 and Reading and Inquiry in Quarter 2. Ongoing bite-sized resources are shared weekly with LCs and STs.
  - Trainings hosted to support upcoming testing season:
    - ELPAC
    - Administering the Amira Screener Part 2

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Thank you.

Questions & Comments.

Coversheet

New Scholar Policy #44 Referral Protocols for Addressing Scholar Behavioral Health Concerns

Section: VIII. Academic Services
Item: B. New Scholar Policy #44 Referral Protocols for Addressing Scholar Behavioral Health Concerns
Purpose: Vote
Submitted by: Greg Cohen
Related Material:
New Scholar Policy #44 Referral Protocols for Addressing Scholar Behavioral Health Concerns.pdf

BACKGROUND:

California law (SB 153) required the Department of Education to develop model referral protocols and a model policy that LEAs serving grades 7-12 could adapt and adopt to support scholar mental and behavioral health concerns. SB 153 also required LEA governing boards of LEAs to adopt this policy by January 31, 2026.
LEAs must certify to the DOE on or before July 1, 2029, that 100% of its certificated employees and 40% of its classified employees, who have direct contact with scholars in any of grades 7 to 12, have received youth behavioral health training at least one time. *In short, SB 153 requires a school to create a policy committing to improving mental health referral protocols, with training by 2029.*
The new **Compass Policy #44 Referral Protocols for Addressing Scholar Behavioral Health Concerns** follows CDE guidance and parallels the model policy, released by the CDE last November. Fortunately, Compass has already been implementing the provisions in the policy, thanks to efforts in part to the counseling team, HR, the Multi Tiered Support System, and the scholar community advocate. Here's a brief overview of how:

- **Addressing the Needs of High-Risk Groups (EC Section 49428.2(b)(3))**
  - **Compass assesses in various ways, including SAEBRS (Social, Academic, and Emotional Behavior Universal Risk Screener), an efficient counseling referral system, and an annual survey of mental health questions based on the California Healthy Kids Survey (CHKS). These assessments are used to provide individual support, and guide strategy and professional learning selection.**
  - Compass solicits feedback for improvement through its annual surveys and various committees for scholars and families.
  - **Our team of counselors, scholar community advocate, and participation in the California Healthy Youth Behavior Initiative (CYBHI), including the addition of a Licensed Clinical Professional Practitioner (LCPP) to ensure outreach, assessment, and support for all scholars in general education.**
- **Student Privacy**
  - **Annual FERPA training for all staff ensures appropriate privacy.**
- **Referral Protocols and Procedures**
  - Mental Health training is a regular part of our professional learning, including annual suicide prevention training.
  - Compass has a staff flow chart for handling incoming crises.
  - Compass has partnered with Care Solace for referral support, which shares referral data with Compass, and is then shared with the board.
  - Compass makes clear distinction in job descriptions and in professional learning of staff responsibilities and capabilities, and how to refer scholars to the appropriately credentialed personnel for support.

- The counseling team, community scholar advocate and others continue to receive training and be active partners in the community to keep abreast of changes, and keep Compass leadership informed as well.

Authorization and Scope of Practice (EC Section 49428.2(b)(5

- As a matter of practice, and with participation in CYBHI and partnerships with other organizations including Care Solace, Compass has been and continues to improve in its ability to identify, refer, and when appropriate, serve, scholars with mental health issues by staff within the confines of their credentials and expertise.

RECOMMENDATION:

Approve Policy

Board Policy #: 44
Referral Protocols for Addressing Scholar Behavioral Health Concerns

Adopted/Ratified: January 27, 2026

Governing Board Policy Statement (EC Section 49428.2(b)(1))

The Governing Board, at its regularly scheduled meeting held on January 27, 2026, hereby adopts the following policy on referral protocols for addressing scholar behavioral health concerns in grades 7–12. This policy has been developed in consultation with school and community stakeholders and school-linked behavioral health professionals and establishes the adopted procedures relating to referrals to behavioral health professionals and support services.

Addressing the Needs of High-Risk Groups (*EC* Section 49428.2(b)(3))

The Governing Board recognizes the importance of ensuring equitable access to behavioral health supports for all students. The Governing Board hereby adopts this policy to address the needs of high-risk scholar groups, which include but are not limited to the following:

- Scholars with disabilities, mental illness, or substance use disorders.
- Foster youth and youth placed in out-of-home settings.
- Homeless youth.
- Scholars experiencing bereavement or loss of a close family member or friend.
- Scholars for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Lesbian, gay, bisexual, transgender, or questioning scholars.

Compass staff who oversees the mental and behavioral health needs of students is responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the Director of Special Education (IEP), Director of Counseling Services , Scholar Support Coordinator (504), Scholar Community Advocate (Foster Youth Liaison, Homeless Liaison) and Compass administrators.

Compass Charter Schools may also identify additional scholar groups at local discretion, such as English learners or recently immigrated students, if local data or partner input show increased behavioral health risks.

Student Privacy

Compass Charter Schools recognizes and agrees to abide by the variety of federal and state student data privacy laws and regulations (including but not limited to the Family Educational Rights and Privacy Act [FERPA], EC Section 49073, et seq., etc.) with which Compass must comply in connection with its policy on referral protocols for addressing scholar behavioral health concerns and in connection with implementation of its policy and protocols, including but not limited to any of subsets of its policy, such as those listed below.

DRAFT

Referral Protocols and Procedures

The Governing Board hereby adopts the following referral protocols and procedures relating to referrals to behavioral health professionals and support services:

Needs Assessment

- The Superintendent or designee shall conduct an annual needs assessment to:
  - Identify behavioral health trends;
  - Review available resources; and
  - Detect service gaps within the school community.
- The school shall review referral volume, response times, and outcomes on a quarterly basis to continuously improve its process as needed.

Capacity Building

- Compass Charter Schools shall:
  - Provide professional development on referral pathways and staff roles;
  - Clarify responsibilities among certificated and classified staff; and
  - Maintain partnerships with school-linked behavioral health professionals and community providers

Planning

- The Superintendent or designee shall:
  - Define referral pathways for crisis and non-crisis concerns;
  - Establish goals and assign responsible roles for each step in the referral process; and
  - Enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

Implementation

- Compass shall establish step-by-step procedures to:
  - Initiate referrals;
  - Document concerns;
  - Notify parents/guardians consistent with law;
  - Triage level of need;
  - Link scholars to appropriate services; and
  - Schedule follow-up checks.

Evaluation and Continuous Improvement

- Compass shall conduct an annual evaluation of referral protocols that includes:
  - Data collection and analysis;
  - Input from staff, families, and community stakeholders; and
  - Targeted improvements based on results.

DRAFT

- Evaluation monitors outcomes such as:
    - Median time to first contact;
    - Percentage of follow-ups completed within ten school days;
    - Referral closure rates; and
    - Results for the scholar groups identified in EC Section 49428.2(b)(3).

- A summary of results is reported to the Governing Board annually to support transparency and continuous improvement.

Training (EC Section 49428.2(b)(4), (c)-(e))
Compass Charter Schools shall ensure that teachers of scholars in grades 7–12 receive training on scholar behavioral health. Training materials approved by Compass shall include:

- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both school and within the larger community; and
- When and how to refer scholars and their families to those services.

Optional elements may also include:

- Recognizing the signs and symptoms of youth behavioral health disorders.

Subject to EC Section 49428.2(d), Compass shall certify, on or before July 1, 2029, to the CDE that 100 percent of its certificated employees and 40 percent of its classified employees who have direct contact with scholars in grades 7–12 have received youth behavioral health training at least once, in accordance with EC Section 49428.2(c)(1)–(5).

Note: Compass may meet the requirements of EC Section 49428.2(c) through an alternative approach by adopting a policy that describes how this approach is consistent with the goals specified in EC Section 49428.2(c) but better meets the needs of scholars.

Authorization and Scope of Practice (*EC* Section 49428.2(b)(5))

In order to ensure that all school employees act only within the authorization or scope of their credential or license, Compass Charter Schools shall:

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credential or license.
- Direct employees to refer scholars to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

DRAFT

Coversheet

People Division Update

Section:	IX. People Division
Item:	A. People Division Update
Purpose:	FYI
Submitted by:	
Related Material:	People Division Report - January 2026.pdf Additions Report - January 2026.pdf Terminations Report - January 2026.pdf

People Division Report

January 2026

As we enter the second half of the 2025–26 school year, the People Division remains focused on maintaining strong compliance, advancing future-focused planning, and strengthening trust and transparency across the organization. Following a successful Open Enrollment cycle, our team continues to support staff through accurate implementation of benefits, ongoing onboarding, and targeted professional development for both new and returning team members. We look forward to completing divisional goals that support operational excellence and reinforce our commitment to serving staff and the broader Compass community.

Human Resources

Staffing and Recruitment: The Human Resources team remains dedicated to addressing our current staffing needs. Currently, our efforts are concentrated on filling the following vacancies:

- Academic Services Support Specialist
- Speech and Language Pathologist (2)
- Supervising Teacher – Options

Both open Speech and Language Pathologist positions have highly qualified candidates identified and are pending start dates.

We are also excited to welcome two new Speech and Language Pathologist Assistants, Ms. Kara Lloyd and Ms. Kate Mead who will be starting on Monday, January 26, 2026.

Board Vacancies: The two Board Member vacancies have been posted and actively promoted across multiple platforms, including LinkedIn, to increase visibility and broaden our reach. This outreach is intended to attract strong, mission-aligned candidates who are eager to volunteer their time and expertise in service of the Compass community.

- Board Member

Benefits and Open Enrollment Update: Open enrollment changes became effective January 1, 2026, including the transition from the Anthem HMO35 plan to Anthem's EPO offering and the addition of a Health FSA. The Human Resources team completed a detailed review of all employee benefit elections and coordinated with our Payroll partners at CSMC to ensure accurate implementation of employee deductions and employer contributions in Paylocity.

Employee feedback on the Health FSA has been overwhelmingly positive, with strong participation from staff and dependents. Looking ahead, Compass is actively working with our benefits broker to review healthcare cost trend reports in anticipation of projected increases, allowing for proactive planning for future benefit years.

Progressive Discipline Policy – Clarification Update (Action Item): At the December Board meeting, consideration of the updated Progressive Discipline Policy was tabled due to questions regarding the clarity of policy language. Since that time, the we have reviewed the policy and revised the language to address the concerns raised, with the goal of improving clarity and consistency while maintaining the original intent of the policy.

A redlined version of the policy is included on the 2025-26 Employee Handbook Changes document to help illustrate the specific changes made. These revisions are intended to reduce ambiguity and support consistent application of the policy across the organization. The Chief People Officer is requesting Board approval of the revised policy as presented.

Mid-Year Salary Schedule Update (Action Item): On January 1, 2026, California's minimum wage increased to $16.90 per hour. This change impacts Step 1 salaries for the Supervising Teacher and Coordinator I positions, as exempt salaries must be set at or above twice the monthly equivalent of the state minimum wage to remain compliant. At this time, adjustments are limited to these two classifications.

For Board review, updated Step 1 salaries for the Certificated and Administrative salary schedules are included, with all proposed changes reflected in red. The Chief People Officer is requesting Board approval of a mid-year salary schedule update to ensure continued compliance.

Looking ahead, the People Division will work in collaboration with the Chief Business Officer, Dr. Gamez, to review and update the full salary schedule and associated budget for the 2026–27 school year to ensure long-term alignment and sound fiscal planning.

Training & Development

We wanted to provide an update on our continued focus on our Three Pillars of Professional Learning: Trust and Inspire, Strength Deployment Inventory (SDI), and Restorative Practices.

- **Trust and Inspire/Speed of Trust:** Compass continues to integrate Speed of Trust principles into leadership development. Leadership teams are actively engaging in Covey's trust framework, most recently examining trust "taxes and dividends" and identifying opportunities to reduce friction and strengthen effectiveness. Upcoming sessions will focus on the Four Cores of Credibility and the 13 High-Trust Behaviors to further support consistent leadership practices.

  To support organization-wide alignment, these principles are also being introduced through professional learning for classified staff, creating a shared leadership foundation across teams. This coordinated approach is designed to strengthen trust, collaboration, and operational effectiveness.

- **Strength Deployment Inventory (SDI):** SDI continues to be used as a practical tool to strengthen professional relationships and support restorative conversations across teams. New hires are introduced to SDI during onboarding, enabling managers to better leverage individual strengths and support effective collaboration. Ongoing coaching and team support are available to reinforce consistent application and alignment.

- **Restorative Practices:** Compass continues to expand restorative practices that support staff connection and organizational health. Monthly Community Building Circles provide structured opportunities for relationship-building and reflection, with consistently positive staff feedback. Restorative processes remain available to address workplace concerns, and a formal feedback protocol is in development to ensure

insights from these conversations inform continuous improvement. Core Crucial Conversations principles are reinforced across all three pillars to support clear, respectful communication.

Across all Three Pillars, the core principles of Crucial Conversations are encouraged and coached as needed.

In-Service Day Update: The Spring In-Service Day is scheduled for Friday, March 13, 2026. Planning is underway, with sessions designed to leverage internal expertise and support professional learning across roles.

Organizational changes have transpired since the last board of directors meeting. *Please see the enclosed worksheets titled CCS Additions Report and CCS Terminations Report.*

Additions/New Hire Report

COMPASS CHARTER SCHOOLS (336061)

12/01/2025 - 01/15/2026

Name	Title	Hire Date	Reporting State
Di Martino, Ariana C.	Supervising Teacher	1/5/2026	CA

Terminations Report

COMPASS CHARTER SCHOOLS (336061)
12/1/2025 - 01/15/2026

Company Code	Last Name	First Name	Position Description	Department Description	Hire Date	Termination Date	Tenure (In English)
336061	Fidalgo	Christopher	Speech and Langauge Pathologist	CMO Certificated Other	10/16/2025	12/01/2025	1 Month(s)
336061	Lehman	Lacey	Supervising Teacher	CMO Certificated Teacher	08/01/2022	01/09/2026	3 Year(s) & 5 Month(s)

Coversheet

2025-26 Employee Handbook Update

Section:	IX. People Division
Item:	B. 2025-26 Employee Handbook Update
Purpose:	Vote
Submitted by:	
Related Material:	2025-26 Employee Handbook Changes - Jan 2026.pdf 2025-26 Compass Employee Handbook - January 2026 Revise.pdf

COMPASS CHARTER SCHOOLS

2025-26 Employee Handbook Changes
January 2026

+ Added additional language to “Employee Improvement Opportunities and Progressive Disciplinary Process” (p.78)
    + Updated “Coaching Support Plan” to add “or written reprimand”.
    + Updated language under Performance Improvement Plan (PIP) to clarify the process for the presence of a supervisor and member of the Human Resources team when issuing a performance improvement plan .
        + This update ensures that the policy is in alignment with our internal documentation.

Coaching and Mentoring
Compass believes in the importance of holding crucial conversations regarding performance and mentoring opportunities whenever possible. Supervisors should address concerns of employee performance directly with the employee in either their regular recurring check-in (one-on-one) meetings or a scheduled meeting.

Coaching Support Plan (CSP)
This document is meant to identify and address opportunities for growth. Employees and supervisors are expected to collaborate on completion of the CSP.

A CSP usually follows a verbal warning, but may be issued with a written warning or written reprimand.

Performance Improvement Plan (PIP)
The Performance Improvement Plan (PIP) is an escalation from ~~a~~ the Coaching Support Plan (CSP), this is a detailed plan for improvement based on requirements and regular duties based on an employee's role and job description. This can include daily or weekly check-ins, and may be used in conjunction with a written warning.

A PIP will be issued to an employee with a Supervisor and a member of the Human Resources team present.

Subject to the at-will nature of employment, employees are expected to meet conditions of a PIP on an immediate and sustained basis but by no later than within thirty (30) days.

30-Day Follow-up to Performance Improvement Plan:

2025-26 Employee Handbook 78

+ Formatted items under “30-Day Follow-up to Performance Improvement Plan” (p.78-79)
    + Added bullet points

Subject to the at-will nature of employment, employees are expected to meet conditions of a PIP on an immediate and sustained basis but by no later than within thirty (30) days.

30-Day Follow-up to Performance Improvement Plan:

- Conditions Met: Update notes on the PIP documentation and additional support through regular check-in (one-on-one) meetings.
- Significant Improvement: Update notes on the PIP documentation and re-visit within an agreed upon timeline, usually one (1) to two (2) weeks.
- Conditions Not Met or No Improvement: Termination of employment.

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+ Updated language under “Progressive Discipline Procedures” (p79)
  + Clarifies “written warning and/or reprimand”.
+ Added additional language to “Written Warning” (p.79)
  + Added “or Written Reprimand”
  + This update clarifies that issuance of a written warning may also include a written reprimand.

Progressive Discipline Procedures
Although employment with the School is “at-will,” meaning that either the employee or the School may terminate the employment relationship at any time, with or without cause or advance notice, the School shall generally utilize a discipline process which includes the following progression: verbal warning; written warning and/or reprimand; suspension without pay; and release.

Verbal Warning: A verbal warning may result in a post-conference summary or memorandum. The employee shall have the right to have a written response attached to the warning and retained in the file.

Written Warning or Written Reprimand: Unless conduct warrants a written warning and/or reprimand in the first instance, a written warning~~reprimand~~ shall not be used unless the employee has been verbally warned about similar actions within the last three (3) years. The School, in its discretion, may also issue a performance improvement plan (“PIP”) concurrent with the written warning and/or reprimand. The employee shall have the right to have a written response attached to the reprimand and retained in the file.

Suspension: The School, in its discretion, may choose to place the employee on unpaid suspension in lieu of a releasing the employee. However, placement on unpaid suspension does not bar the School from releasing the employee should disciplinary issues continue.

Release from At-Will Employment: Release from at-will employment shall be the final step of progressive discipline and shall generally be used only when prior steps of progressive discipline have failed, or unless the basis for the release constitutes misconduct or significant unsatisfactory job performance.

The School reserves the right in all instances to determine the appropriate level of disciplinary action, where progressive steps may not always be taken. Neither this policy nor any action taken or not taken by the School in relation to employee discipline alters the at-will nature of relationship at the School.

Misconduct
For the purposes of this policy, “misconduct” includes but is not limited to employee actions or inactions which: tend to threaten the safety of School students, families and staff; violate the terms of the School’s charter, Employee Handbook, or any other policies/procedures; violate federal, state, or local law; or tend to damage the School’s reputation within the community. The School shall have the sole authority to determine when a disciplinary matter rises to the level of constituting “misconduct.”

Administrative Leave with Pay
The Superintendent & CEO or their designee, at his or her discretion, may place any employee on administrative leave with pay for the purpose of investigating charges or complaints against such

Employee Handbook
2025-26

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Thousand Oaks, CA 91361
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http://www.compasscharters.org

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ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE HUMAN RESOURCES DEPARTMENT.

EMPLOYEE NAME:

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Superintendent & CEO of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Superintendent & CEO has the authority to make any such agreement and then only in writing signed by the Superintendent & CEO.

Employee's Signature: _____ Date: _____

Please sign/date and return the electronic acknowledgment form to Human Resources. Retain this Handbook for your reference.

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ACCEPTABLE USE POLICY AND AGREEMENT

The Board of Directors of Compass Charter Schools finds that new technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and scholar learning. The Charter School offers staff and scholars access to technologies that may include reimbursement of Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. By its adoption of this Policy, the Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of scholar learning.

Educational Purpose

Use of the school's equipment and access to the Internet via school equipment and resource networks is intended to serve and pursue educational goals and purposes. Staff and scholar use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Staff have a duty to use Charter School resources only in a manner specified in the Policy.

"Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, School approved personal research activities, or other purposes as defined by the CCS from time to time.

"Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Notice and Use

The Charter School shall notify employees and scholars about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before an employee is authorized to use the Charter School's technological resources, they shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able to exercise reasonable control over content created and purchased by the school, it has limited control over content accessed via the internet and no filtering system is 100% effective. The school shall not be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Superintendent & CEO or designee shall implement rules and procedures designed to restrict access to harmful or inappropriate matter on the Internet and to ensure that staff and scholars do not engage in unauthorized or unlawful online activities. Staff shall monitor scholars while they are using online services and may have teacher aides, scholar aides, and volunteers assist in this monitoring.

The Superintendent & CEO or designee also shall establish regulations to address the safety and security of scholars and scholar information when using email, chat rooms, and other forms of direct electronic communication.

The Superintendent & CEO or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the scholar's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying as defined in the Charter School's charter. Staff and scholars are expected to follow safe practices when using school technology.

Staff and scholars shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, scholars, staff, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Staff and scholar use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Superintendent & CEO or designee shall block access to such sites on Charter School computers with Internet access.

The Superintendent & CEO or designee shall oversee the maintenance of the school's technological resources and may establish guidelines and limits on their use. All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising scholar use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.
Staff and scholar use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Staff who violate these policies and rules may be subject to discipline, including but not limited to termination.

ACCEPTABLE USE AGREEMENT
The School believes that providing access to technology enhances the educational experience for scholars. However, scholar use of CCS computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, scholars must abide by the following terms and conditions:

1. **Security.** Staff and scholars shall not impair the security of Charter School technology resources. Staff and scholars are expected to:
    a. Safeguard all personal passwords. Scholars should not share passwords with others and should change passwords frequently. Scholars are expected to notify an administrator immediately if they believe their scholar account has been compromised.
    b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Scholars may use School technology resources when directed by a teacher, when technology has been designated for open staff and scholar use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the School is able to exercise reasonable control over content created and purchased by the School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. Staff, parents and scholars agree not to hold the Charter School or any it's staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.
4. **Inappropriate Use.** School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Scholars are provided access to the Charter School technology primarily for educational purposes. Scholars shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:
    a. Playing games or online gaming.
    b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
    c. Installing software on school equipment without the permission of a supervising teacher or other authorized school staff person.
    d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
    e. Conducting any activity that is in violation of Charter School policy or local, state or federal law.
    f. Engaging in any activity that is harmful to other scholar(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
    g. Conducting for-profit business.
    h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
    i. Using any software or proxy service to obscure either the scholar's IP address or the sites that the scholar visits.
    j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
    k. Accessing or attempting to access material or systems on the network that the scholar is not authorized to access.

5. **No Expectation of Privacy.** Staff and scholars acknowledge that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by the school and provided to scholars for educational purposes. The school may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the scholars. The school reserves the right to access stored computer records and communications, files, and other data stored on school equipment or sent over schoolnet works. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the scholar is engaging in an inappropriate use.
6. **Disruptive Activity.** Scholars should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Scholars may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Scholars who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Charter School Policy and applicable laws.
9. **Technology Systems/Equipment Care.** Scholars are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

As a user of Charter School technologies, I have read of the school's Technology Policy and herby agree to comply with it and the Acceptable Use Agreement.

I understand that computer use is a privilege and not a right. I understand that if I violate this policy in any way, I will be subject to disciplinary action and possible termination

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FOR SCHOOL EMPLOYEES ONLY

I have read, understand and agree to abide by the Policy and the Acceptable Use Agreement. I understand that the school's policies, procedures, rules, and regulations which apply to scholars also apply to me as an employee and adult user of the school's technology, in addition to any separate policies governing employee use of technology.

Employee's Name: _____

Employee's Signature: _____ Date: _____

INTRODUCTION TO THE HANDBOOK

This Handbook is designed to help employees get acquainted with Compass Charter Schools (hereinafter referred to as “CCS” or the “School”). It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. CCS also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Superintendent & CEO or Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Superintendent & CEO.

Employees must sign and date the acknowledgment form at the beginning of this Handbook, please complete the electronic acknowledgment form via the Human Resources Information System (HRIS), PAYLOCITY. This will provide the School with a record that each employee has received this Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

CCS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation, and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she

needs to perform the job, or if unknown, what job duties the disability impairs. CCS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. CCS will identify possible accommodations if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by an employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

CCS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in county jail, or by a fine of one thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are childcare custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of scholars taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee, be arrested for, charged with, or convicted of any offense during his/her employment with the School, the employee must immediately report as much to the Chief People Officer.

Tuberculosis Testing

All employees of the School must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing scholar services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School scholars.

Immigration Compliance

CCS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, CCS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law.

Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

Employment Qualifications

CCS's certificated staff (i.e., supervising teachers, counselors, academic administrators) are required, as a condition of initial and continued employment, to hold a current California Commission on Teacher Credentialing certificate, permit, or another document equivalent to that which a teacher in other public schools would be required to hold.

It is the responsibility of each certificated staff member to ensure that all appropriate credentials and permits are cleared and/or renewed in a timely manner and remain current. Any certificated employee whose credential lapses will be placed on unpaid leave until the credential is renewed and may be terminated if the credential is not renewed in a timely manner. Upon renewal, a copy of the original document is to be submitted to the Human Resources department to be filed in the employee's personnel file.

Professional Boundaries: Staff/Scholar Interaction Policy

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

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

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

Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a scholar from fighting with another scholar;
2. Preventing a scholar from committing an act of vandalism;

3. Defending yourself from physical injury or assault by a scholar;
4. Forcing a scholar to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a scholar as a means of control;
2. Making unruly scholars do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Scholar Behavior

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

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

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

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a scholar or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and scholars, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct. Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with scholars certainly fosters learning, scholar/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors
The following examples are not an exhaustive list:

Unacceptable Staff/Scholar Behaviors (Violations of this Policy)

1. Giving gifts to an individual scholar that are of a personal and intimate nature.
2. Kissing of any kind.
3. Any type of unnecessary physical contact with a scholar in a private situation.
4. Intentionally being alone with a scholar away from the school.
5. Making or participating in sexually inappropriate comments.
6. Sexual jokes.
7. Seeking emotional involvement with a scholar for your benefit.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a scholar in an attempt to gain their support and understanding.
10. Becoming involved with a scholar so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Scholar Behaviors without Parent and Supervisor Permission
(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

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

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

1. Remarks about the physical attributes or development of anyone.
2. Excessive attention toward a particular scholar.
3. Sending emails, text messages, or letters to scholars if the content is not about school activities.

Acceptable and Recommended Staff/Scholar Behaviors

1. Getting parents' written consent for any after-school activity.
2. Obtaining formal approval to take scholars off school property for activities such as field trips or competitions.
3. Emails, texts, phone calls, and instant messages to scholars must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
4. Keeping the door open when alone with a scholar.
5. Keeping reasonable space between you and your scholars.
6. Stopping and correcting scholars if they cross your own personal boundaries.
7. Keeping parents informed when a significant issue develops about a scholar.
8. Keeping after-class discussions with a scholar professional and brief.

9. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
10. Involving your supervisor if conflict arises with the scholar.
11. Informing the Human Resources Manager about situations that have the potential to become more severe.
12. Making detailed notes about an incident that could evolve into a more serious situation later.
13. Recognizing the responsibility to stop unacceptable behavior of scholars or coworkers.
14. Asking another staff member to be present if you will be alone with any type of special needs scholar.
15. Asking another staff member to be present when you must be alone with a scholar after regular school hours.
16. Giving scholars praise and recognition without touching them.
17. Pats on the back, high fives, and handshakes are acceptable.
18. Keeping your professional conduct is a high priority.
19. Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

CCS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. CCS's policy prohibits unlawful harassment, discrimination, and retaliation based upon race (including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

CCS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other persons with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Human Resources Manager.

When CCS receives allegations of unlawful harassment, discrimination, or retaliation, the Board Chair (if a complaint is about the Superintendent & CEO) or the Human Resources Manager (if the complaint

is about any other employee) will review the allegations and, if appropriate, conduct a fair, timely and thorough investigation. Investigations commenced under this policy will provide all parties an appropriate process and reach reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Investigations conducted by the Board Chair shall be brought to the full Board for review upon completion of the process. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. CCS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

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

Prohibited Unlawful Sexual Harassment

CCS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

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

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Human Resources Manager. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults and
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
    - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
    - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate CCS policy.

Code of Ethics

General
The following Code of Ethics applies to all members of the School Community including volunteers and members of all decision-making teams, as well as all staff of CCS (collectively referred to as “members”).

Preamble
All members believe in the worth and dignity of human beings. All members recognize the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic citizenship. All members regard as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. All members accept the responsibility to practice “education” according to the highest ethical standards.

Principle I: Commitment to the Scholar
All members must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling these goals, all members should:

- Encourage the scholars to take independent action in the pursuit of learning and provide access to varying points of view, and entrepreneurial goals and vision.
- Prepare subjects carefully, incorporating entrepreneurial curriculum and 21st century life skills. Present them to the scholar without distortion, and, within the limits of time and curriculum, give all points of view a fair hearing.
- Protect the health and safety of scholars.
- Honor the integrity of scholars and influence them through constructive criticism rather than by ridicule and harassment.
- Provide for participation in educational programs without regard to race, color, creed, sex, gender, orientation, national origin or any other protected classification - both in what is taught and how it is taught.
- Neither solicit nor involve scholars or their parents in schemes for commercial gain thereby ensuring that professional relationships with scholars shall not be used for private advantage.
- Keep in confidence from third parties (outside of CCS) information that has been obtained in the course of professional service, including scholar/parent’s address, phone number or any other contact information, unless disclosure serves professional purposes or is required by law.
- Not post on the website or share with others pictures or depictions of scholars unless a photo school waiver is on file with the School.

Principle II: Commitment to the Public
All members believe that democratic citizenship in its highest form requires dedication to the principles of our democratic heritage. All members share with all other citizens the responsibility for the development of sound public policy and assume full political and citizenship responsibilities. All members of staff bear particular responsibility for the development of policy relating to the extension of educational opportunities for all, and for interpretation of educational programs and policies to the public. In fulfilling these goals, all members:

- Have an obligation to support education and CCS, and not to misrepresent them in public discussion. When being critical in public, all members have an obligation not to distort the facts.

When speaking or writing about policies, all members must take adequate precautions to distinguish members' private views from the official position of the charter school.
- Do not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
- Ensure that institutional privileges shall not be used for private gain. Do not exploit scholars, their parents, colleagues, or the school system itself for private advantage. Do not accept gifts or favors that might impair or appear to impair professional judgment nor offer any favor, service, or thing of value to obtain special advantage.

Principle III: Commitment to the Profession

All members will exert every effort to raise standards, to improve service, to promote a climate in which the exercise of sound personal and professional judgment is encouraged, and to achieve conditions, which attract person's worthy of trust to careers in education. In fulfilling these goals, all members will:

- Accord just and equitable treatment to all members in the exercise of their rights and responsibilities.
- Not use coercive means or promise special treatment in order to influence the professional decisions of colleagues.
- Not misrepresent one's own professional qualifications.
- Not misrepresent the professional qualifications of their colleagues; discuss these qualifications fairly and accurately when discussion serves professional purposes.
- Apply for, accept, offer, and assign positions or responsibilities on the basis of professional preparation and legal qualifications.
- Use honest and effective methods of administering educational responsibilities; conduct professional business through proper channels; use time granted for its intended purposes; not misrepresent conditions of employment; live up to the letter and spirit of contracts.

In-Person/In-Home Visit Policy

School administrators, counselors, and/or supervising teachers may find it necessary to conduct an in-person or in-home visit for scholars. Home visits usually take place at the established residence, however, visits can take place anywhere that is convenient for everyone involved. Staff should be adequately prepared for a visit and ensure they are following the protocols for safety.

Preparation

- All staff conducting these visits should complete training on how to successfully hold an in-person or in-home visit.
- Determine if an in-person or home visit is required.
- Schedule your visit. Notify the Learning Coach/Family before your visit. Send letters describing the purpose of the in-person/home visit.
- Notify your direct supervisor of home visit time and time that you are expected to return.
- Complete a travel request that details the travel and expenses that will be incurred and submit to your supervisor for approval.
- Bring your school ID (ID 1-2-3) - download a copy or keep the app open.

Safety:

- Conduct the in-person/home visit with a colleague, school administrator, or partner agency staff member; do not bring non-school-related staff with you.

- Only enter a residence where the parent/guardian is present.
- Meet with a scholar in a room with the parent or guardian present with access doors open.
- Only agree to meet in a safe location.
- End the meeting and leave the location if any safety concerns arise.

During the Visit:

- Staff are expected to follow all departmental protocols for conducting the various types of visits, ensuring consistency and professionalism.
- Maintain respectful and professional communication during the visit, fostering an environment conducive to collaboration and understanding.
- Respect student confidentiality rights by ensuring communications during the visit are not overheard by third parties, with the exception of parents/guardians.

After the Visit

- Notify supervisor once you have returned and document in Contact Manager that the visit was completed (date and time).
- After you have concluded your visit, send an email summarizing the visit, agreed upon action steps, concerns the Learning Coach shared, and/or agreed upon resolutions.
- Submit a comprehensive post-visit report via email promptly after the visit, including key takeaways, agreed-upon action steps, concerns expressed by the Learning Coach, and resolutions reached.
- Follow the travel guidelines for your department to receive reimbursement in accordance with the reimbursement policy.

Whistleblower Policy

CCS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another

employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug- and Alcohol-Free Workplace

CCS complies with applicable Federal and State law regarding drug use while on the job with respect to all School employees. The School is concerned about the use of alcohol and drugs as it affects the workplace, the School community and the scholars which CCS serves. Use of these substances whether on or off the job can adversely affect an employee's work performance, efficiency, safety, and health, and therefore seriously impair the employee's value to the School and its scholars. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and scholars and exposes the School to the risks of property loss or damage or injury to other persons.

Furthermore, the use of prescription and/or over-the-counter drugs also may affect an employee's job performance and seriously impair the employee's value to CCS. Any employee who is using prescription or over-the-counter drugs that may impair the employee's ability to safely perform the job, or affect the safety or well-being of others, must notify a supervisor of such use immediately before starting or resuming work.

The following rules and standards of conduct apply to all employees either on CCS property or during the workday (including meal and rest periods). Behavior that violates this policy includes:

- Driving a School vehicle while under the influence of alcohol or drugs.
- Distribution, sale or purchase of any drug while on the job, or in the presence of scholars.
- Possession or use of alcohol or drugs while on the job, or in the presence of scholars.
- Being under the influence of alcohol or drugs while on the job.

Notwithstanding recent changes in California law and over-the-counter availability, marijuana (including all cannabis extracts such as CBD) remains an illegal Schedule I substance under federal law. As a result, and regardless of the drug or substance, employees who violate the aforementioned prohibitions will be subject to disciplinary action up to and including termination. CCS may also bring the matter to the attention of the appropriate law enforcement authorities.

In order to enforce this policy, CCS reserves the right to conduct searches of School property and to implement other measures necessary to deter and detect abuse of this policy. As such, employees do not have a reasonable expectation of privacy while on School property.

Smoking

All School buildings and facilities are non-smoking facilities.

Confidential Information

All information relating to scholars, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties, including other CCS parents unless permission is on file.

All records concerning special education scholars shall be kept strictly confidential and maintained in a separate locked cabinet. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. A conflict of interest is a situation in which an employee's personal interests (or those of the employee's friends or family) are inconsistent with the interests of CCS, so that the employee's ability to act solely in the best interests CCS is placed in doubt, giving recognition to the frailties of human conscience and the instinctive force of self-interest.

An employee involved in any relationships or situations, which may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to the Superintendent & CEO, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances.

In the case of outside employment, all full-time and part-time employees may not work or consult for other entities involved in the field of education without written authorization from the Superintendent & CEO. No outside employment may impede the staff member's ability to fulfill their job duties and responsibilities. Outside employment may not take place during regular employee hours. Failure to disclose facts shall constitute grounds for disciplinary action that may involve action up to and including release from at-will employment.

Nepotism Policy

CCS is committed to a policy of employment and advancement based on qualifications and performance. Due to potential for perceived or actual conflicts, such as favoritism or personal conflicts from outside the work environment, which can be carried into the daily working relationship, CCS will hire or consider other employment actions concerning relatives of persons currently employed only if:

1. Candidates for employment will not be working directly for or supervising a relative;
2. The relative will not be working within the same department, division and/ or reporting to the same Supervisor; and
3. Candidates for employment will not occupy a position in the same line of authority in which employees can initiate or participate in decisions involving a direct benefit to the relative. Such decisions include hiring, retention, transfer, promotion, wages, and leave requests. This policy applies to all current employees and candidates for employment, unless prior approval has been granted by the Superintendent & CEO.

Definitions: "Family member" is defined as one of the following: relationships by blood - parent, child, grandparent, grandchild, brother, sister, uncle, aunt, nephew, niece, and first cousin; and relationships by marriage - husband, wife (as defined by state law), stepparent, stepchild, brother-in-law, sister-in-law, father-in-law, mother-in-law, son-in-law, daughter-in-law, half-brother, half-sister, uncle, aunt, nephew,

niece, spouse/partner of any of the above and cohabitating couples or significant others. The hiring supervisor is responsible for ensuring policy compliance.

Department directors are responsible for monitoring changes in employee reporting relations after initial hire to ensure compliance with this policy. Employees are responsible for immediately reporting any changes to their supervisor. If any employee, after employment or change in employment, enters into one of the above relationships, one of the affected individuals must seek a transfer or a change in the reporting relationship. Such changes must be approved by the Superintendent & CEO. If a decision cannot be made by the affected employees within fourteen (14) days of reporting, reassignment will be made on direction of the department director and the Superintendent & CEO. No exception to this policy will be made without the written consent of the Superintendent & CEO.

Promotion and Position Creation Policy

CCS defines “Promotion” as a move to a position or title with greater responsibility in a higher salary step schedule. The policy is designed to make the process fair and equitable to all.

- Promotions must meet or address a need within the organization.
- A promotion cannot occur if the budget cannot support a salary increase.
- When considering an employee’s experience and education, the employee must meet at least the minimum requirements for the position level they are being considered.

Eligibility

Any employee in good standing is eligible for promotion consideration, assuming they meet the minimum qualifications for the position.

Criteria for Promotion

Promotions entail greater job expectations, the addition of significant duties and/or key areas of responsibility within the organization. This may also include the potential for additional direct reports. Generally, a change is significant when 25-40% or more of a position’s duties increase in level.

When considering a promotion or adding a new role, the first two items to review are:

- Does a need exist within the organization/division/department for a higher-level position?
- Is there money available in the budget to fund a promotional increase or new position?

A promotion must be supported by performance, experience, and/or education. When considering an employee’s performance, supervisors are expected to consider criteria that reflect the larger picture of an employee’s work. These include:

- Skillset: ensuring their skillset matches the requirements of the position
- Sustained Performance: meeting goals in recent growth and development plan cycles. Consider any disciplinary actions.
- Demonstrated steps taken to gain new skills and continued growth
- Personal motivation and willingness for an increase in level and responsibility

Timeline

The CCS deadline for supervision submission will be annually in January. Unless otherwise stated, promotions and new positions will be effective for the following school year.

THE WORKPLACE

Employment Categories

The following are categories of employees that are used within this Handbook (herein "Employee Category"). More than one (1) Employee Category may apply to an employee.

Full-Time Employee
A full-time employee is an employee whose regular working hours are more than thirty-five (35) hours per week. Full-time employees are hired for an indefinite and unspecified duration of time. Full-time employees are eligible for all School employment benefits, as specified in the Employment Benefits provision of this Handbook.

Part-Time Employee
A part-time employee is an employee whose regular working hours are thirty-five (35) or fewer hours per week. Part-time employees are hired for an indefinite and unspecified duration of time. Part-time employees may be eligible for employment benefits (e.g., prorated), as specified in the Employment Benefits provision of this Handbook.

Temporary Employee
A temporary employee is an employee who is hired for a limited, but unspecified, period of time or for a specific project or set of projects. The introductory period is not applicable to temporary employees. Temporary employees are generally ineligible for School employment benefits, as specified in the Employment Benefits provision of this Handbook.

Exempt Employee
An exempt employee is an employee whose employment is not subject to the overtime and recordkeeping provisions of applicable law.

Nonexempt Employee
A nonexempt employee is an employee whose employment is subject to the overtime and recordkeeping provisions of applicable law.

Salaried Nonexempt Employee
The designation of an employee as "salaried, nonexempt" means that the employer is paying the employee a consistent salary that meets applicable minimum wage requirements instead of paying an hourly rate based on actual hours worked. In addition, and most importantly, the designation means the School determined that the employee's primary job duties fail to meet the requirements for an exemption under applicable law and is classifying the employee as nonexempt.

Inactive Employee
An inactive employee is an employee who is currently on a leave of absence. When an inactive employee returns to work, the employee becomes an active employee.

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Vacant Positions

CCS believes in providing opportunities for employees to advance within the organization. All new and vacant positions will be announced for internal applicants through the School's intranet and posted on the School website, including any job boards, for external applicants.

An employee in good standing will be considered as eligible if they meet the minimum qualifications for the position.

Work Schedule

Business Hours

Regular business hours will be between the hours of 8:00 am and 5:00 pm, Monday through Friday. The expectation for all staff is that they work eight (8) hours a day and are available to our educational partners (scholars, learning coaches, and staff) during regular business hours.

Any changes to an employee's work schedule for one to two days should be approved by their direct supervisor and reflected on their school calendar; any longer term changes require Human Resources approval.

Employees are expected to attend all required meetings during regular business hours, including but not limited to 504/IEP meetings, team meetings, professional learning, and the like. Additional requirements for meeting expectations may be referenced in the School's expectations guidelines (e-mail, calendar, meeting, etc.) shared by Human Resources and are subject to change.

Nonexempt Employees

Full-time: The regular workday schedule for full-time nonexempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours per week, Monday through Friday.

Part-time: The regular workday schedule for part-time nonexempt employees will vary based on the position requirements and range from two (2) to six (6) hours; the regular workweek schedule is not to exceed thirty (30) hours per week, Monday through Friday.

All nonexempt employees**:** Any overtime must be approved in writing by the Superintendent & CEO per occurrence.

Exempt Employees: Twelve-month

Twelve-month exempt employees are expected to be available during regular business hours of 8:00 a.m. - 5:00 p.m. and to commit whatever additional time is necessary to satisfactorily complete all job requirements. The School reserves the right to alter schedules as it may require.

Exempt Employees: Eleven-month

All teachers/educational facilitators, coordinators, and counselors are exempt employees as defined by applicable law. Work schedules will be reflective of their current scholar roster, will generally coincide with regular school hours, and may require a flexible work schedule, including work on weekends, as well as before and after the regular work year or hours of the workday. Work schedules may need to be

adjusted throughout the school year to accommodate changes and to best serve the needs of their scholars.

Meal and Rest Periods

CCS provides nonexempt employees with ten (10) minute paid rest periods as required by applicable law. Nonexempt employees receive one (1) rest period for each four (4) hour work period or a "major fraction" of a work period (i.e., greater than two [2] hours). However, any nonexempt employee who works less than three and one-half (3½) hours in a day is not eligible to take a rest period. The number of rest periods received is as follows:

- Nonexempt employees who work between three and one-half (3½) and six (6) hours are entitled to one (1), ten (10) minute rest period.
- Nonexempt employees who work more than six (6) and up to ten (10) hours are entitled to two (2), ten (10) minute rest periods. Nonexempt employees who work more than ten (10) and up to twelve (12) hours are entitled to three (3), ten (10) minute rest periods.

A rest period is paid time when employees are relieved of all work duties and responsibilities. Rest periods may not be combined, added to a meal period, or taken at the very beginning or very end of the day. Insofar as practicable, rest periods should be in the middle of each work period. Employees must self-police their rest periods and ensure that they take their rest periods every day.

CCS also requires its employees in non-exempt positions to take a mandatory unpaid, uninterrupted meal period in accordance with California law, sixty (60) minutes per CCS policy. A meal period is an unpaid period when employees are relieved of all work duties and responsibilities, generally for the purpose of consuming a meal. During the meal period, employees may not perform any work-related activities. The meal period must be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and CCS mutually consent to the waiver in writing.

If a nonexempt employee is unable to take their meal or rest periods, or take them in a timely manner, the employee must notify their supervisor before or at the time the employee is unable to take the meal or rest period. Failure to follow this notification requirement may lead to discipline, at the School's discretion.

Lactation Accommodation

CCS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

CCS will make reasonable efforts to provide employees who need lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such a room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with

running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affect the School's ability to implement its educational program and disrupts consistency in scholars' learning.

If it is necessary to be absent or late for the start of the workday or any other work functions, including but not limited to required meetings or trainings, employees are expected to notify their immediate supervisor as soon as possible but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep their immediate supervisor sufficiently informed of the situation. Time off requests must be entered using the HRIS (PAYLOCITY) system.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Chief People Officer will be considered a voluntary resignation from employment.

Timecards/Records

By law, CCS is obligated to keep accurate records of the time worked by nonexempt employees. Such employees are required to utilize the School's timecard system.

Nonexempt employees must accurately submit their hours worked on the day they worked via Time Tracking, as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The Time Tracking indicates when the employee arrived and when the employee departed. All nonexempt employees must submit their hours worked on the day they worked, for all paid work time including lunch.

Nonexempt employees are solely responsible for ensuring accurate timekeeping in the HRIS (PAYLOCITY) system and remembering to record time worked. If an employee misses a time punch, the employee must complete a Punch Correction Form, be signed by the employee, their immediate supervisor, and submitted to the Chief Operations Officer at the end of each pay period.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's timecard. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Adjunct Duties

All exempt employees will be assigned adjunct duties at the School's discretion. Satisfactory performance of these duties is a condition of continued employment.

School Events

Exempt Employees

Exempt employees may work during School events including but not limited to field trips, testing, and family engagement events, provided they are the type of events open to staff. Approval must come from the employee's direct supervisor via PAYLOCITY, the Human Resources Information System (HRIS).

Supervisors and exempt employees must ensure the following:

- All meal and rest periods are being met in accordance with the School's policies
- Travel time to and from events are included in work hours

Nonexempt Employees

Nonexempt (hourly) employees may work to staff School events including but not limited to day field trips, testing, and family engagement events. Advance approval must come from the employee's direct supervisor via the Human Resources Information System (HRIS).

Supervisors and nonexempt employees must ensure the following:

- All meal and rest periods are being met in accordance with the School's policies
- Travel time to and from events are included in work hours, and
- No overtime will be approved without advance written permission from the Superintendent & CEO.

Use of Email, Voicemail, and Internet Access

CCS permits employees to use its electronic mail, voicemail systems, and Internet access subject to the following:

- Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols during work hours.
- The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
- The Internet may not be accessed on any school device outside of the United States.
- Employees may not attempt to gain access to another employee's personal file of email or voicemail messages or voicemail messages without the latter's express permission.
- School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. CCS retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

- Employees may not change any preset usernames and/or passwords established by CCS for access to School email, voicemail, or software provided to the employee by the School. Employees may not change or alter in any way the email signature for school email as determined by the School. No additional extraneous content may be added to the email signature unless requested by the Superintendent & CEO.
- Employees should not use personal devices or personal email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's CCS email account/CCS issued Zoom phone number.
- For information and expectations for staff use of school email (Gmail) and calendars (Google calendars) employees should reference the guideline/etiquette documents, which are available on the Human Resources guidesite and are subject to change.

Social Media Policy

Permissions

At CCS, we believe in open communication and encourage you to share your work and passion with family, friends, co-workers, and your professional networks around the world. Whether you do so by participating in a blog, wiki, any social media platform, or any other form of online publishing or discussion is up to you. In order to assist you in making responsible decisions in your use of social media, and to avoid any conflicts or misunderstandings, we have come up with a few guidelines to provide helpful and practical advice for you when operating on the Internet as an identifiable employee of CCS and its brands.

This policy applies to all full-time staff, part-time staff, and external contractors employed or providing services at CCS. Each and every employee and/or contractor should use the supplemental CCS Social Media Handbook provided by the Community Relations Coordinator for additional guidance in administering the policy.

Guidelines

In the rapidly expanding world of electronic communication, social media can mean many things. Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal website, social networking or affinity website, web bulletin board or a chat room, whether or not associated or affiliated with CCS, as well as any other form of electronic communication. Before creating any online content, please consider the following main guidelines:

- All employees and contractors must familiarize themselves with the CCS Social Media Policy prior to posting any content on our social media platforms.
- You are personally responsible for the content you publish on your blog, website, or any other form of user-generated media.
- If an item features the statement "For Internal Use Only," please do not forward it to anyone outside of CCS or publish it on any social media channel.
- Do not comment on work-related legal matters unless you are an official spokesperson, and have prior written authorization from the Superintendent & CEO.
- Please remember that the Internet never forgets, meaning everything you publish will be available for the world to see for a very long time and may come back to haunt you at a later

time. If you are about to publish something that makes you even the slightest bit uncomfortable, please contact the Community Relations Coordinator for guidance and approval.

Always remember to consider some of the risks and rewards that are involved with posting content to social media. Keep in mind that any of your conduct that adversely affects your job performance, the performance of co-workers or contractors, or otherwise adversely affects people who work on behalf of CCS or CCS's legitimate business interests may result in disciplinary action up to and including termination.

Know and Follow the Rules

Carefully read these guidelines and the CCS Social Media Policies and ensure your postings are consistent with these policies. Always make sure to respect your audience. Any and all inappropriate postings, including but not limited to discriminatory remarks, harassment, threats of violence, or similar inappropriate or unlawful conduct that would not be acceptable in the CCS workplace, will not be tolerated and may warrant disciplinary action, up to and including termination.

Be Respectful

Always be fair and courteous to fellow staff, scholars, and families of scholars, or people who work on behalf of or provide services to CCS. Also, keep in mind that you are more likely to resolve work-related complaints by speaking directly with your co-workers or a supervisor than by posting complaints to a social media outlet. Using your public voice to harass or embarrass your co-workers, CCS, scholars, families, or any other CCS educational partner is unacceptable and may subject you to disciplinary action, up to and including termination. Examples of such unacceptable conduct include but is not limited to: offensive posts meant to intentionally harm someone's personal or professional reputation, that belittles, degrades, harasses a co-worker, or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion, or any other status protected by applicable law.

Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered.

Please respect copyright laws. If the material is not yours, don't use it as it is that person's choice to share his or her material with the world, not yours. Before posting someone else's work, please check with the owner first and make sure you have the right to use or publish any data, images, videos, etc. When you make a reference to someone's work, where possible, link back to the source.

Respect Confidentiality and Professional Boundaries

Maintain the confidentiality of all of CCS's trade secrets, as well as private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related, personnel, or scholar information that is or may be confidential in nature.

Do not create a link from your blog, website, or other social networking sites to any CCS website without identifying yourself as a CCS staff member. Please remember that anything you publish about CCS can potentially harm the School, including all internal media as well, like the intranet or any newsletters you send out. As soon as you act on the School's behalf by distributing information, you are responsible for upholding the School's image and fully complying with School policies. Please act responsibly when

posting materials and if in doubt, contact the Community Relations Coordinator before you post or send said material.

Express only your personal opinions. Never represent yourself as a spokesperson for CCS. If CCS is a subject of the content you are creating, be clear and open about the fact that you are an employee and make it clear that your views do not represent those of CCS, fellow employees, scholars, parents, suppliers or people working on behalf of or providing services to CCS. If you publish a blog or post online related to the work you do or subjects associated with CCS, you must clearly state that you are not speaking on behalf of CCS. It is best to include a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of CCS.”

Using Social Media at Work

You are prohibited from using your personal social media while on work time or on the equipment we provide, unless it is work-related as authorized by your immediate supervisor or consistent with the CCS Employee Handbook. All work-related posts should be made through social media accounts established for the posting of work-related posts only, separate from your personal social media accounts. Do not use CCS email addresses to register on social networks, blogs or other online tools utilized for personal use. Do not use your work social media accounts to post non-work related material including but not limited to personal family information or photos.

Retaliation is Prohibited

CCS prohibits retaliation against any employee for reporting a possible violation of this policy or for cooperating in an investigation. Any employee who engages in retaliation of any sort will be subject to disciplinary action, up to and including termination.

Technology Policy

Purpose

CCS may, in its sole discretion, provide computers and laptop computers or other hand-held or similar computing devices, as well as mobile devices, to certain employees for the express purpose of enhancing the productivity and operational efficiency of School-based and administrative activities, functions and instruction. The purpose of this policy is to establish general guidelines for the issuance and utilization of all such devices by officials, management, and personnel within the School.

Guidelines

1. All computers and devices shall be used for the sole and express purpose of conducting official business and maintaining the operations of the School. Use of all such computers and devices is subject to the School’s Computing and Internet Acceptable Use Policy.
2. An employee may be issued a computer or device for the performance of specific job-related duties and responsibilities and as determined by the Superintendent & CEO or their designee and has an “active” employment status; and the employee’s job-related duties and responsibilities require regular and systematic use of a computer or device; or the employee is required to perform the majority of their duties away from their primary work location.
3. Persons not directly employed by the School, including but not limited to volunteers, retired employees, employees hired on a per diem basis, consultants, vendors, or employees on

extended leave or with an employment status of ‘inactive” shall not be eligible for the issuance of any computer or device.

4. Although issued to an individual employee, all computers or devices are considered the property of CCS and shall be returned upon termination of employment with the School, or immediately upon request at any time by an official of the School.
5. Employees must take all appropriate measures and precautions to prevent the loss, theft, damage, and/or unauthorized use of services and shall include the following:
    a. Keep all computers and devices in a locked and secured environment when not being used;
    b. Do not leave the computer or device for prolonged periods of time in a vehicle, especially in extreme temperatures;
    c. Keep food and drinks away from all computers and devices and work areas;
    d. Do not leave the computer or device unattended at any time in an unsecured location;
    e. Keep the computer or device in sight at all times while in public places, such as public transportation, airports, restaurants, etc.
6. Should an employee’s computer or device be lost or stolen, the employee MUST: (i) immediately report the incident to their immediate supervisor and the Director of IT; (ii) obtain an official police report documenting the theft or loss; and (iii) provide a copy of the police report to the Director of IT. If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the School for the replacement of such equipment.
7. For all warranty and non-warranty repairs and maintenance of all such computers and devices, the employee must contact the School IT Help Desk. All repairs and maintenance will and must be performed in accordance with the School’s current repair and maintenance policies and procedures issued by the Office of Information Technology. For damage that is not covered by the School’s warranty, the employee may be held responsible.
8. The School is under no legal, financial or other obligation to provide for a replacement computer or device to any employee whose computer or device is lost, stolen or damaged.
9. The School may add security and other tracking technology to any and all computers and devices issued by it and any and all such usage is subject to management review, monitoring, and auditing by the School. Other audits may be performed on the usage and internal controls.
10. The IT Department will be responsible for issuance of all such computers and devices and shall:
    a. Maintain direct oversight of the inventory of equipment, software, service contracts, and internal controls for all computers and devices;
    b. Fully enforce the specifications of this policy and other similar IT policies and procedures setting forth the parameters for the eligibility, approval, assignment, utilization, maintenance, and financial oversight of all such computers, devices, and software under their direct control and supervision; and
    c. Ensure compliance with regulatory policies and procedures as applicable.
11. Non-compliance with any policies or procedures regarding computers, devices, and software issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.
    a. Employees are prohibited from changing any of the settings programmed into the computer or device itself, or the computer or device software, without prior approval from the Information Systems Specialist. This includes (without limitation) changing desktop settings, screensaver settings, clock settings, software settings, and the like. This also

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includes checking the “Remember Password” box to save a password in the computer, file server, and the like.

b. Employees are prohibited from downloading software of any kind without prior approval from the Information Systems Specialist. This includes desktop backgrounds, screensavers, anti-virus software, and the like. Employees may submit a request with the School IT Help Desk to get certain programs reviewed and whitelisted if they feel these programs are necessary or beneficial to their work.
c. Employees are expected not to save documents or files to any locations other than the CCS Google Drive. This includes saving to the desktop, local drives, USB drives, memory cards, CDs, DVDs, and the like. Files that must be downloaded to a device in order to be edited or moved should be removed from that device as soon as possible. In the event your computer crashes, files not saved to Google Drive cannot be recovered. Under no circumstances should files containing CCS information be uploaded to private cloud storage systems or drop boxes (e.g., personal Google Drive accounts), nor should such files be transferred using private email accounts (e.g., personal Gmail accounts).
d. Employees are prohibited from accessing any school files from unsecured internet connections or internet connections outside the United States.

Employees acknowledge upon receipt of their computer or device, the computer or device is the property of CCS. Employees will agree to pay all costs associated with user-inflicted damage (as determined by the manufacturer) to the computer or device, or its associated peripheral equipment, or its replacement costs should it be lost or stolen. The replacement cost for a laptop computer and/or mobile device will be determined by the fair market value replacement cost of comparable equipment to that which the employee was provided by the School.

CCS reserves the right to use and disclose any electronic, non-privileged communication on its Computer and Communications Systems without the permission of or any prior notice to any user, including disclosure to law enforcement officials. Any person who discovers misuse of any of the Charter School’s Computer and Communications Systems should immediately contact the Superintendent & CEO or their designee. Any user who violates any part of this policy will be subject to discipline, up to and including termination.

<u>Computer and Device Care and Maintenance</u>

- All computer stations are to be clean and well organized.
- All computers and devices must be maintained clean and damage-free.
    - There is to be no food or liquid on surfaces that share a computer or device.
    - Care should be taken to prevent animal hair, dirt, fine substances, and kids from damaging computers or devices.
- Mousepads on stationary computers are to be used.
- Cleaning of equipment is to be conducted regularly.

<u>Software License</u>

Agreement Software is to be used according to the provisions of the license agreements. Unauthorized copies of software will not be made under any circumstances. Copying software other than for backup purposes is subject to administrative and/or disciplinary action, up to and including termination.

Employees should be aware that civil and criminal penalties up to $250,000.00 per work copied are possible. Any known misuse of software is to be reported to the Superintendent & CEO immediately.

Electronic Accounts

CCS also provides electronic accounts where an Employee can access the School Internet connection, email addresses, software programs, and the like for authorized business purposes (herein “Electronic Accounts”). Electronic Accounts and all data stored on such are considered School property, even if the data is personal in nature. The School reserves the right to access, inspect, and monitor Electronic Accounts and any data stored on or transmitted through such, with or without notice. An Employee should not have any expectation of privacy or confidentiality in Electronic Accounts.

The School does not condone or endorse any material encountered on the Internet. An Employee accessing the Internet does so at the Employee’s own risk and the School is not responsible for material encountered, viewed, or downloaded by the Employee from the Internet.

1. Usernames and Passwords
    a. An Employee must take all necessary precautions to safeguard the integrity and confidentiality of usernames or passwords related to the Employee’s Electronic Accounts, whether the Electronic Account is created by the School or by the Employee.
2. Email Signatures
    a. Each Employee is required to use the School-owned email signature and email disclaimer assigned to the Employee when sending email messages from Employee’s School-owned email address. In addition, an Employee may not amend any verbiage, graphic formatting, or text formatting in the Employee’s email signature or email disclaimer without approval of the Superintendent & CEO.

Phone/Voicemail

1. All employees have an assigned Compass phone number via the Zoom web-based platform. Zoom can be used to make and receive calls and texts on school-provided devices such as laptops and tablets.
2. Employees have the option to download the Zoom application on their school-provided tablet (i.e. iPad), or personal phones (at their own expense).
3. Employees are not required to use their personal phone numbers to conduct Compass business with educational partners including staff, scholars, and families.
    a. Professional communication should go through the Zoom application
    b. Use of personal devices (computers, laptops, tablets, and/or phones) may be considered discoverable evidence in the event of a legal or litigious situation.
        i. Please note any staff choosing to use their personal mobile device or laptop may be subject to providing information from those devices during a Public Records Act request or in any pending litigation. A litigant could issue a subpoena to you demanding the information on your personal phone or laptop relevant to their case.
        ii. If the School or you are parties to a lawsuit, you can also be required to provide information through what is called a "request to produce" issued by one party to another party without a subpoena, and under general information disclosure requirements in some lawsuits that apply to parties and people affiliated with them.

iii. It doesn't matter who owns the phone or laptop. Usually, the subpoena will apply to all accounts and devices within your possession, custody, and control. So, even if you don't have the phone in your possession when you are served with the subpoena (e.g. your son borrowed it for the week), and even if you made a call on your spouse's phone or laptop if you have the legal right or practical ability to get the information, you must provide it.

4. The apps installed on the phone don't matter. What matters is whether there is information relevant to the case (or potentially relevant to the case) that can be accessed with your phone OR laptop and whether the subpoena has asked for it.

Mobile Devices

CCS distributes School-owned mobile devices to employees as needed. Each employee who receives a mobile device:

1. Must keep the mobile device battery charged at all times; and
2. May not alter any settings on any mobile device as outlined above. Although employees use mobile devices for work-related matters, whether these devices belong to the employee or are issued by CCS, employees are prohibited from using such devices for work-related matters while driving due to safety reasons. Employees may use hands-free equipment to make or answer calls while driving without violating this policy. However, safety must always be the employee's first priority. If, because of weather, traffic conditions, or any other reason, an employee is unable to concentrate fully on the road, the employee must either end the conversation, or pull over and safely park their vehicle before resuming the call. Employees must also utilize the password protection feature on mobile devices in order to safeguard any confidential School data which may be stored on their mobile device.
3. Staff experiencing any issues with their school own device should submit a ticket to ZOHO help desk CCS Support.

Requests for mobile devices should be directed to the IT department.

Internet Access

Employees who are authorized to work remotely are required to have adequate internet access to enable remote work. The employee is responsible for the setup, installation, support, and maintenance of internet service at their off-campus location. Compass will reimburse employees a proportionate amount based on the average cost for internet speeds of 50 to 100 mbps and the number of working days from their off-campus location.

Remote staff should procure internet services that deliver a download speed of at least 50 Mbps and an upload speed of at least 5 Mbps to facilitate online web conferencing calls, software updates, and automated backups. Service will degrade below this level. Higher connection speeds may be required if there are multiple devices and/or multiple people simultaneously using the same connection. In-home Wi-Fi Routers may also have an impact on your actual connection speeds.

Maintaining an adequate internet connection is the responsibility of the Employee. While the Internet Service Provider (ISP) can promise to provide speeds that meet Compass requirements, the connection setup and number of users connected to the network at the remote work site must also be taken into

consideration when procuring the needed bandwidth to support your remote work arrangement. You can test the speed of your connection by visiting speedtest.net.

Service (internet, phone, systems) may be interrupted due to weather or system demand. Some employees may be dependent on the internet for their cellular connection, depending on the cellular coverage where they live. Discuss with your supervisor what work you should do if your personal internet service goes down.

Personal Business

CCS facilities for handling mail and telephone calls are designed to accommodate School business. All personal mail must be directed to your home address and limit personal telephone calls to an absolute minimum. Long-distance toll calls may not be made from the School's telephone system or your school-issued mobile phone. If you need to make a personal call it should be made on a personal calling card or mobile phone. The School's material, time or equipment may not be used for personal projects.

Personal Appointments: Whenever possible, personal appointments should be made for either first thing in the morning or late in the afternoon. Appointments should have minimal impact on office hours and availability.

Personal Purchases/Orders: Employees will not have any personal purchases, orders, invoices, bank statements or mail sent to the School. No one is permitted to use the School's name or address for personal purchases, orders, invoices or mail. "Personal" is defined as purchases, orders, invoices or mail that is non-educational and is not intended for classroom use. This excludes items purchased for use at the School.

Personal Appearance/Standards of Dress

As educators, our commitment to excellence should be reflected in our appearance. In general, a business casual style is appropriate for all employees. It is understood that different clothing may be appropriate under certain circumstances and for different work assignments. Differences may be necessary because of the type of activity done, special days, office area assignments, and other circumstances.

However, clothing that reveals cleavage, back, chest, stomach, or underwear is not appropriate for a place of business. Overall attention to modesty, professionalism, cleanliness and safety will be expected and required. Appropriate attire will demonstrate a high regard for education and the teaching profession, and will present an image consistent with job responsibilities and CCS's values and expectations.

Employees who report to work in unacceptable attire may be requested to leave work and return in acceptable attire.

Academic Freedom

Teachers must be free to think and to express ideas, free to select and employ materials and methods of instruction within the School's curriculum framework, free from undue pressures of authority, and free to act within their professional group. Such freedom should be used judiciously and prudently to the end

that it is in concert with established community standards and promotes the free exercise of intelligence and scholar learning. Academic freedom is not absolute. It must be exercised within the basic ethical responsibilities of the teaching profession.

Those responsibilities include:

- An understanding of our democratic traditions and methods.
- A concern for the welfare, growth, maturity, and development of children.
- The use of accepted scholastic methods.
- Application of good taste and judgment in selecting and employing materials and methods of instruction.
- Teachers must follow the California State Standards.

Professional Learning

CCS believes in the continuing education of our staff. Professional Learning funds will be allocated in the budget by division for the employees in that Division to use for either Professional Learning, Conferences, Workshops, or Tuition Reimbursement. In order to qualify for these funds, the employee must agree to the following.

- All Professional Learning Conferences or Workshops must directly relate to the employee's current assignment, and serve as a benefit to the School.
- Employees will be expected to create a Professional Learning presentation and or webinar from their conference/workshop within thirty (30) days of completion.

Employees may not leave early to attend courses unless prior approval is granted by the direct supervisor. Courses taken must directly relate to the employee's current position and the employee must be prepared to create projects on how their coursework will assist CCS in the future.

All-Staff Conference

The Compass All-Staff Conference is an annual opportunity for professional learning and team building prior to the start of the academic (scholars) school year. As part of the job requirements, all full-time employees, whether certificated or classified, are required to attend the school's in-person annual All-Staff Conference during regular working hours. All necessary travel accommodations and expenses will be arranged and paid for by the school.

Compass provides substantial advance notice to employees by or before May 30th (annually) of the conference dates to ensure that all employees have ample time to prepare their schedule. Employees with any medical issues or limitations that may interfere with their attending the in-person event may be entitled to an accommodation by submitting a request and a medical certification in writing to the Human Resources Manager or Chief People Officer. Certification should be submitted no later than June 30th, annually.

The All-Staff Conference dates are considered blackout dates and no conflicting absences or events will be approved at the same time.

Media Contacts

Employees are prohibited from speaking to the media on CCS's behalf without contacting the Community Relations Coordinator. All media inquiries must be directed to the Superintendent & CEO.

Health and Safety Policy

CCS is committed to providing and maintaining a healthy and safe work environment for all employees. Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report any potential health or safety hazards, and all injuries or accidents immediately to the Chief Operating Officer.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

CCS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances, exits, and service areas. Report any suspicious persons or activities to the Chief Operating Officer. Employee work areas or offices must be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities, as well as the welfare of employees, depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Chief Operating Officer when keys are missing or if security access codes or passes have been breached.

Key Procedures: When an employee loses a school office key, the following guidelines will be followed:

- 1st Incident: Written Warning
- 2nd Incident: Employee will pay for lost keys and all costs for re-keying
- 3rd Incident: Violation of Code of Ethics and appropriate disciplinary action

Occupational Safety

CCS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every school supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. CCS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times. Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Work Environment

All employees are entitled to work in an environment that is safe and conducive to a happy and productive workflow while following all district policies, administrative regulations, work schedules, and job assignments. For that reason, employees are expected to work from a specific, pre-approved home office location that is safe, ergonomic, secure, and appropriate. The home office location must be located in California.

Employees working remotely are expected to conduct their work in a location that is safe and free of obstructions, hazards, and distractions. Such employees shall report to their supervisor any serious injury or illness occurring in the home workspace in connection with their employment as soon as practically possible. Employees must report to the School if they intend to work from San Francisco as the rules for their work conditions may differ based on San Francisco-specific municipal laws/ordinances.

Employees must separate vacation/away time and work time and may not schedule an overlap of vacation and work time (e.g., going on vacation but working as needed without taking leave) as it can be distracting and disruptive to the workflow and place the employee in a non-approved work location not covered by the School's workers' compensation insurance coverage. For the employee's own safety and the continuity of school operations, such an overlap should be avoided.

Military or Government Agency Relocation Requests

Requests to work out-of-state based on military or other government agency relocation orders or change of station must be submitted to the Chief People Officer at least ninety (90) days prior to the estimated move date. Employees must include the date, location, and any other applicable details so information can be reviewed and submitted for approval from the Superintendent & CEO.

Employees will be required to submit annual certification confirming active status and location.

Temporary Relocation Requests

Requests for temporary out-of-state work must be submitted in writing to the Human Resources Team for review and approval by the Superintendent & CEO. The location address, working dates and hours must be included with the request.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Incidents can be reported directly to Human Resources or to an employee's supervisor, which should be communicated with the Human Resources department as soon as practicably possible.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by contacting a member of the Human Resources

department or management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security for nonexempt employees, State Teachers' Retirement System (STRS) for Teachers/Administration, and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount. .
3. Non-exempt employees: The Federal Insurance Contribution Act (FICA) requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School, for purposes of funding Social Security and Medicare. Teachers do not contribute to Social Security because they are members of STRS.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.
5. Exempt employees: Full-time administrators, teachers, and other employees performing creditable service as defined by applicable law are required to participate in STRS via payroll withholdings.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the School shall initiate a legal action to validate the overpayment before proceeding with recoupment. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Payroll or HR Team to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to both the Payroll and HR Teams. The office maintains a supply of these forms or a pdf version can be found on the HR Guidesite.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 (Federal) and DE-4 (State) forms. The W-4 and DE-4 forms should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Payroll and HR Team and to fill out a new W-4 and/or DE-4 form.

At the end of the calendar year, a “withholding statement” (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns, an electronic copy is also available in the payroll system, PAYLOCITY. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee’s job description. All salaried staff are considered to be exempt employees unless otherwise indicated. California overtime laws – as well as other wage and hour laws requiring meal and rest breaks – do not apply to exempt employees. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek apply in calculating overtime for nonexempt employees. Company Holidays or any Paid Time off is not included in the overtime pay calculation. CCS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Superintendent & CEO. CCS provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime: all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee’s regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

All full and part-time employees of CCS are paid semi-monthly on the 10th and 25th of each month. When either of these days falls on a weekend or holiday, employees are paid on the first workday preceding the weekend or Holiday. Employees should report any errors in their paychecks to the Chief Operations Officer as soon as possible.

<u>Pay Periods</u>

Paydays are ten (10) days following the closing of each pay period. The schools pay periods are as follows:

- 1st of the month – 15th of the month (paid on the 25th of that month)
- 16th of the month – months end (paid on the 10th of the next month)

Extra Duty Assignments and Temporary Salary Adjustments

This policy establishes guidelines for determining eligibility and compensation for employees temporarily performing additional duties or taking on responsibilities outside their regular scope of work as a result of a permanent or temporary vacancy (unpaid leave of absence).

General Guidelines

- This policy applies to all employees who are assigned extra duties due to temporary or permanent vacancies, who take on responsibilities of a higher grade level position, or onboarding additional scholars for a vacancy (or leave) over two weeks.
- Extra duty assignments are temporary and must be reassessed periodically, particularly if the scope or duration of the assignment changes.
- A temporary salary adjustment shall be active while the employee occupies the temporary position and regular compensation will resume once the assignment has been completed.
- This policy does not apply to voluntary assignments or situations where the additional duties align with the employee's current job description.
- Temporary salary adjustments do not apply to any period when the school is closed for more than one consecutive day (i.e. school breaks).

Administrative and Classified Staff

An Employee performing the full or partial duties of a higher-level position, a temporary salary adjustment will bring the individual's salary to at least the salary range minimum for the full scope of the higher-level position, or a percentage equivalent to the duties performed.

Certificated Staff

Certificated employees such as supervising teachers, education specialists, and counselors performing their full scope of duties while also providing relief coverage for another certificated employee by taking on additional scholars to their caseload will receive a temporary salary adjustment per scholar served in addition to their standard scholar caseload.

Qualifications for Certificated Staff

Supervising teachers may hold a minimum caseload of twenty-five scholars. To be eligible for temporary additional pay a supervising teacher with a designated caseload of at least twenty (20) scholars will receive $50.00 per scholar, per pay period for every scholar over twenty-five. Supervising teachers will not exceed a cumulative total of thirty-five (35) scholars at any one time.

Education specialists (mild/moderate) with a caseload of twenty-five (25) scholars and education specialists (moderate/severe) with a caseload of fifteen (15) scholars will receive temporary additional pay of $50.00 per scholar, per pay period. Education specialists are not to exceed a cumulative total of twenty-eight (28) scholars at any one time.

Counselors will receive temporary additional pay of $125.00 per pay period for assuming the duties and responsibilities of another counselor during a temporary vacancy.

Notices

The Human Resources department will provide a salary memo detailing additional duties, salary adjustments, and effective dates. All additional compensation will be subject to applicable taxes and deductions.

This policy is reviewed annually and is subject to change.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor. Employees are strongly encouraged to avoid such wage attachments and garnishments. If the school is presented with a second garnishment request concerning an employee, the payroll administrator will discuss the situation with the employee.

Administrative Fees

CCS may charge employees up to $1.50 per deduction as administrative costs are associated with the enforcement of a garnishment order. This charge shall be deducted from the employee's wages, and not the deduction made for the garnishment order.

Expenses

Please note that any items (i.e. non consumable office supplies or any pre-approved books) that you have purchased and have been reimbursed become the property of CCS and must have CCS Property written on them.

The following items are purchased in bulk by the School and will not be reimbursed: ink cartridges; toner cartridges, books (unless with prior approval); copy paper; office supplies; construction paper; transparency sheets and markers; wall clocks; facial tissue; paper towels; bandages.

Classroom Materials

Staff members who need to purchase classroom materials that cannot be ordered through the School's Amazon account are required to properly fill out a Purchase Request Form and to submit it along with an estimate of the purchase expense to their Supervisor prior to making any purchases. Following the approved purchase, reimbursement information should be entered onto the reimbursement form for exempt and nonexempt employees. The form and instructions can be found on the Financial Services guidesite. Expense reimbursements should be completed and signed by the employee, and submitted to the approving supervisor (this would be the party responsible for approving the events budget) for signature and submission to the payroll department.

Reimbursements for classroom materials must be submitted as a single PDF file with required back up such as a copy of an original itemized receipt within fourteen (14) days of the purchase dates. The School will not honor reimbursement requests if submitted after the deadline. School-related purchases should not be combined with any personal purchases. Separate receipts for school purchases are required. Purchase Request Forms are available on the Financial Services guidesite and should be filled out electronically.

Before submitting your reimbursement and receipts as a PDF, please follow the naming conventions below:

Employee first initial and last name - Event Name - Pay Date

H Granger - Marshmallows- 08-25-25

Travel Policies

A travel request form must be completed and approved by the supervisor and the administrator responsible for the travel prior to any staff travel.

The School incurs the actual cost of travel expenses when (i) the School requests that the Employee travel to a conference; (ii) the expense is incurred within the scope of Employee's employment; and (iii) the expense was made on behalf of the Employee (and no other persons) unless approved in advance and in writing by the Superintendent & CEO. Each Employee must provide original receipts for travel expenses to the School's Payroll Finance Office within fourteen (14) five (5) calendar days of the Employee's return from travel.

The School incurs the actual cost of lodging and applicable taxes, but not the cost of gratuity or incidental items. Lodging is arranged by the School, at the School's discretion.

Mileage Reimbursement

Mileage will only be reimbursed for official school business that has been approved in advance by the supervisor. At times employees may be required to use their personal car for business purposes. Reimbursement for the operating expenses of the car will be calculated by multiplying the number of miles traveled by the currently approved Standard Mileage Rate published by the IRS. Other expenses must be substantiated by receipts. The costs of commuting (travel between home and the work site) will not be reimbursed. Any employee participating in approved, work-related travel in excess of sixty-five (65) miles each way may request a rental vehicle at the School's expense.

All CCS employees who use their cars for business purposes must have current and adequate automobile/liability insurance coverage. A copy of current car insurance must be uploaded to the travel request form. Employees must not transport volunteers or scholars in their personal vehicles. If transportation of this type is necessary, a rented vehicle must be used.

Other expenses such as parking will be reimbursed at the actual costs. Original, itemized receipts must be provided. Only pre-approved mileage will be reimbursed. Mileage reimbursement includes gas, so no additional reimbursement will be provided for gas that is purchased for the travel.

The reimbursement form and instructions can be found on the Financial Services guidesite. Expense reimbursements should be completed and signed by the employee, and submitted to the approving supervisor (this would be the party responsible for approving the events budget) for signature and submission to the finance department.

Staff members are required to properly fill out a Reimbursement Form and to enter the information along with the original receipts within fourteen (14) days of the business trip. The School will not honor mileage reimbursement requests if submitted after the deadline.

Required Work Locations and Events
The school reserves the right to determine if staff will be reimbursed for mileage to a required in-person work location or event if the option for carpooling is available.

Meals and Incidental Expenses
Employees in travel status on School business are reimbursed up to the per diem rate for travel-related meal expenses for their travel destination. Receipts are required for reimbursement of travel meals using per diem rates.

Meals
The School does not reimburse meals included with a conference or if the hotel provides a meal with the cost of a room. If a conference includes meals, then the School reimburses only the meals where the traveler incurred an expense. If the meal provided is on the first or last day of travel the per diem should be reduced by the meal provided, then multiplied by 75%.

The School either incurs the cost or reimburses the employee for the actual cost of breakfast not to exceed $20.00 per day; lunch not to exceed $25.00 per day, and dinner not to exceed $30.00 per day, including the actual cost of tax and gratuity for such. The School incurs the actual cost of these items, not to exceed $75.00 per day, non-cumulative and non-compounding. The School does not reimburse the Employee for the purchase of any alcohol or snacks in addition to their meals. Employee receipts for meals must not include food for anyone outside of CCS staff. Any purchase of alcohol must be on a separate receipt and is not eligible for reimbursement.

If an employee has agreed to attend a conference, the fee has been paid by the School, and the employee cannot attend he/she must: (1) advise their supervisor as soon as possible; and (2) assist in arranging for another employee to attend in their place. An employee who fails to attend conferences that have been paid for by the School shall lose their ability to attend such conferences Exceptions will be made at the discretion of the Superintendent & CEO or their designee.

Payment for Meals
Tips should be no more than 20% of the bill, any tips over 20% will not be reimbursed. Also, employees must check their receipt prior to adding a tip to avoid over-tipping. Expense invoices must include an itemized business meal receipt, which includes the total amount plus tip.

Incidentals
Employees may include the daily incidental amount of $5.00 when determining the maximum rates. Gratuities for baggage carries, porters, hotel staff (bellhops and house cleaners), as well as ATM fees, bank fees, and check cashing fees are included in the daily incidental amount. As applicable, receipts must be provided to obtain reimbursement.

Employees will be required to submit a written itemized summary of their incidentals on behalf of business for CCS. An explanation for the incidental expense must be listed on the school reimbursement form to be reimbursed.

Reimbursement Claim Process

All employees must comply with the Reimbursement Claim process for any material purchases or travel expenses. Prior to making a purchase, employees must complete the purchase request form, include the reason for purchase, estimated cost, and include an amount not to exceed, and submit to the supervisor no less than five (5) days prior to purchase. EMPLOYEES ARE PROHIBITED FROM MAKING A PURCHASE UNTIL THEY HAVE RECEIVED PRIOR APPROVAL.

Employees should complete a Reimbursement Form in its entirety including After you have received approval and purchased items, complete the description section for items purchased, a attach a clear copy of an original receipt (uploaded as a PDF) (copies shall not be accepted), sign and submit the claim form to your supervisor for approval. If the supervisor approves, the form will be routed to the Finance Department for review and final processing. Reimbursements are made directly through payroll.

Lost Receipts

All reimbursements must be accompanied by the original itemized receipt and “total” receipt.if you do not have the original receipt you must complete a Lost Receipt affidavit form.

Health Care Insurance Coverage for Regular, Full-Time Employees

CCS offers certain insurance benefits that may include medical, dental, vision, and long-term disability insurance benefits to its regular, full-time employees. Regular, full-time employees can access the summary descriptions of the School’s benefit plans through the online benefit enrollment system. Available benefit plans may vary and may change from time to time. Affected employees will be advised of any such changes as required by applicable law.

All new employees will become eligible for medical benefits on the first of the month following thirty (30) days of employment. Part-time employees may be eligible for benefits per the School’s policy and applicable laws.

Employer Contributions

Compass contributes between $9,000.00 and $15,444.00 per year for all benefits eligible employees who elect medical coverage (including dental, vision, and/or supplemental) towards benefits coverage. The employer contribution will be on a tiered structure based on medical carrier (Anthem or Kaiser) and plan coverage selection.

Plan Coverage Options:

- Employee Only
- Employee + Child(ren)
- Employee + Spouse
- Employee + Family

12-month (24 pay periods)	PLAN COVERAGE	Monthly Employer Contribution	Annual Employer Contribution
ANTHEM	EE Only	$1,024.00	$12,288.00
	EE + CH	$1,187.00	$14,244.00
	EE + SP	$1,187.00	$14,244.00
	EE + FAM	$1,287.00	$15,444.00

11-month (22 pay periods)	PLAN COVERAGE	Monthly Employer Contribution	Annual Employer Contribution
ANTHEM	EE Only	$1,117.09	$12,288.00
	EE + CH	$1,294.91	$14,244.00
	EE + SP	$1,294.91	$14,244.00
	EE + FAM	$1,404.00	$15,444.00

12-month (24 pay periods)	PLAN COVERAGE	Monthly Employer Contribution	Annual
KAISER	EE Only	$800.00	$9,600.00
	EE + CH	$1,013.00	$12,156.00
	EE + SP	$1,013.00	$12,156.00
	EE + FAM	$1,100.00	$13,200.00

11-month (22 pay periods)	PLAN COVERAGE	Monthly Employer Contribution	Annual Employer Contribution
KAISER	EE Only	$872.73	$9,600.00
	EE + CH	$1,105.09	$12,156.00
	EE + SP	$1,105.09	$12,156.00
	EE + FAM	$1,200.00	$13,200.00

Employer contribution amount is determined by Medical plan election (carrier and plan coverage). Can be used for Medical + Dental, Vision, and/or supplemental (Anthem Voluntary Life policies are 100% employee sponsored)

The tiered contribution structure will be reviewed annually by the cabinet and adjusted as needed, subject to approval by the Superintendent & CEO.

For staff who do not elect medical coverage, but choose vision, dental, and/or supplemental benefits the employer contribution will be $2,400.00 per year.

- 11-month staff receive $218.18/month or $109.09/per pay period.
- 12-month staff receive $200.00/month or $100.00/per pay period.

Additionally, Compass provides employer-paid Life/AD&D and Long Term Disability coverage for all eligible employees. Compass does not offer cash in lieu of benefits.

Compass does not offer cash in-lieu of benefits.

Employee Contributions

Any employee contributions due for benefits will be automatically deducted from the correlating pay period.

State Disability Insurance

Each employee contributes to the State of California to provide disability insurance Contributions are made through payroll deduction. Disability insurance is payable when you cannot work because of illness or injury not caused by employment at the School or when you are entitled to temporary workers' compensation at a rate less than the daily disability benefit amount. Specific rules and regulations governing disability are available from the Chief People Officer.

Retirement, Life Insurance, and Other School-Sponsored Benefits

CCS offers certain school-sponsored benefits that may include retirement and life insurance to its regular, full-time employees. Regular, full-time employees can access summary descriptions of the School's benefit plans through the online benefits enrollment system, the HRIS, or the Human Resources guidesite.

Available benefit plans may vary and may change from time to time within the sole discretion of the School. Affected employees will be advised of any such changes as required by applicable law.

COBRA Benefits

When coverage under the School's medical and/or dental plans ends, employees or dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

- Medical coverage for an employee, their spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:
- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time, employee or part-time, making an employee ineligible for the plan.
- This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.
- An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:
- The employee dies while covered by the plan;
- The employee and their spouse become divorced or legally separated; · The employee becomes eligible for Medicare coverage, but their spouse has not yet reached age sixty-five (65), or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.
- Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

- CCS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies,
- or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. CCS will then notify the employee or their dependents of the employee's rights.
- Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage or within sixty (60) days after the event causing the loss, whichever is later.
- There are certain circumstances under which coverage will end automatically. This happens if:
- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or their spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- CCS stops providing group health benefits;
- The employee (or the employee's spouse or child) becomes entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION AND RECORD-KEEPING

Employee Reviews and Evaluations

Employees will utilize the school's growth and development plan process to set, and manage performance goals. Employees will meet with their supervisor to set performance goals and schedule follow-up meetings throughout the school year. Growth and Development plans are intended to make employees aware of their progress, areas for improvement, objectives or goals for future work performance, and provide coaching, support, and resources as needed. The School's evaluation system will in no way alter the employment at-will relationship.

Due dates for employee Growth & Development Plan submission can be found on the School's master calendar.

Personnel Files and Record-Keeping Protocols

At the time of employment, an electronic personnel file is established for each employee. It is each employee's responsibility to keep the Human Resources Department advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents, and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. CCS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Chief People Officer. Only the Chief People Officer or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state, or federal agencies conducting official investigations or as otherwise legally required. Copies of an employee's personnel file can be provided upon request. A fee of .25 cents per page will be charged to the employee. Requests for digital copies of an employee file will be provided at no cost.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS, VACATIONS, AND LEAVES

Holidays

An employee who qualifies to receive pay for a holiday will receive one (1) day of pay at the employee's regular rate of pay. To qualify to receive pay for a holiday, an employee must meet the following conditions:

1. Be a full-time employee scheduled to work on the date of the School holiday;
2. Work all hours that the employee is scheduled to work on the last regular working day before and after the holiday or using a paid sick leave day (except for employees inactive on leave). Employees on leaves of absence (FMLA, CFRA. ADA, FEHA, etc.) are considered inactive and are ineligible for holiday pay.

Qualifying regular full-time and salaried exempt employees will receive the following paid holidays:

- Labor Day
- Columbus/Indigenous People's Day
- Veteran's Day
- Thanksgiving Break
- Winter Break
- Martin Luther King Jr.'s Birthday
- President's Day
- Spring Break
- Memorial Day
- Juneteenth (specific eleven-month staff, all twelve-month staff)
- Summer Break (twelve-month staff)

When a holiday falls on a Saturday, the preceding Friday will be celebrated as the holiday; if it falls on a Sunday, the following Monday will be celebrated as the holiday.

Employee holidays, professional development, and school days are outlined in the Employee Calendars.

Vacation

While the School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in the school.

For full-time twelve (12) month employee vacation will accrue as follows:

- One (1) to four (4) years of employment: Ten (10) days of paid vacation per year (3.33 hours per pay period)
- Five (5) years or more: Fifteen (15) days of paid vacation per year (5.0 hours per pay period)

No employee will receive pay in lieu of vacation during employment. Vacation does not accrue during an unpaid leave of absence or on disability salary continuation.

Employees cannot use paid vacation leave until the ninetieth (90th) calendar day following the employee's start date. Employees must request the use of vacation days through the PAYLOCITY system at least two (2) weeks prior to scheduled use in one (1) hour increments. It is advised to wait to book travel until the immediate supervisor has granted the use of vacation time.

Vacation time may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused vacation days. Vacation can accrue up to a maximum of one and a half times (1.5) their annual vacation accrual for full-time twelve (12) month employees. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

Sick Leave

CCS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition.

Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings), or a designated person (i.e., a person identified by the employee at the time the employee requests sick leave), who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address instances of mental health, domestic violence, sexual assault, or stalking. Paid sick leave is also available for bone marrow or organ donation by an employee or their family member, to provide care for a guide, signal or service dog of an employee of their family member, or if CCS or an employee's child care provider's business is closed due to a public health emergency, an accident involving the employee's person or property or the person or property of an immediate family member, adoption of a child, or the birth of child making it necessary for an employee who is the parent of the child to be absent from their position during work hours.

Paid sick leave is available to all CCS employees. All full-time employees shall accrue one day per month which will accrue at the rate of four (4) hours per pay period. Part-time employees will accrue sick leave on a pro-rated basis but will never receive less than forty (40) hours or five (5) days of sick leave per year.

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of one (1) hour. Unused, accrued sick leave carries over from year to year for full-time employees and caps at one hundred and sixty (160) hours, and eighty (80) hours for all other employees.

Employees absent five (5) or more consecutive days due to illness are required to submit medical evidence of an employee's fitness to return to work. If an employee is unable or unwilling to provide medical evidence of their fitness to return to work, they will be placed on an unpaid leave of absence until the time they can provide said medical release.

Submission of medical evidence of an employee's fitness to return to work can be submitted directly to the Human Resources Manager, the Chief People Officer, or via the Time Off Certification form, a link may be found on the Human Resources guidesite.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave.

Sick leave is not to be used as vacation leave. Unused sick leave will not be paid out upon termination of employment.

Transfer of Sick Leave

The School does not transfer sick leave credit from other districts. Sick leave hours will be tracked for retirement reporting purposes. Employees should provide an official letter from the previous district(s) certifying the total days and/or hours available for transfer to CalSTRS.

If accepted, accrued and unused sick time can be transferred from the School to another district upon the termination of the employee-employer relationship.

Personal Necessity Leave

Full-time employees will receive forty (40) hours of Personal Necessity Leave per school year. Uses of personal necessity leave may include but are not limited to: death or serious illness of a member of the employee's immediate family (this is in addition to Bereavement Leave), an accident involving the employee's person or property or the person or property of an immediate family member, school appearance and activities for a school-aged child, personal legal matters, religious observances, an employee's birthday, and business matters that cannot be conducted outside of the workday.

Employees requesting the use of personal necessity leave must do so by submitting a request through the payroll platform (PAYLOCITY) at least two (2) weeks in advance unless an emergency situation occurs. If there is an emergency, please reach out to your direct supervisor to communicate the need for use of personal necessity leave so they may make the necessary approval in the payroll platform.

Personal necessity leave days are not considered the same as time worked, days used in conjunction with five (5) or more sick days will require medical certification of an employee's fitness to return to work, same as the Compass Sick Time policy.

Personal necessity leave is not vacation, does not roll over, and is not paid out upon termination of employment.

Catastrophic Injury/Illness Leave

Catastrophic injury or illness is defined as a life-threatening injury or illness of an employee which totally incapacitates the employee from work, or of an employee's family member (e.g., spouse/partner, child, or parent), as verified by a licensed physician and which forces the employee to exhaust all leave time earned by that employee, resulting in the loss of compensation for the employee. Conditions that are short-term in nature (e.g., the flu, back pain, a broken limb, etc.) are not catastrophic. Acute chronic

illnesses or injuries, such as cancer or major surgery, which result in intermittent absences from work, and which are long-term in nature and require long recuperation periods, may be considered catastrophic. The catastrophic leave program shall be implemented as follows:

1. Eleven (11) month employees may donate up to two (2) sick leave days per fiscal year and twelve (12) month employees may donate up to three (3) sick leave days per fiscal year to a sick leave bank for employees suffering a catastrophic illness/injury; however, each eleven (11) month employee must retain at least six (6) sick leave days, and each twelve (12) month employee must retain at least ten (10) sick leave days, for their own account. All transfers of sick leave are irrevocable.
2. Catastrophic leave requests must be submitted in writing to the School. Any employee requesting to receive donated sick leave under this program shall first exhaust all paid leave he/she has accrued.
3. The Superintendent & CEO shall determine whether or not to grant a request for catastrophic leave based on verification by a medical doctor as to the nature of the illness or injury, anticipated length of absence, and the prognosis for recovery. There is no right to receive catastrophic leave donations. The Superintendent & CEO may in their unreviewable discretion decline an employee's request for catastrophic leave benefits for any reason.
4. All information provided by the employee requesting catastrophic leave shall be held in strict confidence by the School and shall be isolated from other employment records as required by applicable law.
5. The number of sick days that can be received by an employee from the catastrophic leave bank is limited to twenty (20) per fiscal year.
6. If an employee is also receiving any form of disability benefits, which is paid on a weekly basis, the total amount of catastrophic leave pay the employee may receive on a weekly basis, when added to the amount of disability benefits the employee is receiving, shall not exceed the employee's total weekly salary. Employees must disclose to the School whether they are receiving any such disability benefits.
7. Any reinstatement rights for employees utilizing catastrophic leave shall be in accordance with applicable law.
8. Participation in this program is voluntary. Recipient employees shall not offer anything of value to another employee in exchange for donating leave. Likewise, donating employees shall not receive anything of value from another employee in exchange for donating leave.
9. Sick pay accrued during any period of unpaid leave only until the end of the month in which unpaid leave began.

Unpaid Leave of Absence

CCS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant an employee a leave of absence. Any unpaid leave of absence must be approved thirty (30) days in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Employment During Leave

No employee, including employees on Catastrophic Illness/Injury leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Employees on a leave of absence are prohibited from performing work duties during their leave, This includes but is not limited to answering emails, grading, responding to surveys, and communication with staff or other stakeholders. Employees in violation of this policy may be subject to restricted email access until their official return date and/or disciplinary action.

Family Care and Medical Leave (FMLA) and California Family Rights Act (CFRA)

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

FMLA and CFRA will run concurrently when applicable.

Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

Events That May Entitle an Employee to FMLA/CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by

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pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).

i. A "serious health condition" is an illness, injury (including, but not limited to, on the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment,
ii. including, but not limited to, treatment for substance abuse.
iii. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
iv. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
v. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

2. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.
3. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.
4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call
5. or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

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3. The “twelve-month period” in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of their own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
3. If an employee has exhausted their sick leave, leave taken under FMLA/CFRA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of the School’s various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of their group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

CCS may recover the health benefit costs paid on behalf of an employee during their FMLA/CFRA leave if:

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1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

Medical Certifications

1. An employee requesting FMLA/CFRA leave because of their own or a relative's serious health condition must provide medical certification from the appropriate healthcare provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a healthcare provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, healthcare provider to provide a final and binding opinion
4. Recertifications are required if leave is sought after the expiration of the time estimated by the health care provider. Failure to submit required recertification can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Chief People Officer. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.
2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or their qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken

intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of their own serious health condition, the employee must obtain a certification from their healthcare provider that he/she is able to resume work.
4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If an accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Employees on a leave of absence are prohibited from performing work duties during their leave, This includes but is not limited to answering emails, grading, responding to surveys, and communication with staff or other stakeholders. Employees in violation of this policy may be subject to restricted email access until their official return date and/or disciplinary action.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria
To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave
The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave
Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro-rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

CCS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. CCS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
    a. The employee is taking leave under the California Family Rights Act.
    b. There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
    c. There is a non-pregnancy related medical condition requiring further leave. Any other circumstance beyond the control of the employee.

Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after the expiration of the time estimated by the healthcare provider. Failure to submit the required recertification can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Chief People Officer. An employee asking for a Request for Leave form will be referred to the School's then-current pregnancy disability leave policy.
2. Employees should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing, and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position; she must be reinstated to a comparable position unless one of the following is applicable:
    a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
    b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.
    c. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with CCS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from their healthcare provider that they are able to resume work.
4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If an accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

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Employees on a leave of absence are prohibited from performing work duties during their leave, This includes but is not limited to answering emails, grading, responding to surveys, and communication with staff or other stakeholders. Employees in violation of this policy may be subject to restricted email access until their official return date and/or disciplinary action.

Industrial Injury Leave (Workers' Compensation)

CCS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Chief Operating Officer;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Chief of Staff, and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. CCS, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high-quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Chief Operating Officer and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of their shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by their personal physician at their own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

CCS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employees shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, CCS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

CCS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Each employee will be provided with five (5) total bereavement days for the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law) per year. Three (3) days will be paid, and two (2) days will be unpaid. Employees have the option of subsidizing accrued Sick Time or Vacation Time (when applicable) in place of unpaid bereavement.

If an employee requires more than five (5) days off for bereavement leave, the employee may use accrued sick and/or vacation days. Please contact a member of the Human Resources department if you wish to utilize accrued sick, vacation, or personal necessity leave days for bereavement.

Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Upon request, an employee may be required to provide documentation of the death of a covered family member.

Reproductive Loss Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

Jury Duty or Witness Leave

Jury and Witness leave is provided for any employee who is called to serve jury or witness duty in any court during regularly assigned working hours. Prior notification to and approval by the Human Resources Department is required. The School will pay an employee up to fifteen (15) days paid per jury service term.

If an employee is asked to use the call-in jury system and he/she is not selected to appear the next morning, the employee must report to work. The employee must notify HR if he/she has been selected to serve on a jury and if possible to notify how long the trial may last in order to plan ahead.

As a reminder as of August 2004, in an effort to avoid duplicate payment of public funds, California Superior Court jurors employed by a government entity (including school districts) who receive their regular compensation during jury service may not be paid daily jury duty fees by the court (California Code of Civil Procedure, Section 215). Hence, when completing the juror affidavit questionnaire, it is your responsibility to check the "Government/Public Employee" box (rather than "Employed"). This alerts the court to withhold payment of jury fees (although you will still receive mileage reimbursement, unless you have elected to waive it).

Note: Employees summoned to United States District Court are entitled to jury fees. Therefore, in accordance with current employee agreements, an amount equal to the jury fees paid by the court will automatically be withheld from the employee's subsequent pay.

Employees must provide a copy of Jury Summons or Witness Subpoena when requesting Jury Duty Leave and must submit employer paperwork received from the court at the completion of jury service. Employees must request time off for Jury Service using the HRIS.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time

taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give their immediate supervisor at least two (2) days' notice.

School Appearance and Activities Leave

As required by law, CCS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of CCS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation, personal necessity, or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

CCS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide CCS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide CCS one (1) of the following certifications upon returning back to work:

a. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
b. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
c. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
d. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, CCS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact Human Resources.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization. When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement.

An employee should give the Human Resources department thirty (30) days' notice prior to returning from leave. Whenever the School is notified of an employee's intent to return from leave, the School will attempt to place the employee in their former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Chief People Officer.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare, and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Unprofessional conduct or violation of the schools established ARTIC values.
3. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties, or responsibilities.
4. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property or via the school intranet (i.e. Workplace, guidesite) by employees and non-employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
5. Acceptance, from any source, of a reward, gift, or other forms of remuneration in excess of $100.00, in addition to regular compensation to all staff.
6. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
7. Fighting or instigating a fight on School premises.
8. Violations of the drug and alcohol policy include using, possessing, dealing, distributing, or being under the influence of intoxicating beverages, non-prescribed drugs or any unlawful drugs while on duty or at a work location.
9. Actions which constitute an unwholesome influence on scholars or other staff members, such as harassment, which includes but is not limited to sexual harassment.
10. Using or possessing firearms, weapons, or explosives of any kind on school premises.
11. Gambling on school premises.
12. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and timecards.
13. Electronically clocking for another employee or permitting or arranging for another employee to record your clock time.
14. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
15. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
16. Excessive absenteeism or tardiness excused or unexcused.
17. Posting any notices on School premises without the prior written approval of management, unless posting is on a School bulletin board designated for employee postings.

18. Immoral or indecent conduct.
19. Conviction of a criminal act, especially a felony, or conviction of a misdemeanor involving moral turpitude.
20. Engaging in sabotage or espionage (industrial or otherwise).
21. Violation of the unlawful harassment, discrimination, and retaliation policy.
22. Violation of the School's policies regarding discrimination, harassment, or retaliation.
23. Failure to report a job-related accident to the employee's manager, school administrator, or failure to take or follow prescribed tests, procedures or treatment.
24. Sleeping during work hours.
25. Release of confidential information relating to staff, scholars or CCS without prior authorization from the Human Resources Department and/or the Superintendent & CEO.
26. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
27. Any willful act of conduct undertaken in bad faith, either during or outside of duty hours, which is of such a nature that causes discredit to the School.
28. Violation of any federal, state or local laws affecting the School or the employee's employment or fitness for employment with the School.
29. Failure to comply with the School's safety protocols and procedures.
30. Refusal to speak to supervisors or other employees.
31. Dishonesty.
32. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.

- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using School facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. CCS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Employee Improvement Opportunities and Progressive Disciplinary Process

Situations may arise where an employee's conduct and performance needs to be addressed by the school's progressive disciplinary process. All situations will be reviewed by the Human Resources Team when determining the appropriate actions. Use of progressive discipline remains within the sole and unreviewable discretion of CCS and in no way alters or impairs the at-will nature of employment at the School.

Coaching and Mentoring

Compass believes in the importance of holding crucial conversations regarding performance and mentoring opportunities whenever possible. Supervisors should address concerns of employee performance directly with the employee in either their regular recurring check-in (one-on-one) meetings or a scheduled meeting.

Coaching Support Plan (CSP)

This document is meant to identify and address opportunities for growth. Employees and supervisors are expected to collaborate on completion of the CSP.

A CSP usually follows a verbal warning, but may be issued with a written warning or written reprimand.

Performance Improvement Plan (PIP)

The Performance Improvement Plan (PIP) is an escalation from the Coaching Support Plan (CSP), this is a detailed plan for improvement based on requirements and regular duties based on an employee's role and job description. This can include daily or weekly check-ins, and may be used in conjunction with a written warning.

A PIP will be issued to an employee with a Supervisor and a member of the Human Resources team present.

Subject to the at-will nature of employment, employees are expected to meet conditions of a PIP on an immediate and sustained basis but by no later than within thirty (30) days.

30-Day Follow-up to Performance Improvement Plan:

- Conditions Met: Update notes on the PIP documentation and additional support through regular check-in (one-on-one) meetings.
- Significant Improvement: Update notes on the PIP documentation and re-visit within an agreed upon timeline, usually one (1) to two (2) weeks.
- Conditions Not Met or No Improvement: Termination of employment.

Progressive Discipline Procedures

Although employment with the School is "at-will," meaning that either the employee or the School may terminate the employment relationship at any time, with or without cause or advance notice, the School shall generally utilize a discipline process which includes the following progression: verbal warning; written warning and/or reprimand; suspension without pay; and release.

Verbal Warning: A verbal warning may result in a post-conference summary or memorandum. The employee shall have the right to have a written response attached to the warning and retained in the file.

Written Warning or Written Reprimand: Unless conduct warrants a written warning and/or reprimand in the first instance, a written warning shall not be used unless the employee has been verbally warned about similar actions within the last three (3) years. The School, in its discretion, may also issue a performance improvement plan ("PIP") concurrent with the written warning and/or reprimand. The employee shall have the right to have a written response attached to the reprimand and retained in the file.

Suspension: The School, in its discretion, may choose to place the employee on unpaid suspension in lieu of a releasing the employee. However, placement on unpaid suspension does not bar the School from releasing the employee should disciplinary issues continue.

Release from At-Will Employment: Release from at-will employment shall be the final step of progressive discipline and shall generally be used only when prior steps of progressive discipline have failed, or unless the basis for the release constitutes misconduct or significant unsatisfactory job performance.

The School reserves the right in all instances to determine the appropriate level of disciplinary action, where progressive steps may not always be taken. Neither this policy nor any action taken or not taken by the School in relation to employee discipline alters the at-will nature of relationship at the School.

Misconduct

For the purposes of this policy, "misconduct" includes but is not limited to employee actions or inactions which: tend to threaten the safety of School students, families and staff; violate the terms of the School's charter, Employee Handbook, or any other policies/procedures; violate federal, state, or local law; or tend to damage the School's reputation within the community. The School shall have the sole authority to determine when a disciplinary matter rises to the level of constituting "misconduct."

Administrative Leave with Pay

The Superintendent & CEO or their designee, at his or her discretion, may place any employee on administrative leave with pay for the purpose of investigating charges or complaints against such

employee. Full benefits shall remain in force pending the completion of an investigation. Such leave will not be considered disciplinary in nature.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with the School, employees should notify the Human Resources Manager or Chief People Officer regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates their at-will employment, they will be entitled to all earned but unused vacation pay. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

Employees are expected to return all School equipment/property upon termination of employment.

INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Human Resources Team or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Human Resources Team:

1. The complainant will bring the matter to the attention of a member of the Human Resources Team as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed, or if not appropriate.
2. The complainant will reduce their complaint to writing, indicating all known and relevant facts. The Human Resources Team will then investigate the facts and provide a solution or explanation.
3. If the complaint is about the Chief People Officer, the complainant may file their complaint in writing to the Superintendent & CEO. The Superintendent & CEO or designee will then investigate the facts and provide a solution or explanation.
4. If the complaint is about the Superintendent & CEO, the complainant may file their complaint in writing to the Chair of the Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Board Chair or investigator will report his or her findings to the Board for review and action, if necessary.
5. This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with a member of the Human Resources Team or Superintendent & CEO (if the complaint concerns the Chief People

Officer) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Human Resources Team shall abide by the following process:

1. The Human Resources Team shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Human Resources Team finds that a complaint against an employee is valid, the Human Resources Team) may take appropriate disciplinary action against the employee. As appropriate, a member of the Human Resources Team may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. A member of the Human Resources Team decision relating to the complaint shall be final unless it is appealed to the Superintendent & CEO. The decision of the Superintendent & CEO shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances, absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Superintendent & CEO) or member of the Human Resources Team will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

CCS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A - Harassment/Discrimination/Retaliation Complaint Form

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Human Resources Manager or Superintendent & CEO.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

CCS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

_____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur?

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.
I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant: _____ Date: _____

Print Name: _____

To be completed by School Representative:

Received by: _____ Date: _____

Title: _____

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APPENDIX B - Internal Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name and title of person(s) you have a complaint against:

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur?

_____

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

_____

_____

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct

and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant: _____ Date: _____

Print Name: _____

To be completed by School Representative:

Received by: _____ Date: _____

Title: _____

4865-6512-4041, v. 1

Coversheet

Salary Schedule Update

Section: IX. People Division
Item: C. Salary Schedule Update
Purpose: Vote
Submitted by:
Related Material: 2025-26 Salary Schedule - Certificated Staff - January 2026 Revise.pdf
2025-26 Salary Schedule - Administrative Staff - January 2026 Revise.pdf

BOD Approved: 6/21/2025
Revised: 1/27/2026

2025-26

Certificated Salary Schedules

STEP	Counselor Salary	STEP	Education Specialist Salary	STEP	Supervising Teacher Salary	STEP	Speech & Language Pathologist Salary
1	$71,329	1	$64,532	1	$64,453	1	$72,755
2	$73,112	2	$66,145	2	$62,542	2	$74,574
3	$74,940	3	$67,799	3	$64,106	3	$76,438
4	$76,814	4	$69,494	4	$65,709	4	$78,349
5	$78,734	5	$71,231	5	$67,351	5	$80,308
6	$80,702	6	$73,012	6	$69,035	6	$82,316
7	$82,720	7	$74,837	7	$70,761	7	$84,373
8	$84,788	8	$76,708	8	$72,530	8	$86,483
9	$86,907	9	$78,626	9	$74,343	9	$88,645
10	$89,080	10	$80,592	10	$76,202	10	$90,861
11	$91,307	11	$82,606	11	$78,107	11	$93,133
12	$93,590	12	$84,672	12	$80,060	12	$95,461
13	$95,930	13	$86,788	13	$82,061	13	$97,847
14	$98,328	14	$88,958	14	$84,113	14	$100,294
15	$100,786	15	$91,182	15	$86,215	15	$102,801
16	$103,306	16	$93,462	16	$88,371	16	$105,371
17	$105,888	17	$95,798	17	$90,580	17	$108,005
18	$108,536	18	$98,193	18	$92,845	18	$110,705
Increase	2.50%	Increase	2.50%	Increase	2.50%	Increase	2.50%

Longevity Stipend (Complete Years of Service)		Higher Ed. Stipend	
2 - 5 Years	$2,000.00	Masters	$1,500.00
6 - 10 Years	$4,000.00	Doctorate	$2,500.00
11-15 Years	$6,000.00		
16 + Years	$8,000.00		

BOD Approved: 6/21/2025

Revised: 1/27/2026

2025-26

12-month Administration Salary Schedule

STEP	Superintendent Salary	STEP	Chief Salary	STEP	Director Salary
1	$196,981	1	$149,739	1	$117,159
2	$201,906	2	$153,482	2	$120,088
3	$206,953	3	$157,320	3	$123,090
4	$212,127	4	$161,253	4	$126,167
5	$217,430	5	$165,284	5	$129,322
6	$222,866	6	$169,416	6	$132,555
7	$228,438	7	$173,651	7	$135,869
8	$234,149	8	$177,993	8	$139,265
9	$240,002	9	$182,442	9	$142,747
10	$246,002	10	$187,003	10	$146,316
11	$252,152	11	$191,679	11	$149,973
Increase	2.50%	Increase	2.50%	Increase	2.50%

Longevity Stipend (Complete Years of Service)		Higher Ed. Stipend	
2 - 5 Years	$2,000.00	Masters	$1,500.00
6 - 10 Years	$4,000.00	Doctorate	$2,500.00
11-15 Years	$6,000.00		
16 + Years	$8,000.00		

2025-26

12-month Administration Salary Schedule

STEP	Manager Salary (12-month)	STEP	Coordinator II Salary (12-month)	STEP	Coordinator I Salary (12-month)
1	$98,523	1	$82,363	1	$70,312
2	$100,986	2	$84,422	2	$68,598
3	$103,511	3	$86,533	3	$70,313
4	$106,098	4	$88,696	4	$72,071
5	$108,751	5	$90,913	5	$73,873
6	$111,470	6	$93,186	6	$75,719
7	$114,256	7	$95,516	7	$77,612
8	$117,113	8	$97,904	8	$79,553
9	$120,041	9	$100,351	9	$81,542
10	$123,042	10	$102,860	10	$83,580
11	$126,118	11	$105,432	11	$85,670
Increase	2.50%	Increase	2.50%	Increase	2.50%

2025-26

11-month Administration Salary Schedule

STEP	Manager Salary (11-month)	STEP	Coordinator II Salary (11-month)	STEP	Coordinator I Salary (11-month)
1	$88,708	1	$74,158	1	$64,453
2	$90,926	2	$76,012	2	$61,764
3	$93,199	3	$77,912	3	$63,309
4	$95,529	4	$79,860	4	$64,891
5	$97,917	5	$81,857	5	$66,514
6	$100,365	6	$83,903	6	$68,176
7	$102,874	7	$86,001	7	$69,881
8	$105,446	8	$88,151	8	$71,628
9	$108,082	9	$90,354	9	$73,419
10	$110,784	10	$92,613	10	$75,254
11	$113,554	11	$94,929	11	$77,135
Increase	2.50%	Increase	2.50%	Increase	2.50%

Coversheet

New Board Member Search

Section: X. Board Business
Item: A. New Board Member Search
Purpose: Discuss
Submitted by: Elizabeth Brenner

BACKGROUND:

This will be the first read of proposed updates to Board Policy 1. The majority of the changes are to reflect changes made at the school level and in response to new regulations.

RECOMMENDATION:

Review and approve changes. The policy will be sent to our legal counsel for final review and brought back for a vote at the March meeting.

Coversheet

First read of proposed changes to Board Policy 1

Section: X. Board Business
Item: B. First read of proposed changes to Board Policy 1
Purpose: Discuss
Submitted by: Elizabeth Brenner
Related Material: Board Policy 1- Edits.pdf

BACKGROUND:

This will be the first read of proposed changes to board policy 1. Changes include an update to the school's Vision statement and language that is required by new regulations.

RECOMMENDATION:

Review and discuss the proposed changes. The updated document will be sent to legal counsel for review prior to the March meeting where it will be brought back for approval.

Board Policy #: 1 SECTION 1 – BOARD GOVERNANCE – BOARD GOVERNANCE

Adopted/Ratified: March 28, 2021

Revision Date: July 31, 2021, May 21, 2022, May 20, 2023

SECTION 1 – BOARD GOVERNANCE – BOARD GOVERNANCE

Role of the Governing Board

Mission Statement

- The Compass Charter Schools mission is to inspire and develop innovative, creative, self directed learners, one scholar at a time.

Vision Statement

- The Compass Charter Schools ~~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 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.

Duties of the Board Members

- Duty of Care: Each member of the Board must perform their duties in good faith, in a manner that is in the best interests of the Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.
- Duty of Loyalty: Board members will have undivided allegiance to the welfare of Compass Charter Schools and not act in their own self-interest. The Board will adopt and follow a Conflict of Interest Code. Each member of the Board will ensure the Corporation's compliance with state and federal laws.
- Duty of Obedience: Board members will ensure that the mission of Compass Charter Schools is carried out by being faithful to the purposes and goals of the Corporation.
- The Board shall comply with the Ralph M. Brown Act ("Brown Act"), Education Code Section 47604.1, Government Code Section 1090, *et seq*., the Political Reform Act, and the Public Records Act.
- The Board will participate ~~annually~~ in the following required training ~~regarding board governance, the Brown Act, and conflicts of interest rules according to the requirements for each training.~~¶
    - The Board will participate in ethics training every two years during their term of service, as described in Government Code Sections 53234 - 53235.2. New Board members must complete the ethics training within six months of the start of their term.
    - The Board will participate annually in Mandated Reporter training as defined in Eduation Code section 44691 (c)(1)(A).
    - The Board will participate in Brown Act training every two years during opposite years from the required ethics training.

Vision and Strategic Plan

- The Board drafts, modifies and approves the Compass Charter Schools Mission and reviews the Mission annually.
- The Board reviews, provides input and approves Strategic Plans submitted by the Superintendent & CEO.
- The Board adopts policies to successfully implement the Compass Charter Schools Mission and Strategic Plans.
- The Board oversees the Superintendent & CEO to ensure that the Compass Charter Schools' Mission and Strategic Plans are reflected in the day-to-day operations of the Corporation, including ensuring that the curriculum aligns with the Charter School's Mission.
- The Board will establish and from time-to-time review organizational values.
- The Board shall from time-to-time review and update the Bylaws.

Academic Performance Monitoring

- The Board, ~~or a committee thereof,~~ annually reviews scholar performance based on state mandated assessments and sets goals for scholar academic achievement at each Charter School.
- The Board~~, or a committee thereof,~~ periodically reviews scholar performance based on charter school assessments and sets goals for scholar academic achievement at each Charter School.
- The Board reviews and adopts academic policies to achieve the scholar achievement goals at each Charter School.
- The Board approves all academic performance reports to all federal, state, and local agencies as required by law.
- The Board approves a Local Control Accountability Plan ("LCAP") for each Charter School and annually reviews, updates, and approves it.
- The Board~~, or a committee thereof, researches or develops~~ accesses scholar data collection systems and periodically reviews them to ensure their effectiveness.

Staffing and Personnel

- The Board reviews and approves personnel policies and any amendments thereto.
- The Board reviews and approves the Compass Charter Schools' enrollment capacities for each school year at its March ~~September~~ regular meeting.
- The Board hires, evaluates, disciplines, and terminates the employment of the Superintendent & CEO.
- The Board establishes performance goals for the Superintendent & CEO and communicates the goals to the Superintendent & CEO.
- The Board annually reviews the Superintendent & CEO's performance based on a shared matrix of goals.
- The Board ~~annually~~ reviews/evaluates the Superintendent & CEO's employment contract every two years prior to renewal. ~~each Spring~~.
- The Board establishes and annually reviews the Superintendent & CEO succession and recruitment plans as needed.
- The Board approves the salaries and compensation policies for all Compass Charter Schools personnel in compliance with any applicable state laws and collective bargaining procedures (if applicable).

Parent, Scholar and Community Relations

- The Board, or an administrative panel selected by the Board, hears scholar suspension and expulsion matters.
- The Board, following the suspension or expulsion, hearing or following the Administrative Panel's recommendation, makes the final decision regarding suspension or expulsion.
- The Board reviews and approves scholar and parent policies and any proposed amendments thereto.
- As needed, the Board determines the best approach to communicating with the media and community at large on specific items, consistent with the Compass Charter Schools' Mission.

Finance and Budget

- The Board reviews and approves the fiscal management and internal controls policies and any proposed amendments thereto.
- The Board approves Compass Charter Schools contracts over $100,000.
- The Board approves all affirmative litigation involving Compass Charter Schools.
- The Board will review and approve any authority given to legal counsel for any settlements regarding potential or actual litigation over $100,000.

- The Board shall review all expenditures via approval of a check register which lists all checks written during a set period of time and includes check number, payee, date, and amount.
- The Board reviews and approves the Compass Charter Schools' annual academic calendars and class schedules.
- The Board will receive the annual auditor's report(s).
- The Board reviews, adopts, and amends ~~the~~ an annual budget for each individual Charter School. ~~Compass Charter Schools with revenue being recognized in each individual Charter School~~ and expenses being consolidated in Compass Charter Schools, then distributed to each individual Charter School based on ADA.
- The Board reviews, adopts, and amends the interim and annual financial statements.
- The Board will ensure the ending fund balances for each individual Charter School will include a reserve of no less than ten percent (10%).
- The Board reviews and approves the audit report. The Board monitors the responses to the audit report and implementation thereof.

Facilities

- The Board approves ~~enters into~~ financing, leasing, and building contracts.
- The Board approves construction and remodeling of facilities.
- The Board, ~~or a committee thereof~~, researches school sites as needed, and funding and facilities options.
- The Board, ~~or a committee thereof~~, makes recommendations on facilities needs and policies.

Board Internal Business

- The Board drafts, reviews and approves board policies and amendments thereto.
- The Board and the Superintendent & CEO recruit and nominate prospective Board members.

- The Board orients and assures proper training for new Board members.
- The Board develops and implements a Board self-evaluation every other year. From time to time, the Board re-evaluates its self-evaluation process.

Charter Performance and Renewal

- The Board annually reviews the school performance reports.
- The Board, as needed, reviews charter school renewal proposals and reports.
- The Board approves Charter Renewal Petitions to be submitted to any chartering authority.

Delegation of Power to the Superintendent & CEO

The Board delegates the following powers to the Superintendent & CEO, or his/ her designee:

Vision and Strategic Plan

- The Superintendent & CEO provides input to the Board when it drafts, modifies and approves the Compass Charter Schools Mission and in each subsequent year when it reevaluates the Mission.
- The Superintendent & CEO drafts and submits to the Board the Compass Charter Schools Strategic Plans.
- The Superintendent & CEO implements the Board-adopted policies, the Compass Charter Schools Mission, and Strategic Plans, by, among other things, adopting appropriate procedures and training staff on the policies and procedures.

Academic Performance Monitoring

- The Superintendent & CEO creates a report reflecting scholar performance based on state mandated assessments, provides a copy to the Board, reviews the performance with the Board~~, or a committee thereof,~~ and provides input to the Board when setting goals for scholar achievement on assessments. The Superintendent & CEO implements the goals for scholar achievement on such assessments.
- The Superintendent & CEO quarterly creates a report reflecting scholar performance based on school level assessments, provides a copy to the Board, reviews the performance with the Board~~, or a committee thereof,~~ and provides input to the Board when setting goals for scholar assessment. The Superintendent & CEO implements the goals for scholar achievement based on assessments.
- The Superintendent & CEO implements Board adopted policies to achieve the scholar achievement goals, by, among other things, adopting appropriate procedures and training staff on policies and procedures.
- The Superintendent & CEO creates all academic performance reports required by all state and local agencies as required by law and provides them to the Board for approval.
- The Superintendent & CEO consults with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP, mid-year update, and annual update to the LCAP, which is approved by the Board annually.
- The Superintendent and CEO develops the Compass Charter Schools Calendar and schedule and provides them to the board for approval.

Staffing and Personnel

- The Superintendent & CEO, or designee, drafts all personnel policies and presents them

to the Board for review and approval. The Superintendent & CEO also recommends any proposed amendments to the personnel policies and presents them to the Board for review and approval.

- The Superintendent & CEO determines Compass Charter Schools' enrollment capacities for each school year and provides them to the Board for approval at the Board's March ~~September~~ regular meeting.
- The Superintendent & CEO is responsible for recruiting, hiring, evaluating, disciplining, and dismissing all Compass Charter Schools personnel.
- The Superintendent & CEO recommends the salaries for all Compass Charter Schools personnel in compliance with any applicable state laws and collective bargaining procedures (if applicable) to the Board for final approval.
- The Superintendent & CEO ensures that all Compass Charter Schools personnel are evaluated on a yearly basis and creates the process for such evaluation with input from administrators.
- The Superintendent & CEO implements all personnel policies, including the Compass Charter Schools internal complaint procedures.

Parent, Scholar and Community Relations

- The Superintendent & CEO implements the policies and procedures adopted for scholar suspension and~~;~~ expulsion, ~~or involuntary removal,~~ and recommends scholar suspensions, and expulsions, ~~or involuntary removals~~ to the Board or Administrative Panel, upon completion of the school-level procedures.
- The Superintendent & CEO follows the policies and procedures adopted for scholar suspensions, expulsions, or involuntary removals.

- The Superintendent & CEO, or designee, drafts, and subsequently implements the Board adopted scholar and parent policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The Superintendent & CEO, or designee, drafts amendments to the scholar and parent policies, and presents them to the Board for approval.
- The Superintendent & CEO communicates with the media and community at large in a fashion that is consistent with the School's Mission.

Finance and Budget

- The Superintendent & CEO, or designee, drafts and subsequently implements the Board-adopted fiscal policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The Superintendent & CEO, or designee, drafts amendments to the fiscal policies, and presents them to the Board for approval.
- The Superintendent & CEO approves all Compass Charter Schools contracts greater than $25,000 up to $100,000.
- The Superintendent & CEO approves authority given to legal counsel for any settlements regarding potential or actual litigation up to $100,000.
- The Superintendent & CEO drafts and submits to the Board, ~~or a committee thereof~~, the quarterly and yearly budget drafts.
- The Superintendent & CEO drafts and submits to the Board the final quarterly and

yearly budgets and other required financial statements.
- The Superintendent & CEO implements the responses to the audit report as instructed by the Board.
- The Superintendent & CEO must follow Compass Charter Schools purchasing procedures, including:

  - All purchases over $50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services;
  - Documentation will be attached to all check and purchase order requests showing that at least three (3) vendors were contacted and such documentation shall be maintained for three (3) years.

Facilities

- The Superintendent & CEO conducts needs assessments for each school site at the direction of the Board.
- The Superintendent & CEO conducts capital campaigns as needed.
- The Superintendent & CEO implements any facilities policies adopted by the Board.

Charter Performance and Renewal

- The Superintendent & CEO annually drafts any required Compass Charter Schools performance reports for Board review.
- The Superintendent & CEO is responsible for the drafting of charter renewal petitions and material revisions of the charters.
- The Superintendent & CEO will foster an amicable relationship between the individual Charter~~Chater~~ Schools and their chartering authority.

Coversheet

Board Protocol Development Discussion

Section: X. Board Business
Item: C. Board Protocol Development Discussion
Purpose: Discuss
Submitted by: Elizabeth Brenner
Related Material: National Center Proposal.pdf

BACKGROUND:

To restate the purpose of the Board Protocol Workshop.

The second activity, which will take the majority of time, will be the Board Protocol Workshop. It is an interactive process that enables the charter board to “proactively” create governance protocols. The workshop includes video vignettes to stimulate discussion, a highly participatory environment that assists in developing mutual understanding and support between board members, and, most importantly, produces a draft “governance handbook” that formalizes the protocols that will ensure that the charter’s leadership culture is highly functional and respected by those working with and for the Board. The draft Governance Handbook produced will also include, where appropriate, much of the material that is in the existing Governance Handbook.

RECOMMENDATION:

Discuss the purpose of the Board Protocol Workshop in preparation for the continuation of the training that took place on December 13th.

Fred Van Vleck, Ed.D. Chief Executive Officer, Lead Advisor
1234 Abbey Rd. Bayside, CA 95524 – 707-599-0032

August 26, 2025

Compass Chater Schools
Elizabeth Brenner, Superintendent
850 Hampshire Road, Suite R
Thousand Oaks, California 91361

Dear Ms. Brenner,

I want to extend my appreciation for the opportunity to present a proposal from the National Center for Executive Leadership and School Board Development (National Center) to provide a full-day Board Governance/Team Building Workshop. The workshop will be provided by Fred Van Vleck, Ed.D, Lead Advisor for the National Center. The primary benefit of this workshop is that it will be a foundational step toward developing and ensuring a long-term culture of quality leadership and governance. The process will include creating governance protocols and your governance handbook.

The workshop process stimulates active discussion between Board members and provides a product that will help guide the working relationships between Board members and the Superintendent. We assert that the culture of a charter school reflects the positive or negative atmosphere created by the way people within the organization treat each other. Teams have unwritten (implicit) or written (explicit) agreements about how they will interact with one another. Effective charter boards discuss and agree on the formal structures and processes used by the board and Superintendent, in their functioning as a team. This two-part workshop focuses on how the board will operate and how members agree they will do business to govern effectively.

The initial activity will be focused on presenting leadership style research that will enable Board members to become more effective in working with one another and with the staff members they lead. The workshop provides leaders with an understanding and appreciation for the unique leadership characteristics of each team member they work with and how to synergistically create an effective and productive team. The workshop is designed for each leader to develop a deeper understanding of their leadership tendencies and the unique differences in how their fellow team members lead and react. Each participant will gain a much clearer understanding of themselves and reasons to celebrate the unique differences of each member of the leadership team.

Fred Van Vleck, Ed.D. Chief Executive Officer, Lead Advisor
1234 Abbey Rd. Bayside, CA 95524 – 707-599-0032

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The following topics will, minimally, be addressed within the workshop:

- Why protocols are important
- Decision-Making Roles of the Board and Superintendent
- Board Member Authority and the role of an Individual Board Member
- Addressing Community Concerns/Complaints
- Role of the Board in Networking
- Visiting/Assessing School Staff and Programs
- Board Member Interactions with Staff
- Scheduling of Board Meetings
- Designing and Developing the Board Agenda
- Administration of Oath of Office
- Policy Development and Roles
- Fiscal Decision-making: Role of the Board
- Requesting Information
- Public Board Meetings and Public Meeting Law Implications
- Top Ten Public Meeting Law Mistakes
- Use of Technology and Social Media
- Closed Session Confidentiality
- Conducting the Board Meeting
- Trustee Voting Responsibilities
- Conflict of Interest and Voting Implications
- Public Participation at Board Meetings
- Election of Officers of the Board
- Board and Superintendent Relationship
- Organization of Staff/Hiring and Firing of Staff
- Spokesperson for the charter
- Board and Superintendent Conflicts
- Board Direction: Road Map
- Superintendent Evaluation
- New Board Member Training Expectations
- Review and Implementation of Protocols

Fred Van Vleck, Ed.D. Chief Executive Officer, Lead Advisor
1234 Abbey Rd. Bayside, CA 95524 – 707-599-0032

Potential Future Areas of Focus

As a result of the discussions held and decisions made, the following topics may be of future consideration:

- Defining foundations for fiscal integrity
- Strategic Planning and Vision/Mission development
- Board training and development
- Superintendent's Annual Objectives
- Facilitation of the Superintendent's Evaluation
- Role of the Board in Supporting Leadership and Succession Development

Time and Financial Consideration

The fee associated with the full-day workshop includes preparation, presentation of the workshop, and providing leadership style (DiSC) individual surveys for each participant and a draft updated customized Board Governance Handbook. The presentation and preparation fee is $5,500, and the fee for the leadership style reports is $1,452 ($190 for each participant survey/report and $312 for the Team Reports). A description of these reports is noted in an attached document. The total cost for the workshop will be $6,952, not including travel. A flat fee of $975 will cover all travel-related expenses, including airfare, hotel, meals and car rental as long as I have confirmation of the workshop by the end of August 2025.

Preparation

Regarding the logistics related to the workshops, we ask the following:

- Any necessary financial documents are sent to the National Center to complete, in advance of the workshop.
- An LCD projector/Large Monitor will be available and be able to connect to the consultant's laptop;
- A sound/speaker connection to the consultant's laptop be available.
- The room set-up is such that the participants can see one another and have clear visibility to the screen and presenter.
- Meal logistics are addressed by the Charter.
- The Board meeting is properly posted as a Study Session.

If you have questions or need further information, please feel free to call me at 707-599-0032. Thank you for your consideration. If this proposal meets your needs, please sign and return a copy to me.

Sincerely,

Fred Van Vleck, Ed.D

Elizabeth Brenner, Superintendent Date