



Compass Charter Schools

Meeting of the Compass Board of Directors

Date and Time

Tuesday March 10, 2026 at 6:00 PM PDT

Location

This meeting will be held virtually through Zoom.

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

Please click the link below to join the webinar:

<https://compasscharters-org.zoom.us/j/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; Executive Boardroom
DoubleTree by Hilton Campbell – Pruneyard Plaza; 1995 South Bascom Avenue; Campbell, CA 95008; Vineyard 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 March 10 2026 Meeting Agenda
- Approval of the January 27, 2026 Meeting Minutes
- Approval of the February 10, 2026 Special Meeting Minutes
- Approval of the February 19, 2026 Special Meeting Minutes
- Review and Approval of January 2026 Financial Statements

B.	Approval of January 27, 2026 Regular Meeting Minutes	Approve Minutes	Thomas Arnett	
C.	Approval of the February 10, 2026 Special Meeting Minutes.	Approve Minutes	Thomas Arnett	
D.	Approval of the February 19, 2026 Special Meeting Minutes.	Approve Minutes	Thomas Arnett	

	Purpose	Presenter	Time
III. Public Comment			6:06 PM
A. Public Comment	FYI	Thomas Arnett	10 m
<p>Addressing the Board – Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must complete a Speaker Request Card (https://forms.gle/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.</p> <p>The Board may not deliberate or take action on items that are not on the agenda. However, the Board may give direction to staff following a presentation. The Chair is in charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Board meeting. The Board of Directors may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Board’s ability to conduct its business in a timely manner. The Board of Directors may also allow for additional public comment and questions after reports and presentations if it deems necessary.</p>			
IV. Communications			6:16 PM
A. Board Member Communication	Discuss	Thomas Arnett	5 m
<ul style="list-style-type: none"> • Thomas Arnett • Therese Christopher • Dr. Minita Clark • Heather Hardy • Samantha Herrod • Corey Riley • Dr. William Stinde 			

	Purpose	Presenter	Time
B. Parent Advisory Council Update	Discuss	Samantha Herrod	5 m
C. Scholar Leadership Council Report	Discuss	Zahra Grihma	3 m
V. Scholar Spotlight			6:29 PM
A. Scholar Spotlight	FYI	Rebecca Rodriguez	
VI. Operations Division			6:29 PM
A. Division Update	FYI	Danielle Gamez	3 m
B. FY26 2nd Interim Budget Presentation	FYI	Danielle Gamez	3 m
C. CCS LA: FY26 2nd Interim Budget Report	Vote	Danielle Gamez	3 m
D. CCS SD: FY26 2nd Interim Budget Report	Vote	Danielle Gamez	3 m
E. CCS YOLO: FY26 2nd Interim Budget Report	Vote	Danielle Gamez	3 m
F. Adoption of the annual independent auditor for the 2026 audit year	Vote	Danielle Gamez	3 m
G. Enrollment Capacity Resolution	Vote	Danielle Gamez	3 m
VII. Academic Services			6:50 PM
A. Academic Division Updates	FYI	Greg Cohen	
• Academic Division Update			
B. Annual Survey Responses on LCAP goals	FYI	Greg Cohen	1 m
A summary of survey responses regarding our LCAP goals.			
C. Board Policy #37: SCHOLAR USE OF TECHNOLOGY POLICY	Vote	Greg Cohen	2 m
Update			
D. Renaissance Learning Quote	Vote	Greg Cohen	5 m
E. 2026-27 Master Agreement and Acknowledgment of Responsibilities	Vote	Greg Cohen	5 m

	Purpose	Presenter	Time
Annual approval of 2026-27 Master Agreement and Acknowledgment of Responsibilities			
VIII. People Division			7:03 PM
A. People Division Update	FYI	Sophie Trivino	
Attachments:			
<ul style="list-style-type: none"> • People Division Report • Additions Report • Terminations Report 			
IX. Superintendent's Report			7:03 PM
A. Superintendent's Report	Discuss	Elizabeth Brenner	5 m
B. Annual Report	FYI	Elizabeth Brenner	
X. Board Business			7:08 PM
A. Continued Board Workshop	Discuss	Fred Von Vleck	60 m
The board will continue the workshop that was started on December 13th.			
B. New Board Member Search	Discuss	Thomas Arnett	10 m
Identify hiring committees for each open board position.			
C. Board Member Compensation	Discuss	Elizabeth Brenner	5 m
D. Approve Changes to Bylaws	Vote	Elizabeth Brenner	5 m
Changes to bylaws to allow Board Member compensation.			
E. Board Member Compensation Policy	Vote	Elizabeth Brenner	5 m
F. Superintendent's Evaluation	FYI		
Timeline for Superintendent's Evaluation			
Initial Evaluation discussion on May 17th			
Final Evaluation June 13th			
XI. Closing Items			8:33 PM

	Purpose	Presenter	Time
<p>A. Upcoming Meetings</p> <p>May 19, 2026 Board of Directors Meeting: 6:00 - 8:00 p.m. Virtual</p> <p>June 13th, 2026 Annual Meeting of the Board of Directors 10:00-2:00 In person at the Carson Doubletree</p>	FYI	Elizabeth Brenner	1 m
B. Adjourn Meeting	Vote	Thomas Arnett	1 m

Coversheet

Consent Items

Section: II. Consent Items

Item: A. Consent Items

Purpose: Vote

Submitted by: Greg Cohen

Related Material:

2026-27 Academic Calendar _Draft.pdf

Policy 44 Mark Up 2026_03_10.pdf

Policy #13 New - INDEPENDENT STUDY BOARD POLICIES 2026_03_10 - Google Docs.pdf

Policy #13 Markup-INDEPENDENT STUDY BOARD POLICIES 2026_03_10.pdf

Policy 2 Mark Up- School Board Meeting - Brown Act Compliance.pdf

CCS BS January 2026 (1).xlsx

CCS CR January 2026 (1).xlsx

CCS P&L January 2026 (1).xlsx

Compass_Charter_Schools_FY2026_January__1_R.pptx

Curriculum List (Board Approved) Draft 2026-2027.pdf

BACKGROUND:

Policy 44: Adds this paragraph mistakenly omitted at the end of the policy:

Consistent with EC sections 49428.1(b)(8) and 49428.2(b)(5), nothing in this policy shall be construed as authorizing or encouraging school employees to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

Policy #13: Minor semantic change to avoid confusion in policy's self-reference; Corrects minimum time of short term independent study from 14 to 15 days..

Curriculum List: Minor updating. Separated major curriculum from resources; TK-2 from HS.

RECOMMENDATION:

Approve.



2026-27 Academic Calendar

Key			
Green	First/Last Day of School	Red	Holiday - No School
Pink	Mid-Winter Break	Orange	In-service Day - No School
Blue	Start of Semester 2 (Spring)	Light Blue	Instructional Days
Yellow	Graduation Week		Top-right # - Instructional days

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

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

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

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

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

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

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

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

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

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

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

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

Compass Charter Schools 2026-27 LP Calendar

Track A

LP #	Start	Finish	Total Days	Attendance Due Dates (by 5 pm)	Attendance Review By Dates	Attendance Completed By Dates	
1	8/26/26	9/25/26	22	10/2/26			S1 - 90
2	9/28/26	10/30/26	23	11/6/26			
3	11/2/26	12/4/26	19	12/11/26			P-1
4	12/7/26	1/27/27	27	2/5/27			
5	2/1/27	2/26/27	19	3/5/27			S2 - 85
6	3/1/27	3/26/27	19	4/9/27			P-2
7	4/5/27	5/7/27	25	5/14/27			
8	5/10/27	6/8/27	21	6/14/27			P-Annual
			175				

Holidays

9/7/25	Labor Day
10/9/26	In-Service Day
10/12/26	Indigenous Peoples' Day
11/11/26	Veterans' Day
11/23-27/26	Thanksgiving Break
12/21/26-1/1/27	Winter Break
1/18/27	Martin Luther King, Jr.'s Birthday
1/28-29/27	Mid-year Break
2/15/27	Presidents' Day
3/12/27	In-Service Day
3/29-4/2/27	Spring Break
5/31/27	Memorial Day
6/18/27	Juneteenth

ESY & Summer

2026-27 Academic Calendar_Draft

Board Policy #: 44

Referral Protocols for Addressing Scholar Behavioral Health Concerns

Adopted/Ratified: January 27, 2026

Revised: March 10, 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.

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.
- 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.

Consistent with EC sections 49428.1(b)(8) and 49428.2(b)(5), nothing in this policy shall be construed as authorizing or encouraging school employees to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

Board Policy #13: INDEPENDENT STUDY BOARD POLICIES

Adopted/Ratified: October 3, 2019

Revision Date: March 22, 2020, March 28, 2021, July 31, 2021, September 29, 2021, July 26, 2022, June 22, 2023, May 18, 2024, August 5, 2024, March 8, 2025, March 10, 2026

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

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

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

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

4. Failure to attend required Special Education services.

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

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

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

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

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

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

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

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

1. Each teacher or teachers of record will provide daily synchronous instruction via an

online video conferencing platform wherein scholars will have the opportunity to participate in daily lessons and learning activities with similar aged peers.

2. Daily synchronous instruction shall be approximately 30 minutes per day, but may be longer or shorter in duration at the discretion of the teacher or teachers of record.
3. The schedule for daily synchronous instruction will be communicated to scholars and their families via ParentSquare, Google calendar, and other virtual communication platforms.
4. Scholars shall be required to utilize their Compass Google accounts to access daily synchronous instruction.

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

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

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

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

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

1. Upon written receipt of a family's wish to return to in-person instruction, the Charter

School staff shall inform the family of their right to return to their district of residence for in-person instruction because the Charter School does not offer an in-person instruction option.

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

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

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

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

- study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health support.
 - h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code sections 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - i. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for less than 16 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

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

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

DRAFT

Board Policy #13: INDEPENDENT STUDY BOARD POLICIES

Adopted/Ratified: October 3, 2019

Revision Date: March 22, 2020, March 28, 2021, July 31, 2021, September 29, 2021, July 26, 2022, June 22, 2023, May 18, 2024, August 5, 2024, March 8, 2025, [March 10, 2026](#)

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

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

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

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

4. Failure to attend required Special Education services.

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

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

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

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

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

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

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

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

1. Each teacher or teachers of record will provide daily synchronous instruction via an

online video conferencing platform wherein scholars will have the opportunity to participate in daily lessons and learning activities with similar aged peers.

2. Daily synchronous instruction shall be approximately 30 minutes per day, but may be longer or shorter in duration at the discretion of the teacher or teachers of record.
3. The schedule for daily synchronous instruction will be communicated to scholars and their families via ParentSquare, Google calendar, and other virtual communication platforms.
4. Scholars shall be required to utilize their Compass Google accounts to access daily synchronous instruction.

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

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

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

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

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

1. Upon written receipt of a family's wish to return to in-person instruction, the Charter

School staff shall inform the family of their right to return to their district of residence for in-person instruction because the Charter School does not offer an in-person instruction option.

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

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

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

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

- study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
 - h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code sections 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - i. For a pupil participating in an independent study program that is scheduled for more than ~~15~~ school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for less than 16 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

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

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

SECTION 21 - BOARD GOVERNANCE

Board Policy #2: SCHOOL BOARD MEETINGS – BROWN ACT COMPLIANCE

Adopted/Ratified: October 3, 2019

Revision Date: July 26, 2022; May 20, 2023; **March 10, 2026**

All meetings of the Board of Directors (“Board”) of Compass Charter Schools (“CCS” or the “Charter School”) and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation (“Brown Act”).

Types of Meetings

Regular Meetings

Regular meetings of the Board of Directors of Compass Charter Schools shall be held consistent with the calendar for such meetings as established by the Board each year during the Annual Board meeting.

If at any time any regular meeting falls on a holiday (Federal, State or local), such regular meeting shall be held on the next business day as noticed in accordance with the Brown Act.

Special Meetings

The Chair of the Board or a majority of the members of the Board may call special meetings on an as-needed basis, consistent with the requirements of the Brown Act.

Notification of Meetings

Regular Meetings

No later than 72 hours prior to a regular meeting, the Charter School shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda will be posted in a location that is freely accessible to members of the public, and on the School’s website.

Special Meetings

No later than 24 hours prior to a special meeting the Charter School shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

The agenda will be posted in a location that is freely accessible to members of the public, and on the School’s website, not later than 24 hours prior to a special meeting.

Emergency Meetings

In the case of an emergency situation, as defined by the Brown Act, involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public

facilities, notice to the Board will be provided as soon as is reasonably practicable under the circumstances. All media outlets that have requested notice of special meetings shall be notified one hour prior to the emergency meeting, or in the case of a dire emergency, at or near the time that the Board members are notified of the emergency meeting. The notice shall be given by telephone and all telephone numbers provided by the media outlet in the request for notice shall be exhausted. If telephone services are not functioning, the notice requirement is waived and the media shall be notified of the fact of the holding of the emergency meeting, the purpose of the meeting and any action taken at the meeting as soon after the meeting as possible.

Teleconference Meetings

Except as otherwise provided by Government Code Section 54953, if the Board elects to use teleconferencing, the Charter School shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public.

Request for Notice

The agenda and agenda packet will be provided to all Board members and to all persons that have requested a copy of the agenda and/or the agenda packet in compliance with the Brown Act. It is the Superintendent & CEO's, or designee's, responsibility to distribute copies of the agenda and the agenda packet for all Board meetings. Any person who has requested a copy of the agenda and/or agenda packet in writing, will be mailed a copy of the requested materials at the time the agenda and/or agenda packet is posted or upon distribution to all, or a majority of all, of the members of the Board, whichever occurs first.

Limited Expectations During a State of Emergency or For Just Cause

Notwithstanding the previous paragraphs, CCS may hold a teleconference meeting pursuant to the stringent requirements of Government Code Section 54953 in limited circumstances. Specifically, if the requirements of Section 54953 are satisfied the Corporation may use teleconferencing without posting agendas at all teleconference locations, identifying each teleconference location in the notice and agenda of the meeting or proceeding, and making each teleconference location accessible to the public. .

Agendas

Preparation of Agenda and Process

The Superintendent & CEO of Compass Charter Schools ("CCS") or designee shall be responsible for preparing the agendas for all meetings of the Board.

The Superintendent & CEO shall include items on the agenda that are requested by Board members and that relate to school business. In addition, a member of the public may request that a topic directly related to school business be placed on the agenda. The Chair of the Board shall determine, in his/her discretion, whether the agenda item requested by a member of the public shall be placed on the agenda.

With the exception of agenda item requests for special and emergency meetings, requests for items to be included on the agenda shall be in writing and submitted to the

Superintendent & CEO's office no later than seven (7) business days prior to the next regularly scheduled Board meeting.

Contents of the Agenda

The agenda shall include the following information:

- 1) Time and location of the meeting, including, if applicable, any teleconferencing location(s);
- 2) A brief general description of all items of business to be transacted or discussed at the meeting, including those items to be discussed in closed session. Closed session items must be described in accordance with Government Code Section 54954.5;
- 3) An opportunity for members of the public to directly address the Board in accordance with the Brown Act and the Board's public comment policy (addressed below); and
- 4) Information regarding how, to whom and when a request for disability related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

Supporting Information Relating to Agenda Items

The Superintendent & CEO or designee is responsible for preparing all supporting information that may accompany each agenda topic originating from the administration or the Board.

The purpose of preparing supporting information is to facilitate decision-making on the part of the Board members by having available to them in advance of Board meetings comprehensive information pertaining to each agenda topic. The supporting information shall, to the extent possible, accompany the agenda and be delivered to the Board members concurrently with the agenda.

If supporting materials are distributed to Board members during a public meeting, such materials will be made available for public inspection at the meeting if prepared by the Superintendent & CEO or other school staff. If such materials are prepared by some other person, they shall be made available after the meeting at which they were distributed. CCS may charge a fee or deposit for a copy of such materials pursuant to Government Code Section 7922.530.

These materials will be made available in appropriate alternative formats upon request by a person with a disability, as required by the Americans with Disabilities Act. No surcharge will be imposed on persons with disabilities in violation of the Americans with Disabilities Act.

Members of the public who request to have a topic placed on the agenda are encouraged to submit, in writing, supporting information detailing their reason for having the topic placed on the agenda and what is being requested of the Board. In the event that the requested topic is

placed on the agenda, the supporting information will provide background information for Board members to help expedite the Board's handling of the topic at the Board meeting.

Board Meetings

Open Session

All meetings of the Board shall be open to the public and the media, except that the Board may hold closed sessions as authorized by the Brown Act.

Public Participation at Meetings

Public comment generally: At a regular meeting, any person may address the Board concerning any item on the agenda and any other matters within the Board's subject matter jurisdiction. At a special meeting, any person may address the Board only concerning the items on the agenda. The total time devoted to presentations to the Board on all public comment (including agenda items and non-agenda items at regular meetings) shall not exceed 15 minutes, unless additional time is granted by the Board. Members of the public may speak for up to two (2) minutes on agenda and/or non-agenda items. At the discretion of the Chair of the Board, the two (2) minute time limit may be extended to three (3) minutes.

Members of the public desiring Board action on an item are encouraged to seek placement of the issue on the Board agenda in accordance with this policy rather than presenting the matter during general public comment. This will facilitate discussion and expedite resolution since the Board cannot discuss items in a meeting that are not on the agenda. This policy is not intended to prevent the public from providing public comment in line with this policy.

Willful interruption of Board meeting: In the event that any meeting is willfully interrupted by a group(s) of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the Board may order the meeting room cleared and continue the session. Only matters appearing on the agenda may be considered in such a session. Representatives of the press or other media, if not participating in the disturbance, shall be allowed to attend any such session.

Time for public comment: All public comment concerning all matters shall be heard prior to the Board's consideration of the agenda items.

Recording and/or broadcasting of meeting: Persons attending an open meeting have the right to record or broadcast the proceedings with an audio or video recorder or a still or motion picture camera unless the Board reasonably finds that the recording or broadcast cannot continue without noise, illumination or obstruction of view that constitutes, or would constitute a persistent disruption of the proceedings.

Requests to address the Board: Prior to the beginning of the meeting, members of the public seeking to address the Board on agenda and/or non-agenda items may complete a "Speaker Request Card" (located in the Board Meeting Room), and give it to the Chair of the Board, Board Secretary, or either of their designees.

Board Members at Meetings

Board discussion and action: No action or discussion shall be taken on any item not appearing on the posted agenda. However, at a regular meeting, Board members or staff may briefly respond to statements made or questions posed by persons during public comment. At regular meetings, a Board member may, on his/her own initiative or in response to a question posed by the public, ask a question for clarification, make a brief announcement or make a brief report on his/her own activities. Additionally, a Board member may provide a reference to staff or other resources for factual information, request staff to report back to the Board at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

Exceptions in regular meetings: In regular meetings, the Board may take action on items of business not appearing on the posted agenda if any of the following conditions apply: 1) A majority of the Board determines that an emergency situation exists as defined by the Brown Act; 2) A determination by a two-thirds vote of the Board members present at the meeting, or if less than two-thirds are present, a unanimous vote of those Board members present, that there is a need to take immediate action and that the need for action came to the attention of the Board after the agenda was posted; or 3) The item was properly posted for a prior meeting occurring not more than five (5) calendar days prior to the date action is taken on the item, and at the prior meeting, the item was continued to the meeting at which action is being taken. If items are discussed under these conditions, the Chair of the Board shall publicly identify the item(s).

Closed session: Prior to holding any closed session, the Board shall disclose, in open session of the meeting, the basis for holding a closed session pursuant to Government Code Section 54954.5. The disclosure may take the form of a reference to the item(s) as they are listed by number or letter on the agenda. In the closed session, the Board may only consider the disclosed closed session agenda items.

After any closed session, the Board shall reconvene into open session prior to adjournment and make a report of any action taken in closed session and the vote or abstention of every Board member present thereon in accordance with Government Code Section 54957.1.

Minutes of Board Meetings

Open Session: Board meeting minutes shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of directors present at the meeting, state all motions made, document the names of Board members making and seconding motions, and state the vote or abstention of each Board member present for each action taken. The minutes pertaining to open session may also record the recommendations of the administration and the general substance of the Board's discussion or the general substance of statements pertinent to Board's business made by members of the staff or public.

Closed Session: Minutes will not be taken during Closed Session.

Minutes for Emergency Meetings: Any time an emergency meeting is held, the minutes must provide a list of persons who were notified or attempted to be notified, a copy of the roll call vote, and any actions taken at the meeting. The minutes will be posted for a

minimum of 10 days in a public place as soon after the meeting as possible.

Storing the minutes: The official minutes of the Board shall be kept digitally. The following documents shall be bound with the official minutes and referred to in the text of the minutes to which they apply:

- Original copies of all resolutions unless required by other agencies, in which case photocopies of the originals may be substituted;
- Original copies of all budget transfers;
- Copies of any document determined by the Board to be attached to the official minutes; and
- Other documents which, in the opinion of the Secretary, are necessary to fully substantiate or record Board action.

~~In addition to the official minutes, an additional copy of all minutes and attached documents shall be maintained at the Central Office. This set of minutes shall be bound, indexed by those categories detailed above and by subject.~~

Quorum Requirements

A majority of the directors then in office shall constitute a quorum of the Board, which is necessary for the Board to transact business. All motions, in order to pass, need positive action by at least a majority of the directors present at a duly held meeting at which a quorum is present. Should there be less than a majority of the Board present at the inception of any meeting, the meeting shall be adjourned.

Continuances and Adjournment

Continuances

Items appearing on agendas for regular meetings may be continued to another meeting, to be held within five (5) calendar days from the date of the originally posted meeting, without triggering the requirement that the agenda item be re-posted with the requisite notice.

Adjournment

The Board may adjourn any regular or special meeting to a time and place specified in an order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular meeting, the Board Secretary may declare the meeting adjourned to a stated time and place and he/she shall cause a written notice of adjournment to be given. A copy of the notice of adjournment shall be conspicuously posted on or near the door of the place where the regular or special meeting was held within 24 hours after the time of adjournment. When a regular meeting is adjourned, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings.

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 BS January 2026 (1).xlsx

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 CR January 2026 (1).xlsx

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 January 2026 (1).xlsx



Financials through Jan 31, 2026

Monthly Financial Board Report

Prepared for: Compass Charter Schools

Prepared by School's CSMC SBM - Kristin Nowak



Financial Summary

Actual to Budget:

This report is as of Jan 31, 2026, 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 **Jan 31, 2026**, are **\$16,679,098** or **.6% over** our current budget due to 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) and spending down on remaining one-time state revenue funds such as AMIMBG, LREBG and Prop 28. This is mostly offset by not having yet received the January ILPT revenue for San Diego and Federal SPED revenue not expected to be received until the end of the fiscal year.

YTD Expenses through **Jan 31, 2026**, are **\$18,664,800** or **-1.9% under** 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 **(\$1,985,702)**.

Balance Sheet:

As of Jan 31, 2026, we had total cash of \$10,715,019, short-term liabilities of \$5,920,323, and long-term liabilities of \$216,520. The ending fund balance is \$5,920,612.

When compared to the previous month, total reconciled cash decreased by \$251K, short-term liabilities decreased by \$352K (AP/Due to and from Grantor Governments/Deferred Revenue), and long-term liabilities increased by \$4K (ROU Liability).

Understanding the Financial Health of the Organization

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

Cash Ratio		
Ability to meet short-term obligations with cash		
	Current:	Target:
	181.0%	> 100.0 %
Formula: (Cash) / (Current Liabilities)		

Defensive Interval		
Months of continued operation without incoming funds		
	Current:	Target:
	3.9	> 3 months
Formula: (Cash + Securities + AR)/(Average Expenses for Past 12 Months)		

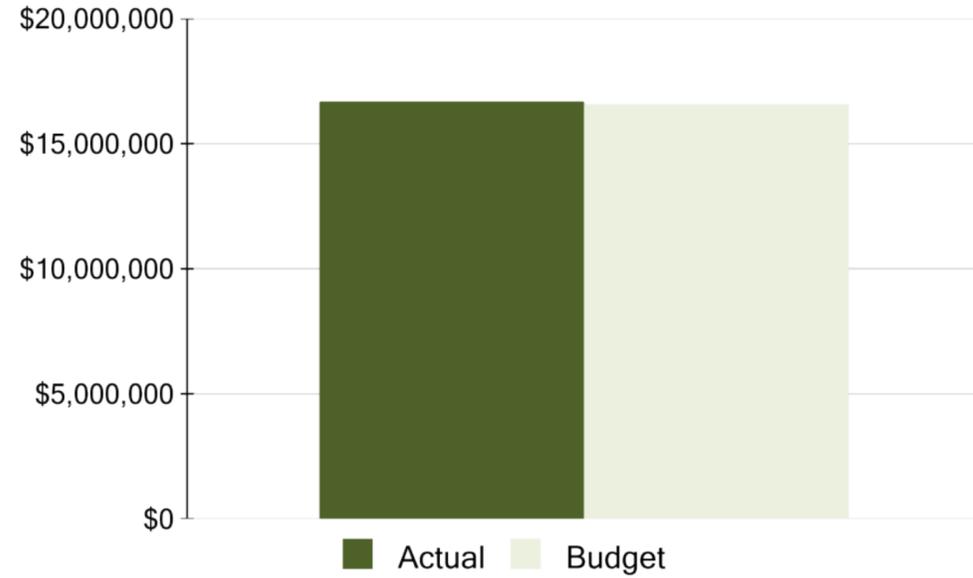
Current Ratio (Liquidity)		
Ability to pay short-term obligations		
	Current:	Target:
	2.0	> 1.0
Formula: (Current Assets) / (Current Liabilities)		

Financial Snapshot

FY 2025-2026, July - January

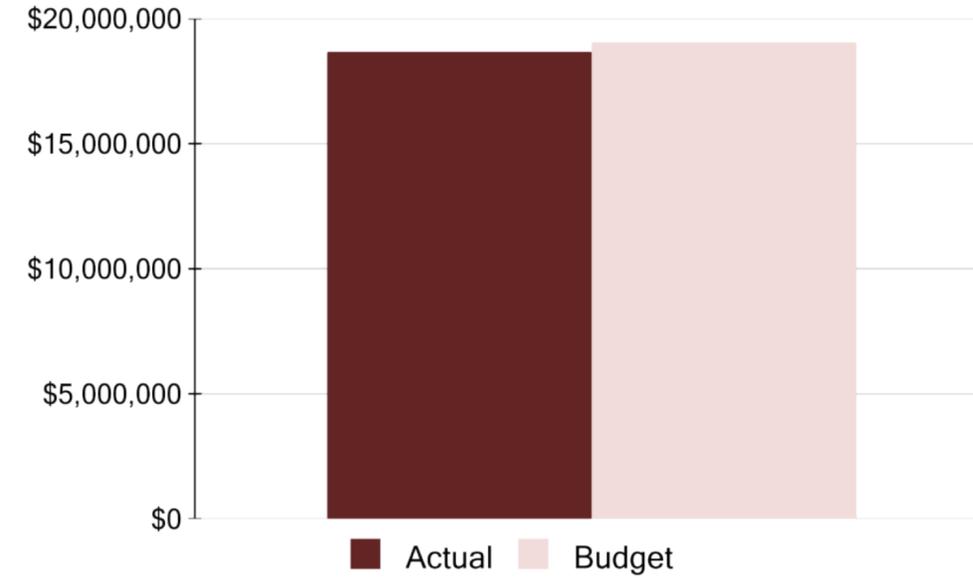

Cash Balance
\$10,722,441

Revenue to Date



Revenue Summary	
Actual	\$16,679,098
Budget	\$16,575,583
Actual to Budget	0.6%

Expense to Date



Expense Summary	
Actual	\$18,664,800
Budget	\$19,035,969
Actual to Budget	-1.9%

Actual to Budget Summary

FY 2025-2026, July - January

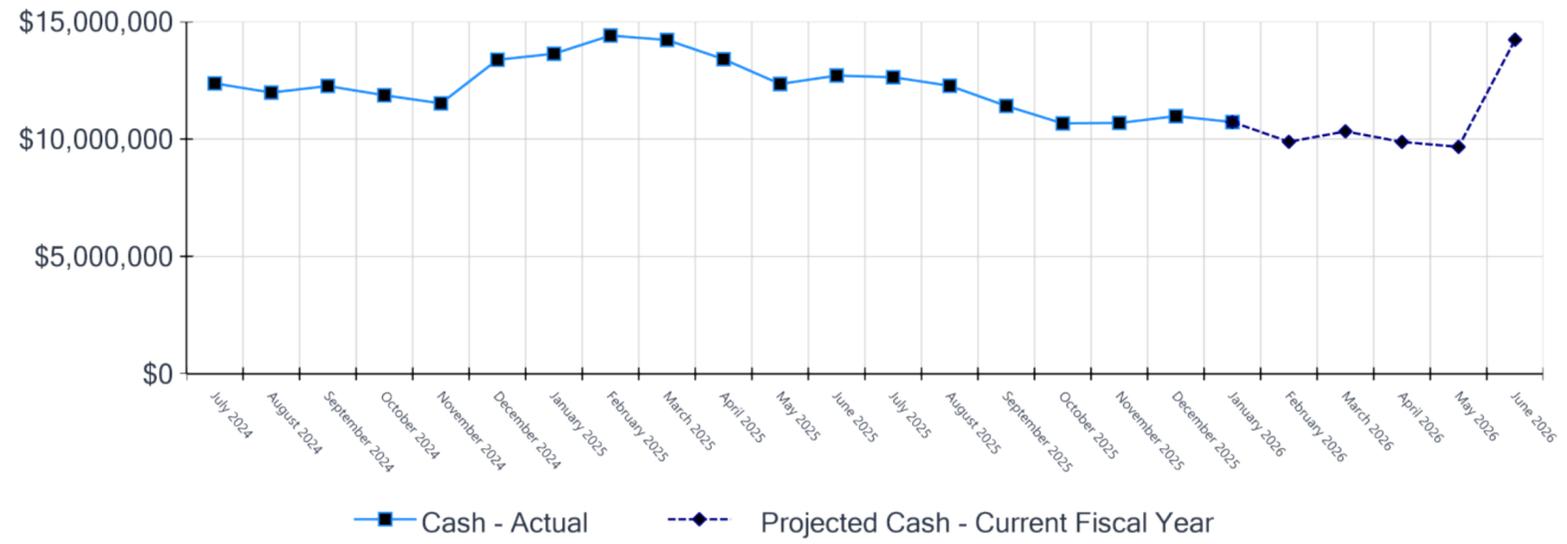
Account Description	July - January			2025-2026		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
LCFF Revenue	\$13,359,421	\$13,574,543	(\$215,122)	\$26,974,587	49.5%	\$13,615,166
Federal Revenue	\$427,841	\$667,252	(\$239,411)	\$1,548,469	27.6%	\$1,120,628
State Revenue	\$2,765,830	\$2,232,451	\$533,380	\$4,376,996	63.2%	\$1,611,166
Local Revenue	\$126,006	\$101,338	\$24,668	\$121,238	103.9%	(\$4,768)
Total Revenue	\$16,679,098	\$16,575,583	\$103,515	\$33,021,291	50.5%	\$16,342,193
Benefits	\$3,048,416	\$2,965,672	(\$82,744)	\$5,136,948	59.3%	\$2,088,533
Classified Salaries	\$2,212,038	\$2,325,666	\$113,629	\$4,107,269	53.9%	\$1,895,231
Certificated Salaries	\$7,401,951	\$7,755,508	\$353,557	\$13,661,617	54.2%	\$6,259,666
Total Personnel Expenses	\$12,662,404	\$13,046,846	\$384,442	\$22,905,834	55.3%	\$10,243,430
Services	\$3,132,563	\$3,047,399	(\$85,164)	\$5,117,894	61.2%	\$1,985,331
Books and Supplies	\$2,869,833	\$2,941,724	\$71,891	\$4,399,830	65.2%	\$1,529,997
Total Operational Expenses	\$6,002,396	\$5,989,123	(\$13,273)	\$9,517,724	63.1%	\$3,515,328
Total Expenses	\$18,664,800	\$19,035,969	\$371,169	\$32,423,558	57.6%	\$13,758,758
Net Income	(\$1,985,702)	(\$2,460,386)	\$474,684	\$597,733	-332.2%	\$2,583,435

Revenue
\$16,679,098
Expenses
\$18,664,800
Surplus / (Deficit)
(\$1,985,702)

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

Monthly Cash Balance Over Time

Current fiscal year and prior year



	Cash Amount	Actual or Projected
July 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	\$10,722,441.14	Actual
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

Balance Sheet Summary FY 2025-2026 - January

Assets	
Current Assets	
Accounts Receivable	\$189,959
Cash and Cash Equivalents	\$10,722,441
Employee Advances	\$1,842
Prepaid Expenses	\$52,906
Short Term Investments	\$876,544
Total Current Assets	\$11,843,693
Fixed Assets	
Fixed Assets	\$208,543
Total Fixed Assets	\$208,543
Other Assets	
Other Assets	\$5,220
Total Other Assets	\$5,220
Total Assets	\$12,057,456

Liabilities and Net Assets	
Short-term Liabilities	
Accounts Payable	\$321,710
Accrued Liabilities	\$4,616,813
Other Short Term Liability	\$981,800
Total Short-term Liabilities	\$5,920,323
Long-term Liabilities	
Other Liabilities	\$216,520
Total Long-term Liabilities	\$216,520
Total Liabilities	\$6,136,844
Total Unrestricted Net Assets	\$7,906,314
Total Net Increase/(Decrease) in Net Assets	(\$1,985,702)
Total Net Assets	\$5,920,612
Total Liabilities and Net Assets	\$12,057,456

Liquidity Ratio

2.0

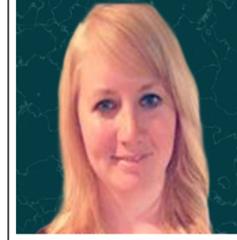
The balance sheet displays all of the school's assets and the school's obligations ('liabilities') at a particular point in time. It is a useful way to ensure the school has enough money to pay off its debts.

**Yolo LCFF
Overpayment
balance as of January
2026: \$3,573,905.13**

CSMC Charter School Support Team

	<p>Kristin Nowak Executive VP of Strategic Management knowak@csmci.com</p>
	<p>Aaron Guibord Executive VP of Operations aguibord@csmci.com</p>
	<p>Josh Eng VP of School Business Management jeng@csmci.com</p>

	<p>Kristin Nowak School Business Manager knowak@csmci.com</p>
	<p>Brian Lara Associate SBM blara@csmci.com</p>

	<p>Kayla Tocco Divisional Director ktocco@csmci.com</p>
	<p>Mai Luong Account Manager mluong@csmci.com</p>
	<p>Kimber Nelson Associate AM knelson@csmci.com</p>

Looking Ahead

AREA	DUE DATE	COMPLIANCE ITEM	COMPLETED BY	BOARD MUST APPROVED	ADDITIONAL INFORMATION
------	----------	-----------------	--------------	---------------------	------------------------

1.8 REPORTING:

1.8.1 FY2025-2026 CMDC Reporting- Due 01/31/2026- Completed

1.8.2 ESSA CSI Application- Due 01/31/2026- Completed (CCS to Submit; Citlalli to send CSI tracking workbook to Danielle)

1.8.3 FY2024-2025 ESSA/SLFS Reporting- Due 03/16/2026- In Progress

1.8.4 FY2025-2026 EDCOE MOE Pre-Test Reporting- Due 03/27/2026- In Progress (Include Danielle, Barbara, Brooklyn and Melissa in work session)



HELPING THE EDUCATION MOVEMENT SUCCEED ONE SCHOOL AT A TIME

POWERED BY:



Charter Vision

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

2026-2027 Compass Approved Curriculum List Grades TK-8

Approved 3/10/26

ELA Curriculum

All About Reading (TK-3)	Houghton Mifflin Harcourt (K-6)	Oak Meadow (TK-8)
All About Spelling (K-6)	IEW (3-8)	Open Up (K-8)
Apex Learning Online (K-8)	IEW Primary Arts of Language: Reading (K-2)	Plaid Phonics (K-6)
Blackbird & Co. (K-8)	Imagine Learning (K-8)	PRIDE Reading Program (TK-3)
BookShark (TK-8)	IXL (TK-8)	Reading A-Z (K-5)
Brave Writer (K-8)	Khan Academy (2-8)	Spectrum (TK-8)
BYU Independent Study (6-8)	Lightning Literature (1-8)	Starline Press (3-8)
CA Preschool Curriculum Framework, Volume 1 (TK)	Logic of English - Foundations (TK-1)	Time 4 Learning (TK-8)
Engage New York (TK-8)	Logic of English - Essentials (2-8?)	Wild Reading (TK-1)
Essentials in Writing (1-8)	McGraw Hill Wonders (K-5)	Wordly Wise 3000 (K-8)
Explode the Code/Beyond the Code (K-4)	McRuffy Press (TK-5)	Write By Number (K-8)
FishTank Learning (K-8)	Miaplaza(Miacademy)* (K-8)	Write Source (1-8)
FixIt! Grammar (3-8)	Moving Beyond the Page (TK-9)	WriteAtHome (4-8)
Great Books (K-8)	myView Literacy- Home School Bundle (K-5)	Writing A-Z (K-5)
Happy Cheetah (K-2)	myPerspectives (6-8)	Zaner Bloser (SuperKids) (TK-2)
Hooked on Phonics (TK-2)	New York Times Writing (6-8)	Zoo Phonics (TK-1)

ELA Supplemental Resources

Bonnie Terry Learning (K-8)	Evan Moor (TK-6)	Reading Informational Text - Evan Moor (1-6)
Core Knowledge (TK-8)	Evan Moor Daily 6 - Trait Writing (1-6)	Readworks (Free) (K-8)
Daily Language Practice (Evan Moor) (1-8)	Grammar Ace (4-8)	Starfall (Free Amazon App) (TK-3)
Daily Reading Comprehension (Evan Moor) (1-8)	Handwriting Without Tears (TK-6)	Write On! Webb (3-8)
Easy Peasy All In One Homeschooling (1-7)	Memoria Press (Foundational + Writing) (TK-12)	Writing with Ease (K-5)

Math

Aleks Math- McGraw Hill (3-8)	Go Math! (K-6)	Oak Meadow (TK-12)
APEX Learning (6-8)	Illustrative Mathematics (K-8)	Open Up (K-12)
Art of Problem Solving (5-8)	Imagine Learning (K-8) (Online vendor for above)	Primary Math Common Core Edition (Singapore) (1-5)
Beast Academy (1-5)	IXL (TK-8)	Reveal Math- McGraw Hill (K-8)
BYU Independent Study (6-8)	Khan Academy (2-8)	Right Start Math (TK-7)
CA Preschool Curriculum Framework, Volume 1 (TK)	Live Online Math (6-8)	Saxon Math Intermediate 3-5 (3-5)
CK-12 (1-8)	Math in Focus (K-8)	Saxon Math (K-8)
Core Knowledge (K-8)	Math Mammoth (1-8)	Singapore Math Live (1-8)
CPM (6-8)	Math U See (TK-8)	Singapore Primary Math (K-5)
Denison Math (7-8)	Math with Confidence (K-5)	Singapore Dimensions Math (TK-8)
Engage New York (K-6)	Miaplaza (Miacademy)* (K-8)	Starline Press (3-8)
enVision Math (K-8)	Moving Beyond the Page (TK-9)	The Critical Thinking Co. (TK-8)
Eureka Math (K-6)	Mr. D Math (6-12)	Zearn Math (K-8)

Math Supplemental Resources

Evan Moor Skill Sharpeners Math (K-6)	Spectrum Math (K-8)	Time 4 Learning (TK-8)
Generation Genius (K-8)	Teaching Textbooks (3-8)	Wild Math (K-5)
Science Mom (Math) (6-8)		

Science

Beast Academy (3-4)	Evan Moor Skill Sharpeners Science (TK-6)	Little Science Thinkers Year-Long Curriculum (2)
Bring Science Alive! (K-8)	Generation Genius (K-8)	McGraw Hill - Inspire Science (K-8)
CA Preschool Curriculum Framework, Volume 3 (TK)	Inquisitive Science (K-5)	Mystery Science (Ask your ST) (K-5)
California Inspire Science - McGraw Hill (K-8)	Khan Academy (6-8)	Starline Press
Classical Science by Elemental Science (K-8)	Science A-Z (K-6)	Studies Weekly (K-5)
Elemental Science - Science Chunks (K-6)	Little Science Thinkers Year-Long Curriculum (K)	Supercharged Science (K-8)
Elevate Elementary Science (K-8)	Little Science Thinkers Year-Long Curriculum (1)	Ten Strands (K-7)

Science Supplemental Resources

BookShark (TK-8)	Engineering Is Elementary (K-5)	Miaplaza (Miacademy)* (K-8)
Building Blocks of Science (K-7)	Evan Moor (TK-6)	Moving Beyond the Page (TK-8)
Carrier Shell Curriculum (1-6) 12 week unit study	Home Science Tools - Science Unlocked (K-8)	My Pals are Here Science (1-6)
CK-12 (1-8)	Imagine Learning (TK-8)	Nancy Larson Science (K-5)
Core Knowledge (K-8)	IXL (TK-12)	Science Mom (Science) (4-8)
Discover! Science (1-6)	MEL Science (K-8)	

Social Studies/History

Beautiful Feet (K-8)	Discover! Social Studies (1-3 and 5-8)	Little Social Studies Thinkers Year-Long Curriculum (2)
CA Preschool Curriculum Framework, Volume 3 (TK)	Houghton Mifflin Harcourt (6-8)	Miaplaza (Miacademy) (K-8)
California Out of the Box (4)	Hyperion Academics (TK-8)	myWorld Interactive (K-5)
California Social Studies 3rd Grade Bundle (3)	Imagine Learning (6-8)	Starline Press (3-8)
California Social Studies 4th Grade Bundle (4)	Impact-McGraw Hill (K-8)	Stories In History (1-8)
California Social Studies 5th Grade Bundle (5)	Little Social Studies Thinkers Year-Long Curriculum	Studies Weekly (TK-8)
California Social Studies 6th Grade Bundle (6)	Little Social Studies Thinkers Year-Long Curriculum	TCi Social Studies (TK-8)

Social Studies Supplemental Resources

Book Shark (TK-8)	Daily Geography (Evan Moor) (1-6)	IXL (TK-8)
CK-12 (1-8)	History of US (5-8)	Story of the World (1-8)
Core Knowledge (K-8)	History Quest (1-6)	U.S. History Detective Book (8-12)
Curiosity Chronicles (1-8)		

SPED

[TeachTown](#)

Online Learning

[Accelerate Ed](#) (includes a--g courses)

ELD

[Lexia](#)

Compass Created Curriculum

Full year standards based curriculum, organized into modules with assignments, assessments, resources, and rubrics.

Options Modules for TK-8

Full Year Secular Curriculum Kits

[Timberdoodle](#) (TK-8)

[Moving Beyond the Page](#) (K-8)

[Oak Meadow](#) (K-8)

[Bookshark](#) (TK-8)

[Rainbow Resource Secular Starter Kit](#) (K-8)

2026-2027 Compass Approved Curriculum List Grades 9-12

Approved 3/10/26

All Core Curriculum can also be supplemented with additional curriculum based on scholar need. Please work with the supervising teacher and/or course teacher for supplemental recommendations and needs.

ELA			
Essentials in Writing and Literature Bundle Bravewriter	Silicon Valley High School- English myPerspectives	Oak Meadow BYU Independent Study	
Course novels ordered via Amazon Store Front and assigned or approved by English teacher			
Math			
Dennison (Traditional and Success) Art of Problem Solving	McGraw-Hill Silicon Valley High School	Edgenuity-ImagineLearning Glencoe and Math with Business Applications	
BYU and BYU- Business Math and Personal Finance			
Science			
Miller & Levine: Biology, 2019. Glencoe Biology Dynamics of Life 2017 Astronomy Today 9th Edition by Eric Chaisson (Author), Steve McMillan (Author) Conceptual Physics Hardcover – January 1, 2014 by Paul Hewitt (Author)McGraw Hill	Earth Science by Tarbuck, Lutgens, and Tasa Oak Meadow	Physical Science By Bill Tillery 13th Edition Edgenuity-ImagineLearning Mr. D	
Social Studies/History			
BYU			
BYU Government BYU Economics BYU Ethnic Studies	BYU US History to 1877 BYU United States History From 1877	BYU World History Part 1 BYU World History Part 2	
Silicon Valley High School (A-G)			
Silicon Valley High School Government Silicon Valley High School Economics	Silicon Valley High School US History Part 1 Silicon Valley High School US History Part 2	Silicon Valley High School World History Part 1 Silicon Valley High School World History Part 2	
Crash Course			
Crash Course Government Videos Crash Course Government Book	Crash Course Economics Videos Crash Course Economics Book	Crash Course US History Videos Crash Course World History Videos	
Power Basics American Government Power Basics World History 1 Power Basics United States History	<th colspan="2" style="background-color: #0056b3; color: white; text-align: center;">Holt-McDougal</th>	Holt-McDougal	
	Holt-McDougal Government Holt-McDougal Economics	Model Curriculum for Ethnic Studies Oak Meadow Edgenuity-ImagineLearning	
World Languages			
Silicon Valley High School ASL (ASL 1 & 2) BYU ASL (ASL 1 & 2)	Breaking the Barrier Barron's American Sign Language	Oak Meadow Avancemos Edgenuity-ImagineLearning	
Electives			
Oak Meadow Understanding Psychology Creative Life skills, AE Life skills for teens, AE Life skills for young adults, AE Experiencing Dance: From Student to Dance Artist VCI approved vendors for Dance Choices & Connections: An Introduction to Communication †	Online option Art in World Cultures Real Communication † Bright Thinker Creative Writing † All About Clay Experience Clay, 3rd edition Tradition of Excellence, Book 2 – Kjos Publishing Sound Innovations for Advanced Musicians – Alfred VCI approved vendors for Music	Art in Focus Living with Art - McGraw-Hill Mcgraw-Hill Art Talk Emerging Art Starline Press Art Workbook Set Introduction to Theatre Arts: A 36-Week Action Handbook VCI approved vendors for theater and drama † Denotes Physical Copy Approval	
Online Learning			
Accelerate Ed			
Includes a-g offerings. <i>Options HS scholars can choose to take up to 4 Accelerate Education Courses per semester</i>			
SPED	Full Year Secular Curriculum Kits	ELD	
SPED Education Modified Curriculum TeachTown	Oak Meadow Rainbow Resource Secular Starter Kit	Lexia English Language Development Compass Created Curriculum and Assignments Found in Google Classroom and Learning labs	

Coversheet

Approval of January 27, 2026 Regular Meeting Minutes

Section: II. Consent Items
Item: B. Approval of January 27, 2026 Regular Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Meeting of the Compass Board of Directors on January 27, 2026

APPROVED



Compass Charter Schools

Minutes

Meeting of the Compass Board of Directors

Date and Time

Tuesday January 27, 2026 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>

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; Vineyard 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>.

Directors Present

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

Directors Absent

M. Clark

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 Jan 27, 2026 at 6:09 PM.

B. Record Attendance

II. Consent Items

A. Consent Items

T. Arnett made a motion to approve the Consent Items.

S. Herrod seconded the motion.

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

Roll Call

T. Christopher Aye

W. Stinde Aye

C. Riley Aye

H. Hardy Aye

T. Arnett Aye

S. Herrod Aye

M. Clark Absent

B.

Approval of December 9, 2025 Regular Meeting Minutes

T. Arnett made a motion to approve the minutes from Meeting of the Compass Board of Directors on 12-09-25.

W. Stinde seconded the motion.

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

Roll Call

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

C. Approval of December 13, 2025 Regular Meeting Minutes

T. Arnett made a motion to approve the minutes from Board Workshop on 12-13-25.

S. Herrod seconded the motion.

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

Roll Call

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

III. Public Comment

A. Public Comment

There was no public comment.

IV. Communications

A. Board Member Communication

B. Stinde expressed his thanks to the attending Board Members.

B. Parent Advisory Council Update

S. Herrod briefly discussed the December parent meeting.

C. Scholar Leadership Council Report

E. Brenner commented on her experience working with the Scholar Leadership Council.

V. Scholar Spotlight

A. Scholar Spotlight

There was no discussion regarding the Scholar Spotlight.

VI. Superintendent's Report

A. Superintendent's Report

L. Brenner presented the Superintendent's Report.

B. LCAP Mid-year reports

L. Brenner and D. Gamez presented information regarding the LCAP Mid-year reports and briefly discussed major goals.

VII. Operations Division

A. Division Update

D. Gamez presented the Operations Division Board report.

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

T. Arnett made a motion to approve the 2024-2025 School Accountability Report Card (SARC)- Los Angeles.

C. Riley seconded the motion.

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

Roll Call

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

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

S. Herrod made a motion to approve the 2024-2025 School Accountability Report Card (SARC)- San Diego.

T. Christopher seconded the motion.

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

Roll Call

T. Christopher	Aye
H. Hardy	Aye

Roll Call

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

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

H. Hardy made a motion to approve the 2024-2025 School Accountability Report Card (SARC)- Yolo.

T. Arnett seconded the motion.

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

Roll Call

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

E. 2025-2026 Comprehensive School Safety Plan

T. Arnett made a motion to approve the 2025-2026 Comprehensive School Safety Plan.

W. Stinde seconded the motion.

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

Roll Call

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

VIII. Academic Services

A. Academic Division Updates

G. Cohen presented the Academic Division Report.

B. New Scholar Policy #44 Referral Protocols for Addressing Scholar Behavioral Health Concerns

C. Riley made a motion to approve the new Scholar Policy #44 Referral Protocols for Addressing Scholar Behavioral Health Concerns.

H. Hardy seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

IX. People Division

A. People Division Update

S. Trivino presented the People Division Report.

B. 2025-26 Employee Handbook Update

T. Arnett made a motion to approve the 2025-26 Employee Handbook updates.
H. Hardy seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

C. Salary Schedule Update

S. Herrod made a motion to approve the 2025-2026 Administrative and Certificated Salary Schedules.
C. Riley seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

X. Board Business

A. New Board Member Search

The Board Directors discussed the open positions on the Board and how they could be filled.

H. Hardy offered to assist with interviewing candidates.

S. Herrod expressed interest in being a candidate for one of the Board positions for the 2026-2027 school year.

B. First read of proposed changes to Board Policy 1

E. Brenner led a discussion regarding proposed changes to Board Policy 1.

Some Board Members expressed an interest in implementing a Board evaluation every other year.

C. Board Protocol Development Discussion

Tom led a discussion regarding key takeaways from the December 13th Board Workshop training.

The Board agreed to attempt to schedule a special meeting to take place before the March 10th Board meeting. This special meeting would be to address and clarify goals prior to completing the second session of the Board Workshop training.

XI. Closing Items

A. Upcoming Meetings

The next Board of Directors Meeting is March 10, 2026, from 6:00 - 8:00 p.m.

B. Adjourn Meeting

S. Herrod made a motion to adjourn the meeting.

T. Christopher seconded the motion.

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

Roll Call

T. Christopher Aye

W. Stinde Aye

S. Herrod Aye

M. Clark Absent

T. Arnett Aye

C. Riley Aye

H. Hardy Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:59 PM.

Respectfully Submitted,
T. Wrigley

Coversheet

Approval of the February 10, 2026 Special Meeting Minutes.

Section: II. Consent Items
Item: C. Approval of the February 10, 2026 Special Meeting Minutes.
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Special Meeting of the Compass Board of Directors on February 10, 2026

APPROVED



Compass Charter Schools

Minutes

Special Meeting of the Compass Board of Directors

Date and Time

Tuesday February 10, 2026 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>

172 Cottage Grove Avenue, Camarillo, CA 91361

9412 Krepp Drive, Huntington Beach, CA 92646

6337 8th Avenue, Los Angeles California 90043

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

24030 Calvert Street, Woodland Hills, CA 91367

1635 Sweetbriar, San Jose, CA 95125

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. Record Attendance

B. Call the Meeting to Order

T. Arnett called a meeting of the board of directors of Compass Charter Schools to order on Tuesday Feb 10, 2026 at 6:07 PM.

II. Public Comment

A. Public comment

There was no public comment.

III. Board Business

A. Board Workshop Goals Discussion

The Board Members discussed goals for the remaining Board Workshop session.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:57 PM.

Respectfully Submitted,
T. Wrigley

This was a special meeting where no action was taken and quorum was not established, therefore, the board president adjourned the meeting without a motion, second, and vote. The Board on Track software adds this language and there is no way for staff to adjust it.

Coversheet

Approval of the February 19, 2026 Special Meeting Minutes.

Section: II. Consent Items
Item: D. Approval of the February 19, 2026 Special Meeting Minutes.
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Special Meeting of the Compass Board of Directors on February 19, 2026

APPROVED



Compass Charter Schools

Minutes

Special Meeting of the Compass Board of Directors

Date and Time

Thursday February 19, 2026 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>

Hampton Inn, 30255 Agoura Rd, Agoura Hills, CA 91301, Kanan Room

2112 S. Sycamore St., Santa Ana, CA 92107

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

24030 Calvert Street, Woodland Hills, CA 91367

9412 Krepp Drive, Huntington Beach, CA 92646

6337 8th Avenue, Los Angeles California 90043

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

M. Clark (remote), S. Herrod (remote), T. Arnett (remote), T. Christopher (remote), W. Stinde (remote)

Directors Absent

C. Riley, H. Hardy

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 Thursday Feb 19, 2026 at 6:04 PM.

B. Record Attendance

II. Public Comment

A. Public Comment

There was no public comment.

III. Operations

A. Policy #18 School Safety Plan Update

T. Arnett made a motion to approve the Policy #18 School Safety Plan Update.

T. Christopher seconded the motion.

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

Roll Call

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

B. Policy #28 Educational Records and Scholar Information Policy Update

S. Herrod made a motion to approve the Policy #28 Educational Records and Scholar Information Policy Update.

T. Christopher seconded the motion.

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

Roll Call

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

C. Policy #30 Nondiscrimination Statement Update

T. Christopher made a motion to approve the Policy #30 Nondiscrimination Statement Update.

S. Herrod seconded the motion.

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

Roll Call

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

IV. Closing Items

A. Adjourn Meeting

W. Stinde made a motion to adjourn the meeting.

S. Herrod seconded the motion.

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

Roll Call

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:14 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 - February 2026 Meeting.pdf



Parent Advisory Council Meeting - February 20, 2026

Prepared for March 10, 2026 Board Meeting

AI Summary:

Parent Survey Access and Participation: The meeting began focusing on issues relating to accessing the parent survey, where multiple parents reported difficulties logging in, leading to low participation rates compared to last year. Elizabeth announced the survey deadline would be extended by one week to allow more families to participate, and Keileigh suggested that STs could help increase participation by reminding families about the survey during connection meetings. The meeting also reviewed new survey questions added based on PAC recommendations, including questions about staff contact, parent-school communication, field trips, and accessibility concerns.

Parent Survey and PAC Policy: The meeting continued with more discussion around the distribution of a parent survey. Elizabeth and Samantha confirmed that the annual parent survey was sent via multiple channels, including text messages, while Keileigh noted she had not received the text notification. The group also discussed the need to establish a comprehensive PAC policy, as the current documentation is limited to website descriptions and board policies. Elizabeth highlighted the importance of attracting more PAC members, ideally 10-15 parents from different programs and grade levels, as Samantha, the current chair, will be graduating and leaving her role.

Parent Representation in PAC Meetings: One attendee suggested adding more structure to the PAC's role and increasing parent representation at board meetings. She proposed having different parents present various perspectives on policies' impacts and inviting specific groups, like high school and English learner parents, to share their concerns. Elizabeth agreed with these ideas and mentioned implementing similar changes at the board level.

Enhancing Parent PAC Meeting Engagement: The group discussed ways to improve parent participation in the PAC (Parent Advisory Council) meetings. They explored ideas like creating more engaging content on the website, having structured meetings with clear purposes, and sending out regular "questions of the month" to gather parent input. Elizabeth mentioned she would draft some new materials for the next meeting and look into aligning the PAC schedule with the board's schedule. They also discussed the upcoming work on the scholar/learner profile and how parent input would be important in that process.

Firebird Scholarship and Supply Updates: The next meeting topic focused on the Firebird Scholarship program, which provides a \$500 scholarship for outgoing seniors attending college. Elizabeth explained that applications will open on March 9 and be due April 13, with selections made at the May 15 meeting and awardees announced at the May 19 board meeting. The group discussed ongoing efforts to streamline the ordering process for school supplies, with Keileigh noting that a pilot program for TK-K students is underway to improve efficiency. One parent raised concerns about typing programs for students with disabilities, highlighting challenges with state testing accommodations, which Elizabeth acknowledged and agreed to address with the leadership team.

Coversheet

Scholar Leadership Council Report

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



February Scholar Leadership Council Report

Prepared for March 10, 2026 Board Meeting

Scholar Leadership Council Meeting - February 10, 2026

The meeting began with a discussion on the Scholar Spot updates, as the program would be presented at the Spring Club Rush on February 20th. Sign-ups will begin that day, and the first session is scheduled for March 6th. The SLC will also have a slide at the Spring Club Rush, and Ms. Wrigley agreed to coordinate with members interested in presenting. Ms. Brenner then led a group participation activity about "Think Win-win" conflict resolution, demonstrating how collaboration can lead to multiple winners rather than just one. The conversation ended with a reminder for council members to complete the Scholar survey, which is open until next Friday, and confirmed the next meeting date of March 10th.

Meeting AI Notes:

Meeting Attendance and Updates: Zahra officially called the meeting to order at 2:05 PM, and Ms. Wrigley was tasked with taking attendance. Ms. Brenner and Zahra discussed attendance, noting that several members were absent. The meeting continued with plans to discuss Scholar Spot updates. Ms. Wrigley confirmed that Ms. Vert would not be presenting, but she provided updates on her behalf.

Scholar Spot Launch Planning Meeting: The meeting discussed the upcoming Scholar Spot launch at Club Rush on February 20th, with sign-ups beginning immediately and the first session scheduled for March 6th. Ms. Wrigley confirmed there would be no limit on the number of participants. Ms. Brenner and Ms. Wrigley discussed having SLC members present the SLC slide during Club Rush, with Zahra and Jonathan potentially presenting together. The council reviewed the presentation slide and agreed no changes needed to be made. Ms. Brenner emphasized the importance of having leaders present for both the Scholar Leadership Council and Scholar Spot, and Ms. Wrigley agreed to coordinate with interested members for preparation. The conversation ended with a brief introduction to the "Think Win-win" leadership activity led by Ms. Brenner, which focuses on resolving conflict.

Conflict Resolution and Team Collaboration: The group discussed the concept of conflict, defining it as disagreements that can lead to hurt feelings, and explored ways to resolve conflicts through understanding and thinking win-win. They played a game where two teams, orange and blue, tried to get four of their colored squares in a row, with both teams successfully achieving this goal. The activity demonstrated the importance of collaboration and competition, even in situations where everyone cannot be a winner in the traditional sense.

Scholar Leadership Council Team Activity: The Scholar Leadership Council discussed a team activity where members collaboratively completed a game, demonstrating the principles of collaboration and

“Thinking Win-Win. Ms. Brenner praised the council for exemplifying these habits through their creation of the Scholar Spot, which benefits both individual scholars and the broader community. There were no items from the Scholar Suggestion box turned in this month. The council was reminded to complete the Scholar survey, which is open until next Friday, and was informed that results would be reviewed at the next meeting on March 10. They were encouraged to share the Scholar survey link with their classmates. The meeting was adjourned at 2:37.

Coversheet

Scholar Spotlight

Section: V. Scholar Spotlight
Item: A. Scholar Spotlight
Purpose: FYI
Submitted by:
Related Material: ScholarSpotlight2 03-10-26.pdf

JASIAH LABRADA

*scholar spotlight

Scholar: Jasiah LaBrada
Program: Options, Los Angeles
Middle School

Who we're celebrating:

Jasiah's growth story reflects the Compass Gold Standard. Since joining Compass in 2021, Jasiah has shown incredible determination and perseverance, recently achieving a major milestone in reading and growing from Urgent Intervention to At/Above Grade Level.

In weekly Book Club, Jasiah now volunteers to read aloud and recently shared that reading is something he feels great at. His confidence, effort, and commitment to improving his skills are inspiring to both teachers and peers. Jasiah's journey is a powerful example of how dedication and support can lead to meaningful academic growth.



Coversheet

Division Update

Section: VI. Operations Division
Item: A. Division Update
Purpose: FYI
Submitted by:
Related Material: Operations Division Board Report 3.10.26.pdf



Operations Division | March 10th, 2026





CBO Update



Dr. Danielle Gamez |
Chief Business Officer

- The Operations Division is actively engaging in key spring initiatives, notably planning for the 26-27 Initial Budget and commencing the 2026 Audit cycle. The team is well-prepared and focused on achieving success for Compass.
- **Team Status:** Well-prepared and focused on achieving success for Compass.

Community Providers



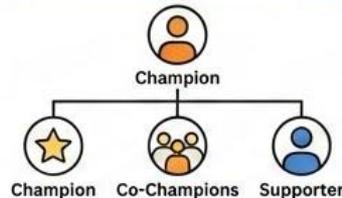
Early Explorers Pilot & TK Funding



Additional \$600 instructional funding for all TK scholars. Enhances access to high-quality, hands-on materials for early literacy, foundational math, and exploratory play.

Empowers families and teachers to select developmentally appropriate resources for school readiness.

Department Roles & Curriculum Redesign



Jeanne Hlebo (Champion) partners with Ke'Len Armstrong, Danielle Gamez, Alysia Hurtado (Co-Champions) to lead Curriculum/Materials Redesign. Streamlining ordering, removing category limits, strengthening review with clear benchmarks.

Kim Constanza and Donnell Tyler serve as Supporters on multiple curriculum projects; Linh Haas supports In-Person Vendor Expansion.

SB 848 Implementation & Legal Updates



Mandatory Reporter requirements for Community Providers.

Jeanne partnered with Danielle Gamez and Legal team on updated language for renewal and new provider applications launching after Spring Break.



IT Department



Marco Mattaliano, Krisha Moeller, Miguel Aguilar

Information Technology (IT)



(1) Systems Administrator Miguel Aguilar finished building the Identity Management (IDM) system. Scholars are now automatically provisioned and deactivated from Google/Gmail, Zoom, and ServiceDesk Plus (SDP—our helpdesk and asset management system) upon enrollment/unenrollment.

(2) The fully established IDM system now auto-sends Chromebook orders for new scholars to tech partner EdTech101 via SDP. This integrates Compass's device fulfillment, asset management, and device support requests/records into one system, making record-keeping more efficient and reliable.

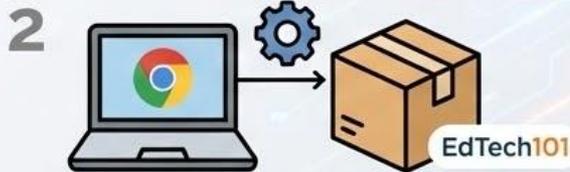
(3) Compass secured Zapier, Zoho Flow, and ZeptoMail, inexpensive services that send automated, Compass-branded emails with FedEx device shipment information (e.g., tracking, missed deliveries) to the parent, supervising teacher, and scholar. All three stakeholders receive tracking and delivery issue alerts, ensuring everyone is informed about device shipment status.

(4) IT launched Zoho Projects (ZP) as the official Project Management System (PMS) and is providing post-rollout support. In August, Basecamp will launch as the official Workflow Management System (WMS), open to all staff for supporting day-to-day operations (daily workflows vs. projects).

Information Technology (IT)



Identity Management (IDM) system finished. Automated provisioning/deactivation for Google, Zoom, and SDP upon enrollment/unenrollment.



IDM auto-sends Chromebook orders to EdTech101 via SDP.
Integrates fulfillment, asset management, and support records.



Automated, Compass-branded **FedEx shipping notifications** (tracking, missed deliveries) sent to parents, teachers, and scholars.



Zoho Projects launched as PMS.
Basecamp launching in August as WMS for daily workflows.



Compass eSports League led by **Marco Mattaliano**. Scholars play on Chromebooks using Amazon Luna (VM technology).



Information Technology (IT)



IT Technician Marco Mattaliano is helping lead the new Compass eSports League. Compass uses Amazon Luna (VM technology) so scholars can practice and play on their school Chromebooks with no special equipment.



Two Compass scholars won the first practice competitions that were held last week: Nathan and Kayden Rodarte



Operations Department





Operations Department

Enrollment

Re-Enrollment for 2026-27



85 Not Returning
(vs 20 last year)



Expect more submissions



110+ Scholars Graduate
(None on Not Returning list)



New Enrollment for 2026-27

140 New Applications
(vs 112 last year)

Up from last year

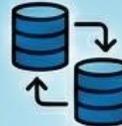


New system launching to track canceled enrollment data for better understanding

Compliance



Fall 2 Reporting Certified!



Helios setup & data transfers completed.

Creating training guides for Academic Leadership, HR, and Compliance for full system implementation.





Operations Department

Scholar Community Advocate - Supports Provided this Quarter (December – March)



Shelter/Housing Programs Referrals

22



Food Pantries

9



Mental Health Referrals

3



Internal School Referrals

32



Other Community Resources

6



Attended Meetings in Support

47



These supports reflect continued need for housing stability and wraparound services within our scholar community.



Thank you!

Questions & Comments



Coversheet

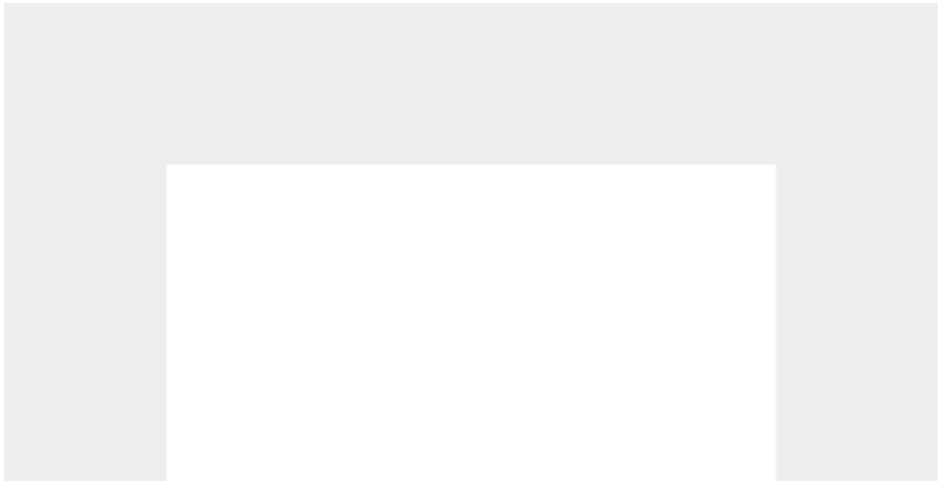
FY26 2nd Interim Budget Presentation

Section: VI. Operations Division
Item: B. FY26 2nd Interim Budget Presentation
Purpose: FYI
Submitted by:
Related Material: 2026-02-27 CCS FY26 2nd Interim Budget PPT.pdf



FY26 2ND INTERIM BUDGET

Compass Charter Schools



FY26 2nd Interim Budget Summary

FY26

Variance from 1st Interim Budget: \$597,730 (before transfers)

Compass Charter Schools Budget Summary		180,836	(249,625)	64,415	CSMC	
2025-26 Budget- 2nd Interim Budget 2.3% COLA		Ending position after transfer	Ending position after transfer	Ending position after transfer	ADA	
FY26 1st Interim Budget Ending Position		\$ 364,575	\$ 67,274	\$ 165,880	\$ 597,730	2,106.59
		Los Angeles	San Diego	Yolo	Total	2,148.76
Revenues		51.70%	29.68%	18.62%		
	State	15,915,198	8,412,649	5,719,543	30,047,390	
	Federal	551,610	987,374	205,322	1,744,306	
	Local	1,042,954	650,801	381,628	2,075,383	
Total Revenue		\$ 17,509,763	\$ 10,050,823	\$ 6,306,493	\$ 33,867,080	
Expenses						
1000	Certificated Salaries	7,145,432 42.4%	4,101,555 42.2%	2,573,574 42.5%	13,820,561 42.4%	
2000	Classified Salaries	2,124,632 12.6%	1,219,563 12.6%	765,229 12.6%	4,109,424 12.6%	
3000	Benefits	2,775,544 16.5%	1,587,688 16.3%	983,747 16.3%	5,346,980 16.4%	
	Total Personnel Expense	12,045,608 71.5%	6,908,806 71.1%	4,322,551 71.4%	23,276,965 71.4%	
4000	Books and Supplies	2,170,327 12.9%	1,283,740 13.2%	782,801 12.9%	4,236,868 13.0%	
5000	Services and Other Operating Expenses	2,632,992 15.6%	1,522,901 15.7%	946,727 15.6%	5,102,620 15.6%	
6000	Capital Outlay					
7000	Other Outgoing					
Total Expenses		\$ 16,848,927	\$ 9,715,448	\$ 6,052,078	\$ 32,616,453	
Surplus / (Deficit)		\$ 660,836	\$ 335,375	\$ 254,415	\$ 1,250,627	
As a % of LCFF revenue		4.48%	4.38%	4.94%		
Estimated Beginning Balance		\$ 1,294,705	\$ 1,016,681	\$ 451,180	\$ 8,256,843	
NPO Contribution		\$ (480,000)	\$ (585,000)	\$ (190,000)		
Ending Balance		\$ 1,475,541	\$ 767,056	\$ 515,596	\$ 8,256,843	
As a % of LCFF Revenue		10.0%	10.0%	10.0%		

FY26 2nd Interim Budget Summary- Funding Determinations

FY26

	Los Angeles	San Diego	Yolo
<u>Sb-740 Funding Determination Test:</u>			
Certificated Salaries (40% req.):	68.13%	75.20%	69.96%
Instructional Costs (80% req.):	80.56%	81.07%	80.34%
Cert Salaries Met/Not Met:	Met	Met	Met
Instr. Costs Met/Not Met:	Met	Met	Met
Due based on FY results:	FY27	FY27	FY25
Due Date:	2/1/2028	2/1/2028	2/1/2026

2nd Interim Budget: Los Angeles

FY26

CCS Los Angeles 2025-2026

51.93%

51.70%

CCS LA:
ADA
variance
from 1st
Interim
Budget:
25.01
increase

	2025-2026 REVISION #1	2025-2026 REVISION #2	VARIANCE
TOTAL ENROLLMENT	1,173	1,166	(7)
AVERAGE DAILY ATTENDANCE	1,111.9	1,136.9	25.0
State LCFF Revenue	14,432,464	14,737,700	305,236
Federal Revenue	527,545	551,610	24,065
Other State Revenue	2,168,893	2,199,791	30,898
Local Revenue	20,662	20,662	-
TOTAL REVENUE	17,149,564	17,509,763	360,199
Certificated Salaries	7,095,148	7,145,433	50,285
Classified Salaries	2,133,105	2,124,634	(8,471)
Benefits	2,667,871	2,775,542	107,670
TOTAL PERSONNEL EXPENSES	11,896,125	12,045,609	149,484
Books and Supplies	2,266,536	2,170,327	(96,209)
Services and Other Operating Expenses	2,622,330	2,632,993	10,663
Capital Outlay	-	-	-
Other Outgoing	-	-	-
TOTAL OTHER EXPENSES	4,888,866	4,803,320	(85,546)
TOTAL EXPENSES	16,784,991	16,848,929	63,938
SURPLUS\ (DEFICIT)	364,573	660,834	296,261
<i>% of Expenses</i>	2.2%	3.9%	
BEGINNING FUND BALANCE	\$ 1,294,705	\$ 1,294,705	\$ -
NPO Contribution (Transfer In/Out)	\$ (210,000)	\$ (480,000)	
ENDING BALANCE	\$ 1,449,278	\$ 1,475,539	\$ 26,261
<i>% of Expenses</i>	8.6%	8.8%	

GRADE	2025-2026 INITIAL	2025-2026 REVISION #1	2025-2026 REVISION #2
AVG DAILY ATTENDANCE BY GRADE RANGE			
TK-3	439.52	482.15	499.53
4-6	241.60	264.78	274.63
7-8	160.76	145.18	148.14
9-12	247.17	219.76	214.58
TOTAL	1,089.05	1,111.87	1,136.88

25.01

NOTE: All LREBG and SSPDDBG funds are included in this budget intentionally for cashflow purposes to help offset the Yolo reduced LCFF funding expected this FY.



2nd Interim Budget: San Diego

FY26

CCS San Diego 2025-2026

29.19%

29.68%

CCS SD:
ADA
variance
from 1st
Interim
Budget:
12.72
increase



	2025-2026 REVISION #1	2025-2026 REVISION #2	VARIANCE
TOTAL ENROLLMENT	623	617	(6)
AVERAGE DAILY ATTENDANCE	589.9	602.6	12.7
REVENUE			
State LCFF Revenue	7,477,418	7,657,719	180,301
Federal Revenue	800,866	987,374	186,507
Other State Revenue	1,273,839	1,296,827	22,988
Local Revenue	86,941	108,904	21,963
TOTAL REVENUE	9,639,064	10,050,823	411,759
EXPENSES			
Certificated Salaries	3,987,878	4,101,554	113,677
Classified Salaries	1,198,930	1,219,565	20,634
Benefits	1,499,496	1,587,688	88,193
TOTAL PERSONNEL EXPENSES	6,686,304	6,908,807	222,504
Books and Supplies	1,309,568	1,283,740	(25,828)
Services and Other Operating Expenses	1,575,920	1,522,902	(53,018)
Capital Outlay	-	-	-
Other Outgoing	-	-	-
TOTAL OTHER EXPENSES	2,885,488	2,806,642	(78,846)
TOTAL EXPENSES	9,571,792	9,715,449	143,657
SURPLUS\ (DEFICIT)	67,272	335,374	268,102
<i>% of Expenses</i>	0.7%	3.5%	
SUMMARY			
BEGINNING FUND BALANCE	\$ 1,016,681	\$ 1,016,681	\$ -
NPO Contribution (Transfer In/Out)	\$ (335,000)	\$ (585,000)	
ENDING BALANCE	\$ 748,953	\$ 767,055	\$ 18,102
<i>% of Expenses</i>	7.8%	7.9%	

GRADE	2025-2026 INITIAL	2025-2026 REVISION #1	2025-2026 REVISION #2
AVG DAILY ATTENDANCE BY GRADE RANGE			
TK-3	229.81	181.78	189.08
4-6	158.42	152.82	150.87
7-8	112.46	99.27	101.68
9-12	183.85	156.05	161.00
TOTAL	684.55	589.92	602.64

12.72

NOTE: All LREBG and SSPDDBG funds are included in this budget intentionally for cashflow purposes to help offset the Yolo reduced LCFF funding expected this FY.



2nd Interim Budget: Yolo

FY26

CCS Yolo:
ADA
variance
from 1st
Interim
Budget:
4.44
increase

CCS YOLO 2025-2026

18.87% 18.62%

	2025-2026 REVISION #1	2025-2026 REVISION #2	VARIANCE
TOTAL ENROLLMENT	423	420	(3)
AVERAGE DAILY ATTENDANCE	404.8	409.2	4.4
REVENUE			
State LCFF Revenue	5,064,706	5,148,270	83,564
Federal Revenue	220,058	205,322	(14,735)
Other State Revenue	934,264	939,266	5,001
Local Revenue	13,635	13,635	-
TOTAL REVENUE	6,232,663	6,306,493	73,830
EXPENSES			
Certificated Salaries	2,578,592	2,573,574	(5,017)
Classified Salaries	775,234	765,229	(10,005)
Benefits	969,584	983,748	14,164
TOTAL PERSONNEL EXPENSES	4,323,409	4,322,551	(859)
Books and Supplies	823,727	782,801	(40,925)
Services and Other Operating Expenses	919,644	946,728	27,085
Capital Outlay	-	-	-
Other Outgoing	-	-	-
TOTAL OTHER EXPENSES	1,743,371	1,729,530	(13,841)
TOTAL EXPENSES	6,066,780	6,052,081	(14,700)
SURPLUS\ (DEFICIT)	165,883	254,413	88,530
<i>% of Expenses</i>	2.7%	4.2%	
SUMMARY			
BEGINNING FUND BALANCE	\$ 451,180	\$ 451,180	\$ -
NPO Contribution (Transfer In/Out)	\$ (110,000)	\$ (190,000)	
ENDING BALANCE	\$ 507,063	\$ 515,593	\$ 8,530
<i>% of Expenses</i>	8.4%	8.5%	

GRADE	2025-2026 INITIAL	2025-2026 REVISION #1	2025-2026 REVISION #2
AVG DAILY ATTENDANCE BY GRADE RANGE			
TK-3	162.10	161.68	163.05
4-6	102.91	107.68	108.77
7-8	64.66	69.68	68.12
9-12	70.12	65.76	69.30
TOTAL	399.79	404.80	409.24

4.44



NOTE: All LREBG and SSPDDBG funds are included in this budget intentionally for cashflow purposes to help offset the Yolo reduced LCFF funding expected this FY.





info@csmci.com

888.994.CSMC

43460 Ridge Park Dr., Ste. 100,
Temecula

Coversheet

CCS LA: FY26 2nd Interim Budget Report

Section: VI. Operations Division
Item: C. CCS LA: FY26 2nd Interim Budget Report
Purpose: Vote
Submitted by:
Related Material:
COMPASS LA 2025-26 Second Interim Interim Budget Alternative Form and MYP- FINAL.xls

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](#):

COMPASS LA 2025-26 Second Interim Interim Budget Alternative Form and MYP-FINAL.xls

Coversheet

CCS SD: FY26 2nd Interim Budget Report

Section: VI. Operations Division
Item: D. CCS SD: FY26 2nd Interim Budget Report
Purpose: Vote
Submitted by:
Related Material:
2026-02-26 CCS SD Charter Reporting Forms Combined - Second Interim - FINAL.xlsx

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](#):

2026-02-26 CCS SD Charter Reporting Forms Combined - Second Interim - FINAL.xlsx

Coversheet

CCS YOLO: FY26 2nd Interim Budget Report

Section: VI. Operations Division
Item: E. CCS YOLO: FY26 2nd Interim Budget Report
Purpose: Vote
Submitted by:
Related Material:
2026-02-26 Compass YOLO 25-26 2nd Interim Charter Alt Form- FINAL.xlsm

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](#):

2026-02-26 Compass YOLO 25-26 2nd Interim Charter Alt Form- FINAL.xlsm

Coversheet

Adoption of the annual independent auditor for the 2026 audit year

Section: VI. Operations Division
Item: F. Adoption of the annual independent auditor for the 2026 audit year
Purpose: Vote
Submitted by: Danielle Gamez
Related Material: CLA Master Services Agreement November 2024 (1).pdf
Entity Tax Compliance Statement of Work - Compass CS 25-26.pdf
Statement of Work - Audit Services - Compass CS 25-26.pdf

BACKGROUND:

LEAs must secure an audit contract with a qualified firm from the State Controller's Office (SCO) directory by April 1 per CDE guidelines.

RECOMMENDATION:

Approve continued partnership with CLA



MSA Date: November 8, 2024

Master Services Agreement

This master service agreement (“MSA”) documents the terms, objectives, and the nature and limitations of the services CliftonLarsonAllen LLP (“CLA,” “we,” “us,” and “our”) will provide for Compass Charter Schools (“you,” or “your”). The terms of this MSA will apply to the initial and each subsequent statement of work (“SOW”), unless the MSA is changed in a communication that you and CLA both sign or is terminated as permitted herein.

1. Scope of Professional Services

CLA will provide services as described in one or more SOW that will reference this MSA. The SOW will describe the scope of professional services; the nature, limitations, and responsibilities related to the specific services CLA will provide; and the fees for such services.

If modifications or changes are required during CLA’s performance of requested services, or if you request that we perform any additional services, we will provide you with a separate SOW for your signature. Such SOW will advise you of the additional fee and time required for such services to facilitate a clear understanding of the services.

Our services cannot be relied upon to disclose all errors, fraud, or noncompliance with laws and regulations. Except as described in the scope of professional services section of this MSA or any applicable SOW, we have no responsibility to identify and communicate deficiencies in your internal controls as part of any services.

2. Management responsibilities

You acknowledge and understand that our role is to provide the services identified in an SOW and that management, and any other parties engaging CLA, have responsibilities that are fundamental to our undertaking to perform the identified services.

3. Fees and terms

See the applicable SOW for the fees for the services.

Work may be suspended if your account becomes 60 days or more overdue and will not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagements will be deemed to have been completed even if we have not completed the services. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination.

Payments may be made utilizing checks, Bill.com, your online banking platform, CLA's electronic payment platform, or any other client-initiated payment method approved by CLA. CLA's electronic online bill pay platform claconnect.com/billpay accepts credit card and Automated Clearing House (ACH) payments. Instructions for you to make direct bank to bank wire transfers or ACH payments will be provided upon request.

4. Other Fees

You agree to compensate us for reasonable time and expenses, including time and expenses of outside legal counsel, we may incur in responding to a subpoena, a formal third-party request for records or information, or participating in a deposition or any other legal, regulatory, or other proceeding relating to services we provide pursuant to a SOW.

5. Finance charges and collection expenses

You agree that if any statement is not paid within 30 days from its billing date, the unpaid balance shall accrue interest at the monthly rate of one and one-quarter percent (1.25%), which is an annual percentage rate of 15%. In the event that any collection action is required to collect unpaid balances due us, reasonable attorney fees and expenses shall be recoverable.

6. Dispute Resolution

Any disagreement, controversy, or claim ("Dispute") that may arise out of any aspect of our services or relationship with you shall be submitted to non-binding mediation by written notice ("Mediation Notice") to the other party. In mediation, we will work with you to resolve any differences voluntarily with the aid of an impartial mediator.

The mediation will be conducted as specified by the mediator and agreed upon by the parties (i.e., you and CLA). The parties agree to discuss their differences in good faith and to attempt, with the assistance of the mediator, to reach an amicable resolution of the Dispute.

Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties.

7. Limitation of remedies

These limitation of remedies provisions are not applicable for any audit or examination services provided to you.

Our role is strictly limited to the services described in an SOW, and we offer no assurance as to the results or ultimate outcomes of any services or of any decisions that you may make based on our communications with you. You agree that it is appropriate to limit the liability of CLA, its partners, principals, directors, officers, employees, and agents (each a "CLA party").

You further agree that you will not hold CLA or any other CLA party liable for any claim, cost, or damage, whether based on warranty, tort, contract, or other law, arising from or related to this MSA, the services provided under an SOW, the work product, or for any plans, actions, or results of an SOW, except to the extent authorized by this MSA. In no event shall any CLA party be liable to you

for any indirect, special, incidental, consequential, punitive, or exemplary damages, or for loss of profits or loss of goodwill, costs, or attorney fees.

The exclusive remedy available to you shall be the right to pursue claims for actual damages that are directly caused by acts or omissions that are breaches by a CLA party of our duties owed under this MSA and the specific SOW thereunder, but any recovery on any such claims shall not exceed the fees actually paid by you to CLA pursuant to the SOW that gives rise to the claim.

8. Governing Laws, Jurisdiction, and Venue

The MSA is made under and shall be governed by the laws of the state of Minnesota, without giving effect to choice-of-law principles. This includes dispute resolution and limitation of remedies.

9. Time limitations

The nature of our services makes it difficult, with the passage of time, to gather and present evidence that fully and fairly establishes the facts underlying any dispute that may arise between you and any CLA party. The parties (you and CLA) agree that, notwithstanding any statute or law of limitations that might otherwise apply to a dispute, including one arising out of this MSA or the services performed under an SOW, for breach of contract or fiduciary duty, tort, fraud, misrepresentation or any other cause of action or remedy, any action or legal proceeding by you against any CLA party must be commenced as provided below, or you shall be forever barred from commencing a lawsuit or obtaining any legal or equitable relief or recovery. An action to recover on a dispute shall be commenced within these periods (“Limitation Period”), which vary based on the services provided, and may be modified as described in the following paragraph:

Service	Time after the date we deliver the services or work product*
Tax Consulting Services	36 months
Tax Return Preparation	36 months
Examination, compilation, and preparation services related to prospective financial statements	12 months
Audit, review, examination, agreed-upon procedures, compilation, and preparation services other than those related to prospective financial information	24 months
All Other Services	12 months

* pursuant to the SOW on which the dispute is based

If the MSA is terminated or your ongoing relationship with CLA is terminated, then the applicable Limitation

Period is the lesser of the above periods or 12 months after termination of MSA or your ongoing relationship with CLA. The applicable Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of the existence or possible existence of a dispute.

10. Confidentiality

Except as permitted by the “Consent” section of this MSA, CLA will not disclose any of your confidential, proprietary, or privileged information to any person or party, unless you authorize us to do so, it is published or released by you, it becomes publicly known or available other than through disclosure by us, or disclosure is required by law, regulation, or professional standard. This confidentiality provision does not prohibit us from disclosing your information to one or more of our affiliated companies in order to provide services that you have requested from us or from any such affiliated company. Any such affiliated company shall be subject to the same restrictions on the use and disclosure of your information as apply to us. You also consent to our disclosure of information regarding the nature of services we provide to you to another independent network member of CLA Global, for the limited purpose of complying with professional obligations regarding independence and conflicts of interest.

The Internal Revenue Code contains a limited privilege for confidentiality of tax advice between you and our firm. In addition, the laws of some states likewise recognize a confidentiality privilege for some accountant-client communications. You understand that CLA makes no representation, warranty or promise, and offers no opinion with respect to the applicability of any confidentiality privilege to any information supplied or communications you have with us, and, to the extent that we follow instructions from you to withhold such information or communications in the face of a request from a third party (including a subpoena, summons or discovery demand in litigation), you agree to hold CLA harmless should the privilege be determined not to apply to particular information or communications.

The workpapers and files supporting the services we perform are the sole and exclusive property of CLA and constitute confidential and proprietary information. We do not provide access to our workpapers and files to you or anyone else in the normal course of business. Unless required by law or regulation to the contrary, we retain our workpapers and files in accordance with our record retention policy that typically provides for a retention period of seven years. After this period expires, our workpapers and files will be destroyed. Furthermore, physical deterioration or catastrophic events may shorten the time our records are available. The workpapers and files of our firm are not a substitute for your records.

Pursuant to authority given by law, regulation, or professional standards we may be requested to make certain workpapers and files available to a regulator for its regulatory oversight purposes. We will notify you of any such request, if permitted by law. Access to the requested workpapers and files will be provided to the regulator under the supervision of CLA personnel and at a location designated by our firm. Furthermore, upon request, we may provide copies of selected workpapers and files to such regulator. The regulator may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

11. Other provisions

You agree that CLA will not be assuming any fiduciary responsibility on your behalf during the course of this MSA, except as may be assumed in an SOW.

CLA may, at times, utilize external web applications to receive and process information from our clients; however, any sensitive data, including protected health information and personally identifiable information, must be redacted by you to the maximum extent possible prior to uploading the document or file. In the event that you are unable to remove or obscure all sensitive data, please contact us to discuss other potential options for transmitting the document or file.

CLA and certain owners of CLA are licensed by the California State Board of Accountancy. However, CLA has owners not licensed by the California State Board of Accountancy who may provide services under this MSA. If you have any questions regarding licensure of the personnel performing services under this MSA, please do not hesitate to contact us.

During the course of the engagement, there may be communication via fax or email. You are responsible to ensure that communications received by you or your personnel are secured and not shared with unauthorized individuals.

12. Consent to use financial information

We regularly aggregate anonymized client data and perform a variety of analyses using that aggregated data. Some of these analyses are published to clients or released publicly. However, we are always careful to preserve the confidentiality of the separate information that we obtain from each client, as required by the AICPA Code of Professional Conduct and various laws. Your acceptance of this MSA will serve as your consent to our use of Compass Charter Schools anonymized data in performing and reporting on these cost comparison, performance indicator and/or benchmarking analyses.

Unless authorized by law or the client consents, we cannot use a client's tax return information for purposes other than the preparation and filing of the client's tax return. By signing and dating this MSA, you authorize CLA to use any and all information furnished to CLA for or in connection with the preparation of the tax returns under this MSA, for a period of up to six (6) years from the date of this MSA, in connection with CLA's preparation of the types of reports described in the foregoing paragraph.

13. Consent to send you publications and other materials

For your convenience, CLA produces a variety of publications, hard copy and electronic, to keep you informed about pertinent business and personal financial issues. This includes published articles, invitations to upcoming seminars, webinars and webcasts, newsletters, surveys, and press releases. To determine whether these materials may be of interest to you, CLA will need to use your tax return information. Such tax information includes your name and address as well as the business and financial information you provided to us.

By signing and dating this MSA, you authorize CLA to use the information that you provide to CLA during the preparation of your tax returns to determine whether to offer you relevant materials. Your

consent is valid until further notice.

14. Subcontractors

CLA may, at times, use subcontractors to perform services under this MSA, and they may have access to your information and records. Any such subcontractors will be subject to the same restrictions on the use of such information and records as apply to CLA under this MSA.

15. Technology

CLA may, at times, use third-party software applications to perform services under this MSA. You acknowledge the software vendor may have access to your data.

16. Termination of MSA

This MSA shall continue for five years from November 8, 2024, unless terminated earlier by giving appropriate notice. Either party may terminate this MSA at any time by giving 30 days written notice to the other party.

Upon termination of the MSA, the provisions of this MSA shall continue to apply to all services rendered prior to termination.

17. Agreement

We appreciate the opportunity to be of service to you and believe this MSA accurately summarizes the significant terms of our relationship. This MSA, along with the applicable addendum(s) and SOW(s), constitute the entire agreement regarding services to be performed and supersedes all prior agreements (whether oral or written), understandings, negotiations, and discussions between you and CLA. If you have any questions, please let us know. If you agree with the terms of our relationship as described in this MSA, please sign, date, and return.

CliftonLarsonAllen LLP

Response:

This MSA correctly sets forth the understanding of Compass Charter Schools.

Client

Compass Charter Schools



Lisa Fishman, CBO & Chief Operations Officer

SIGNED 11/14/2024, 4:26:06 PM PST

CLA

CLA



Marlen Gomez, Principal

SIGNED 11/8/2024, 10:12:25 AM PST



Date: February 27, 2026

Statement of Work - Tax Exempt Returns and Filings

This agreement constitutes a statement of work (“SOW”) under the master service agreement (“MSA”) dated November 8, 2024, or any superseding MSA, made by and between CliftonLarsonAllen LLP (“CLA,” “we,” “us,” and “our”) and Compass Charter Schools (“you,” “your,” or “the organization”). The purpose of this SOW is to confirm our understanding of the scope of services, responsibilities, limitations, and related terms of our engagement for the year ended June 30, 2026.

Our responsibility to you

We will prepare the entity's federal and state returns and filings as defined herein in accordance with the applicable tax laws. We will use our judgment in resolving questions where the law is unclear, and where there is reasonable authority, we will resolve questions in your favor whenever possible.

We will not audit or otherwise verify the accuracy or completeness of the information we receive from you for the preparation of the returns and filings, and our engagement cannot be relied upon to uncover errors or irregularities in the underlying information.

Your responsibilities

It is your responsibility to provide us with all of the information needed to prepare complete and accurate returns and filings. We will have no obligation to prepare the returns and filings until you have provided such information to us. It is your responsibility to comply with all foreign jurisdiction filing requirements. We have no obligation to prepare returns for foreign jurisdictions.

CLA requires that you provide information 60 days prior to the filing deadline. If you provide information after that date, we may be unable to complete the return(s) by the original filing deadline and may need to file an extension. If an extension is filed and information is not provided by 60 days prior to the extended filing deadline, we may be unable to complete your return(s) by the extended due date. Failure to timely file your return(s) or to file for an extension can result in penalties which can be substantial.

The United States Supreme Court ruled in *South Dakota versus Wayfair* that physical presence is no longer required to establish nexus for sales tax. This ruling may have broad implications, even beyond sales tax, as to where an entity is subject to tax. Please note that if the entity had a taxable presence in more than one jurisdiction, such as an employee or agent within the jurisdiction, any tangible property owned or rented within the jurisdiction, or if the entity exceeds any applicable economic nexus thresholds, the entity, its owners, or related entities may be subject to state or local income, sales, use, franchise, or gross receipts tax in that jurisdiction depending upon the particular facts. It is the entity's responsibility, not CLA's, to

determine if assistance is needed in deciding whether the entity, its owners, or related entities may be liable for income, sales, use, franchise, or gross receipts tax, or have a filing requirement in the various state or local jurisdictions.

It is important for you to identify any ownership OR signature authority over a foreign bank account or other foreign financial assets which includes but is not limited to foreign: stocks, mutual funds, partnerships, bonds, retirement accounts, estates, trusts, annuities, swaps, and derivatives. Failure to disclose penalties can be significant, starting at \$10,000 and can be upwards of 50 percent of the value of the asset. Please provide account statements if you have any foreign account ownership or signature authority. Note that these rules do not apply to foreign investments held by U.S. mutual funds. In addition, ownership in a foreign business entity (association, corporation, disregarded entity, or partnership) could trigger additional U.S. foreign informational reporting requirements. These reporting requirements require the disclosure of ownership, financial information, and related-party transactions. Failure to properly disclose ownership, related-party transactions, and the required information could trigger a penalty of up to \$25,000 penalty per filing. We cannot be held responsible if you fail to identify or provide such information to us.

For all nonattest services we may provide to you, including these tax services, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services. Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services. You are responsible to carefully review the returns and filings that we prepare on your behalf before they are signed and submitted to tax authorities. We will advise you with regard to tax positions taken in the preparation of the returns and filings, but the responsibility for the returns and filings remains with you.

Section 174 capitalization requirement

For tax years beginning after December 31, 2021, research and experimental (“R&E”) expenditures under Internal Revenue Code Section 174 were required to be capitalized and amortized. The legislation referred to as the “One Big Beautiful Bill Act” (the “Act”), signed on July 4, 2025, modified these rules.

The Act reinstated the ability to fully expense domestic R&E expenditures for tax years beginning after December 31, 2024. Unamortized domestic R&E expenditures from 2022 through 2024 can be deducted in 2025. Alternatively, they can be deducted ratably in 2025 and 2026. Additionally, small business taxpayers may elect to deduct such unamortized expenditures for tax years 2022 through 2024 on amended income tax returns if filed by July 4, 2026. Note that amending prior year tax returns may reduce previously claimed research and development tax credits and result in other impacts to prior year tax liabilities.

The Act did not change the treatment of foreign R&E expenditures. Therefore, such expenditures must continue to be identified, capitalized, and amortized over 15 years.

We are available to model and analyze the impacts of each option available to you under the Act. Such services, if requested, will be covered under a separate SOW.

Beneficial ownership information reporting

Under the Corporate Transparency Act (CTA), foreign entities (non-US entities) doing business in the U.S. are required to report information to the Financial Crimes Enforcement Network (FinCEN) as to their beneficial ownership. It is your responsibility to prepare and submit any BOI report to FinCEN that is required under the CTA. In addition, certain states may have beneficial ownership disclosure requirements for foreign and domestic entities. We have no obligation to identify any filing requirements or provide any services related to BOI reporting.

Tax examinations

All returns and filings are subject to potential examination by the IRS and state taxing authorities. In the event of an examination, we will be available, at your request, to assist or represent you. Services in connection with tax examinations are not included in our fee for preparation of your returns and filings. Our fee for such services will be billed to you, along with any direct costs.

Record retention

You are responsible for retaining all documents, records, canceled checks, receipts, or other evidence in support of information and amounts reported on your returns and filings. These items may be necessary in the event a taxing authority examines or challenges your returns or filings. These records should be kept for at least seven years. Your copy of the returns and filings should be retained indefinitely.

If carryover item(s) exist (e.g., capital loss, net operating loss, tax credits, etc.), you should retain the supporting records related to the carryover item(s) until the item has either been utilized (and the statute of limitations associated with the year of utilization has expired) or the carryforward period has expired.

In preparing the returns and filings, we rely on your representation that you understand and have complied with these documentation requirements. You are responsible for the proper recording of transactions in the books of accounts, for the safeguarding of assets, and for the substantial accuracy of your financial records.

All of the records that you provide to us to prepare your returns and filings will be returned to you after our use. Our working papers, including any copies of your records that we chose to make, are our property and will be retained by us in accordance with our established records retention policy. This policy states, in general, that we will retain our working papers for a period of seven years. After this period expires, our working papers and files will be destroyed. Furthermore, physical deterioration or catastrophic events may shorten the time our records are available. The working papers and files of our firm are not a substitute for your records.

Tax consulting services

This statement of work also covers tax consulting services that may arise for which you seek our consultation and advice, both written and oral, that are not the subject of a separate statement of work. These additional services are not included in our fees for the preparation of the federal and state returns and filings. Our fee for such services will be billed to you, along with any direct costs.

We will base our tax analysis and conclusions on the facts you provide to us, and will not independently verify those facts. We will review the applicable tax law, tax regulations, and other tax authorities, all of which are subject to change. At your request, we will provide a memorandum of our conclusions. Written

advice provided by us is for your information and use only and is not to be provided to any third party without our express written consent.

Unless we are separately engaged to do so, we will not continuously monitor and update our advice for subsequent changes or modifications to the tax law and regulations, or to the related judicial and administrative interpretations.

Tax Compliance Services or Form Description	Fee Detail
IRS Form 990 – Return of Organization Exempt from Income Tax	\$4,750
FTB Form 199 - California Exempt Organization Annual Information Return	included in amount above

Our customary billing practice is to invoice up to 50% of the estimated professional services fees upon receipt of your tax return information, or upon the preparation of an application for an extension of time to file your tax return(s) if earlier. We will continue to periodically bill for our time as work progresses.

Our professional fee reflects that, if needed, CLA will provide you with first and second drafts of each return or filing. Additional drafts requested by you may result in additional professional fees.

Additional charges may apply if you request a paper copy of your return(s), your circumstances are complex, changes to the tax law occur, or unexpected circumstances require additional time. We may apply a 20% surcharge (based on prior year invoice) if you do not provide accurate and complete tax information at least 60 days prior to the extended federal filing deadline, and an additional 5% surcharge for each and every two-week period thereafter until accurate and complete tax information is provided.

We will also bill for expenses (including travel, report production, word processing, postage, internal and administrative charges, etc.) plus a technology and client support fee of five percent (5%) of all professional fees billed. Our invoices, including applicable state and local taxes, will be rendered as work progresses and are payable on presentation.

Termination of agreement

Either party (you or CLA) may terminate this SOW at any time by giving written notice to the other party. In that event, the provisions of this SOW and the MSA shall continue to apply to all services rendered prior to termination.

Agreement

We appreciate the opportunity to provide the services described in this SOW related to the MSA. All terms and provisions of the MSA shall apply to these services. If you agree with the terms of this SOW, please sign below to indicate your acknowledgement and understanding of, and agreement with, this SOW.

CliftonLarsonAllen LLP

Marlen Gomez

Principal
marlen.gomez@claconnect.com

Accepted on behalf of:

CLA
CLA

Client
Compass Charter Schools

SIGN:

Marlen Gomez, Principal

SIGN:

Danielle Gamez, Chief Business Officer

DATE:

DATE:



February 27, 2026

Statement of Work - Audit Services

This agreement constitutes a statement of work ("SOW") under the master service agreement ("MSA") dated November 8, 2024, or superseding MSA, made by and between CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") and Compass Charter Schools ("you," "your," or "the entity"). We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services CLA will provide for the entity as of and for the year ended June 30, 2026.

Marlen Gomez is responsible for the performance of the audit engagement. Per Education Code Section 41020(f)(2), there is a limit of six consecutive years for any firm where the principal of the audit and the reviewing principal have been the same in each of those years. This is the second consecutive year Marlen Gomez will be the engagement principal.

Scope of audit services

We will audit the financial statements of Compass Charter Schools, which comprise the financial statements identified below, and the related notes to the financial statements (collectively, the "financial statements") as of and for the year ended June 30, 2026.

The statement of financial position and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

We will also evaluate and report on the presentation of the supplementary information accompanying the financial statements in relation to the financial statements as a whole.

Nonaudit services

We will also provide the following nonaudit services:

- Preparation of data collection form
- Preparation of your financial statements and the related notes.
- Preparation of the supplementary information.
- Preparation of schedule of federal awards.
- Preparation of adjusting journal entries, as needed.

- Preparation of the informational tax returns.

Audit objectives

The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Our audit will be conducted in accordance with U.S. GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the audit requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance); and the 2025-2026 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel (State Audit Guide). Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express opinions and render the required reports.

We will also perform procedures to enable us to express an opinion on whether the supplementary information (as identified above) accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

The objectives of our audit also include:

- Reporting on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Reporting on internal control over compliance related to major programs and expressing an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Uniform Guidance.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering

the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We will issue written reports upon completion of our audit of your financial statements and compliance with requirements applicable to major programs.

We will provide an opinion (or disclaimer of opinion) on compliance with requirements described in the 2025-26 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel. The State Compliance report will include a paragraph that states that the purpose of the report over compliance is to express an opinion on compliance with the types of requirements described in the 2025-26 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting; however, that the audit does not provide a legal determination of the entity's compliance.

The state compliance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the State Audit Guide.

Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinions on the financial statements or compliance are other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements or material noncompliance caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements or an opinion on compliance, we retain the right to take any course of action permitted by professional standards, including declining to express opinions or issue reports, or withdrawing from the engagement.

It is our understanding that our auditors' report will be included in your annual report which is comprised of the Local Education Organization Structure and that your annual report will be issued concurrent with the financial statement audit. Our responsibility for other information included in your annual report does not extend beyond the financial information identified in our opinion on the financial statements. We have no responsibility for determining whether such other information is properly stated and do not have an obligation to perform any procedures to corroborate other information contained in your annual report. We are required by professional standards to read the other information and consider whether a material inconsistency exists between the other information and the financial statements because the credibility of the financial statements and our auditors' report thereon may be undermined by material inconsistencies between the audited financial statements and other information. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to

describe it in our report.

Auditor responsibilities, procedures, and limitations

We will conduct our audit in accordance with U.S. GAAS, the standards for financial audits contained in *Government Auditing Standards*, the Uniform Guidance, and the State Audit Guide.

Those standards require that we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements and material noncompliance, whether due to fraud or error, design and perform audit procedures responsive to those risks, and evaluate whether audit evidence obtained is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement or a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of the entity and its environment, including the system of internal control, relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on our evaluation of audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.

Although our audit planning has not been concluded and modifications may be made, we have identified the following significant risk(s) of material misstatement as part of our audit planning:

- Management Override of Controls
- Revenue Recognition

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements or noncompliance may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards*, the Uniform Guidance, and the State Audit Guide. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may

not be detected. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not require auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a single audit.

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, the Uniform Guidance, and the State Audit Guide.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the entity's compliance with the provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We will include in our report on internal control over financial reporting and on compliance relevant information about any identified or suspected instances of fraud and any identified or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements that may have occurred that are required to be communicated under *Government Auditing Standards*.

The Uniform Guidance and State Audit Guide requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with state and federal statutes, regulations,

and the terms and conditions of federal awards that may have a direct and material effect on each of the entity's major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the "OMB Compliance Supplement" for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of these procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance and State Audit Guide.

We will evaluate the presentation of the schedule of expenditures of federal awards accompanying the financial statements in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the schedule to determine whether the information complies with U.S. GAAP and the Uniform Guidance, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the schedule to the underlying accounting records and other records used to prepare the financial statements or to the financial statements themselves.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management responsibilities

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements and the schedule of expenditures of federal awards in accordance with U.S. GAAP. Management is also responsible for identifying all federal awards received, understanding and complying with the compliance requirements, and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the requirements of the Uniform Guidance.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Management is responsible for compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs. Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program

compliance and for the accuracy and completeness of that information.

You are responsible for the design, implementation, and maintenance of effective internal control, including internal control over compliance, relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including evaluating and monitoring ongoing activities and safeguarding assets to help ensure that appropriate goals and objectives are met; and that there is reasonable assurance that government programs are administered in compliance with compliance requirements.

You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; identifying and ensuring that the entity complies with applicable laws, regulations, contracts, and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered.

You are responsible for taking timely and appropriate steps to remedy any fraud; noncompliance with provisions of laws, regulations, contracts, or grant agreements; or abuse that we may report. Additionally, as required by the Uniform Guidance and State Audit Guide, it is management's responsibility to evaluate and monitor noncompliance with federal and state statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings; and to follow up and take prompt corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan. The summary schedule of prior audit findings should be available for our review.

You are responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including amounts and disclosures, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters, and for the accuracy and completeness of that information (including information from within and outside of the general and subsidiary ledgers), and for ensuring management information and financial information is reliable and properly reported; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the State Audit Guide; and (4) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon or make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

Management is responsible for the preparation and fair presentation of other supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for the preparation of other information included in your annual report. You agree to provide the final version of such information to us in a timely manner, and if possible, prior to the date of our auditors' report. If the other information included in your annual report will not be available until after the date of our auditors' report on the financial statements, you agree to provide written representations indicating that (1) the information is consistent with the financial statements, (2) the other information does not contain material misstatements, and (3) the final version of the documents will be provided to us when available, and prior to issuance of the annual report by the entity, so that we can complete the procedures required by professional standards. Management agrees to correct material inconsistencies that we may identify. You agree to include our auditors' report in any document containing financial statements that indicates that such financial statements have been audited by us.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's operations, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or

could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Responsibilities and limitations related to nonaudit services

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services. Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

Use of financial statements

Should you decide to include or incorporate by reference these financial statements and our auditors' report(s) thereon in a future private placement or other offering of equity or debt securities, you agree that we are under no obligation to re-issue our report or provide consent for the use of our report in such a registration or offering document. We will determine, at our sole discretion, whether we will re-issue our report or provide consent for the use of our report only after we have performed the procedures we consider necessary in the circumstances. If we decide to re-issue our report or consent to the use of our report, we will be required to perform certain procedures including, but not limited to, (a) reading other information incorporated by reference in the registration statement or other offering document and (b) subsequent event procedures. These procedures will be considered an engagement separate and distinct from our audit engagement, and we will bill you separately. If we decide to re-issue our report or consent to the use of our report, you agree that we will be included on each distribution of draft offering materials and we will receive a complete set of final documents. If we decide not to re-issue our report or decide to withhold our consent to the use of our report, you may be required to engage another firm to audit periods covered by our audit reports, and that firm will likely bill you for its services. While the successor auditor may request access to our workpapers for those periods, we are under no obligation to permit such access.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents. Such disclosure should read as follows:

CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not

performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

Engagement administration and other matters

We expect to begin our audit on approximately April 1, 2026.

We expect to issue our reports within the regulatory time frame, unless unforeseen problems are encountered.

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. A list of information we expect to need for our audit and the dates required will be provided in a separate communication.

At the conclusion of the engagement, we will complete the auditor sections of the electronic Data Collection Form SF-SAC and perform the steps to certify the Form SF-SAC and single audit reporting package. It is management's responsibility to complete the auditee sections of the Data Collection Form. We will create the single audit reporting package PDF file for submission; however, it is management's responsibility to review for completeness and accuracy and electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be electronically submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the entity; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing confidential or sensitive information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of CLA and constitutes confidential information. However, we may be requested to make certain audit documentation available to regulatory bodies pursuant to authority given to it by law or regulation. If requested, access to such audit documentation will be provided under the supervision of CLA's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to those regulators. The regulators may intend, or decide, to distribute the copies of information contained therein to others, including other governmental

agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by a regulator. If we are aware that a federal or state awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Professional standards require us to be independent with respect to you in the performance of these services. Any discussion that you have with our personnel regarding potential employment with you could impair our independence with respect to this engagement. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence and objectivity. Further, any employment offers to any staff members working on this engagement without our prior knowledge may require substantial additional procedures to ensure our independence. You will be responsible for any additional costs incurred to perform these procedures.

Our audit engagement ends on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific SOW for that service.

Government Auditing Standards require that we make our most recent external peer review report publicly available. The report is posted on our website at www.CLAconnect.com/Aboutus/.

Fees

Audit services (includes procedures for one major program under Uniform Guidance, if additional programs are required to be tested they will be billed at \$9,000 per additional federal program)	\$39,000.00
Data Collection Form SF-FAC and single audit reporting package	\$1,200.00

We will also bill for expenses (including travel, report production, word processing, postage, internal and administrative charges, etc.) plus a technology and client support fee of five percent (5%) of all professional fees billed. Our invoices, including applicable state and local taxes, will be rendered as work progresses and are payable on presentation.

There is a ten percent withholding clause per Education Code 14505.

Bill to be mailed on	Amount to be billed
April 2026	One-third of our professional fees
August 2026	One-third of our professional fees
October 2026	One-third of our professional fees

Estimated fees based on the 2025-26 State Audit Guide dated July 1, 2025.

Unexpected circumstances

We will advise you if unexpected circumstances require significant additional procedures resulting in a substantial increase in the fee estimate.

Changes in accounting and audit standards

Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in the SOW increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Agreement

We appreciate the opportunity to provide the services described in this SOW related to the MSA. All terms and provisions of the MSA shall apply to these services. If you agree with the terms of this SOW, please sign below to indicate your acknowledgement and understanding of, and agreement with, this SOW.

Sincerely,

CliftonLarsonAllen LLP

Response:

This letter correctly sets forth the understanding of Compass Charter Schools.

CLA
CLA

Client
Compass Charter Schools

SIGN:

Marlen Gomez, Principal

DATE:

SIGN:

Danielle Gamez, Chief Business Officer

DATE:

Coversheet

Enrollment Capacity Resolution

Section: VI. Operations Division
Item: G. Enrollment Capacity Resolution
Purpose: Vote
Submitted by: Elizabeth Brenner
Related Material: 2026-27-Enrollment-Capacity-Resolution.pdf

BACKGROUND:

The executive team reviewed current enrollment trends and is proposing a 5% increase in the overall enrollment cap to allow for growth. Budget projections will be based on this number. In the past, caps were allocated to specific programs. This year, the proposed cap is an overall enrollment number to allow for flexibility in teacher assignments between programs.



**RESOLUTION OF THE BOARD OF DIRECTORS OF
COMPASS CHARTER SCHOOLS**

Board Resolution 2026 - 01

Enrollment Capacity and Procedures for the 2026 - 27 School Year

The Board of Directors (“Board”) of Compass Charter Schools (“Compass”), a tax exempt, California nonprofit public benefit corporation operating public charter schools, does hereby adopt the following resolution pursuant to the provisions of the California Constitution:

WHEREAS, Compass Charter Schools operates Compass Charter Schools of Los Angeles, Compass Charter Schools of San Diego, and Compass Charter Schools of Yolo (collectively, the “Charter Schools”); and

WHEREAS, the Charter Schools comply with all applicable legal requirements pertaining to the admission and enrollment of scholars;

WHEREAS, consistent with Education Code 47605(e)(2), the Charter Schools admit all scholars who wish to attend, subject only to capacity; and

WHEREAS, upon consideration of the number of supervising teachers interested in and eligible for hire in the 2026-27 school year and the Charter Schools’ ability to maintain an average daily attendance (“ADA”) to full time equivalent (“FTE”) teacher ratio of 25:1 as required by Education Code Section 51745.6(d), the Board herein establishes an enrollment capacity for each of the Charter School’s programs for the 2026-27 school year.

NOW, THEREFORE, BE IT RESOLVED, that the enrollment capacity for the 2026-27 school year for the Charter Schools shall be as follows:

	Compass Charter Schools: All Programs
Capacity	2.290

BE IT FURTHER RESOLVED, that the open enrollment period for the 2026 -27 school year shall begin on March 13, 2026, with a lottery(ies) to be held monthly, if enrollment exceeds capacity.

Resolution of the Board of Directors

Compass Charter Schools Page 2 of 2

BE IT FURTHER RESOLVED, that the Superintendent & CEO hereby is authorized to certify this resolution.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution at a regular Board meeting this 10th day of March, 2026.

By: _____

Elizabeth Brenner, Superintendent & CEO

Coversheet

Academic Division Updates

Section: VII. Academic Services
Item: A. Academic Division Updates
Purpose: FYI
Submitted by:
Related Material: Academic Division Board Report 2026_03_10.pdf



Academic Services Division | Board Report | March 10, 2026





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

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



OUR ARTIC VALUES



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

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

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

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

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



CAO Highlights

- ❑ Inspired learning w/Learning Center
- Collaborative conversations w/other schools
- ❑ Annual survey concluded. Analyzing.
- ❑ Looking to innovate through organizational change process.



Academic Support

STAR results from **BOY** to **MOY**

Beginning of Year Middle of Year

33% Completely tested out of needing intervention support
(↑ 1% from 25/26 BOY to MOY)

61% of 504 scholars are **at or above grade level in Math**
(↓ 1% from 24/25)

68% of 504 scholars are **at or above grade level in Reading**
(↑ 5% from 24/25)



Academic Support

more STAR results from BOY to MOY

20% of EM* scholars attending 50% or more EL tutoring sessions moved up a benchmark category (↓ 5% from 24/25)

*Emergent Multilingual

13% of EM scholars identified as Urgent Intervention on BOY assessment attending 50% or more EL tutoring sessions moved up a benchmark category in Reading (↓ 15% from 24/25)

57% Average EL Tutoring attendance for EM/EL scholars (↑ 38% from 22-23, 5% from 23-24 and 3% from 24-25)



Academic Support

Supporting Emergent Multilingual Learners (EMS)

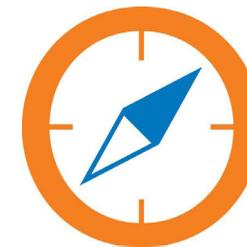
Cengage/National Geographic Pilot continues!

- ❑ Tutors are continuing to use Cengage and the Spark Digital Platform to lead high-quality lessons in two formats:
 - ❑ **Live Lessons (Synchronous):** Real-time, interactive practice.
 - ❑ **Independent Work (Asynchronous):** Flexible practice to reinforce skills.

New this Semester: Google Classroom

- ❑ EL Tutors have created Google Classrooms for each ELD session to:
 - ❑ Streamline scholar communication
 - ❑ Share important resources
 - ❑ Host recorded asynchronous tutoring sessions for flexible access to ELD

Counseling



Fall 2025 Graduation Success

- **Total Graduates: 13** scholars successfully completed all requirements and earned diplomas at the conclusion of the Fall 2025 semester.
- **Cohort Breakdown: 54%** graduated within the traditional 4-year track.
 - **46%** successfully graduated as part of our 5th-year cohort

College Readiness & Concurrent Enrollment

- **Current Participation: 13%** of our scholars are enrolled in community college courses (Summer 2025 – Spring 2026).
- **Exceeding Benchmarks:** Our enrollment rate of **13%** outperforms both:
 - The **California State Average** (12.6%)
 - The **National Average** (11%)
 - *(Source: Wheelhouse Research Brief & CA Community Colleges Chancellor's Office)*

Strategic Initiatives & Funding

- **CYBHI Acceptance:** CCS of Yolo has been officially accepted into **Cohort 6** of the California Youth Behavior Health Initiative (CYBHI).
- **Financial Impact:** This allows for state fee schedule reimbursement through the Department of Health Care Services (DHCS), providing sustainable funding for scholar behavioral health supports.
- Service date begins July 1, 2026



Engagement

- ❑ **Baseline Data** collection continues for Engagement Registrations of Special Populations
 - ❑ 23% 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 - 86 parent registrations (Mondays at 1pm)
 - ❑ Scholar Clubs - 957 instances of scholar attendance (26 clubs)
- ❑ **Spring Scholar Club Rush Highlight - Two new clubs launched**
 - ❑ **ESports:** The Esports Club for grades 6 to 12 provides a structured environment for scholars to develop teamwork, leadership, and digital citizenship through collaborative gaming and competitive league play.
 - ❑ **The Scholar Spot:** The Scholar Spot is a flexible, drop-in space for scholars in grades 6 to 12 to build community and connection through guided discussions and interactive activities.



Online learning

❑ Supplemental Material review

- ❑ The team reviewed supplemental materials
- ❑ The team reported an increase in learning labs and live sessions.
- ❑ Each grade level is revising the supplemental list for 2026–27.

❑ Learning Coach supports and reporting

- ❑ Accelerate Education launched new reporting features
- ❑ These features will help Learning Coaches monitor scholar engagement in the LMS.
- ❑ Training materials will be shared during March connection meetings.

Options High School



☐ Google Classroom

- ☐ Options High School team successfully launched Google Classroom in Semester 2
- ☐ 30% increase in weekly work submissions & 95% scholar participation.
- ☐ Team reported higher engagement & assignment completion compared to the SIS gradebook.

☐ Incoming Options high school scholars

- ☐ 3 virtual sessions will be held for incoming 9th grade scholars & learning coaches
- ☐ Sessions will share what scholars can expect in Options high school
- ☐ Scholars & Learning Coaches will have opportunities to ask questions



Options learning

- ❑ Team continues evaluating potential Learning Management Systems (LMS).
 - ❑ Completed reviewing vendors.
 - ❑ Next: Collecting feedback from staff and parents on usability and function.
 - ❑ Goal: Select platform supporting instruction and family engagement.
- ❑ Options team continuing improvements
 - ❑ refined approved curriculum list
 - ❑ updated pacing plans and instructional modules for clearer learning pathways.
 - ❑ Expanding project-based learning opportunities

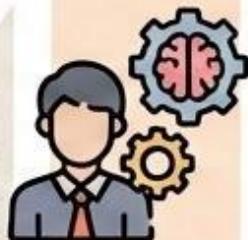
Special Education



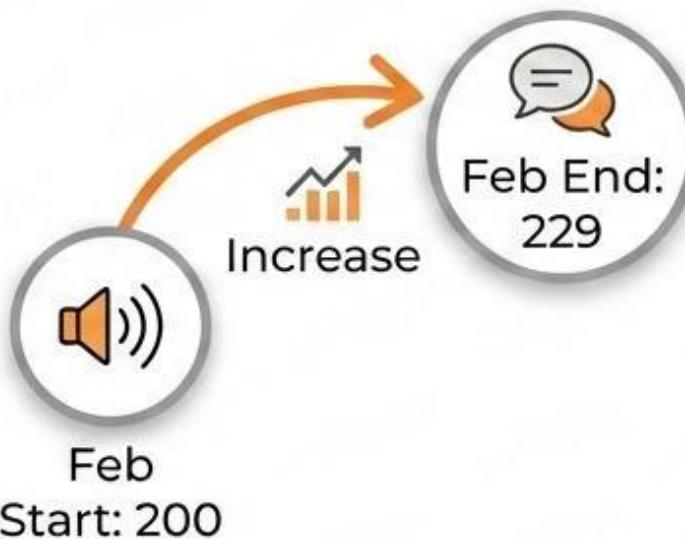
343

**Scholars
with IEPs**

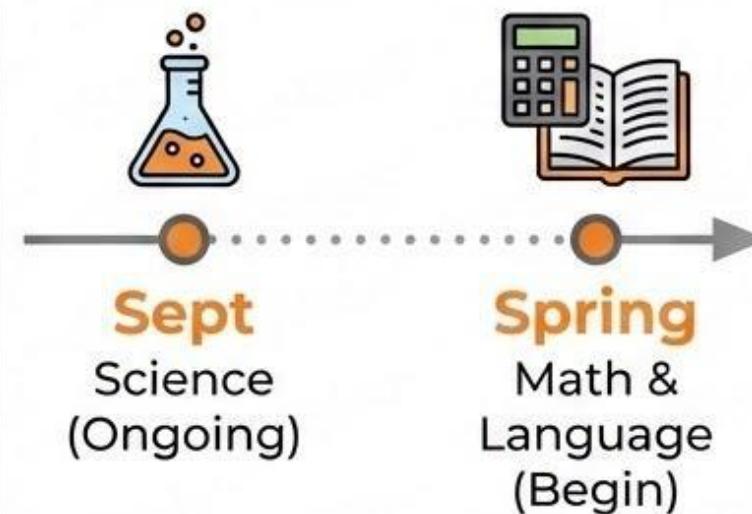
+10
from
last
month



Compass Speech & Language



California Alternative Assessment (CAA)





Special Education



The Special Education Department held its first Special Education Parent Advisory Committee on **2/26/2026** to support and review the Community Advisory Committee from the SELPA.



Compass had a good attendance of the meeting with over **20** attendees including **7** parents.



The next meeting is **3/26** at **3 p.m.** Reach out to your case manager for more information to attend.

Special Education



State Monitoring Cycle (2026)

The State has sent out the Compliance Monitoring letters for the 2026 monitoring cycle.



Yolo: Small School & Timeline Focus

Yolo is participating in a routine cyclical monitoring for small schools (<100 scholars with IEPs) and will focus on IEP timeline compliance monitoring activities.



San Diego & Los Angeles: CIM Targeted 2

San Diego and Los Angeles will continue to implement the Compliance Improvement Monitoring (CIM) Targeted 2 plans.



Staff Support



Assessments

-  The K–2 Reading Difficulties Screener (Amira) opened on 2/2 and closed at the end of February. Currently, 70 scholars remain outstanding.
-  As of 3/2, completion rates are as follows:
 -  Kindergarten: 44%
 -  1st Grade: 69%
 -  2nd Grade: 63%
 -  These percentages account for the 27% opt-out rate.



Staff Support

- Professional Learning
 - In-Service Day
 - Planning is underway for our March professional learning day. The agenda will include one keynote session led by our Training and Development Manager, followed by two breakout blocks offering 5–6 session options. The afternoon will be dedicated to team collaboration time.
 - On 3/11, our Options Instructional Coach and Options Support Teachers will facilitate a session focused on Work Samples Best Practices.



Thank you.

Questions & Comments.



Coversheet

Annual Survey Responses on LCAP goals

Section: VII. Academic Services
Item: B. Annual Survey Responses on LCAP goals
Purpose: FYI
Submitted by:
Related Material: 2026 Annual Survey LCAP Slideshow.pdf



Annual Survey | LCAP Feedback
March 10, 2026





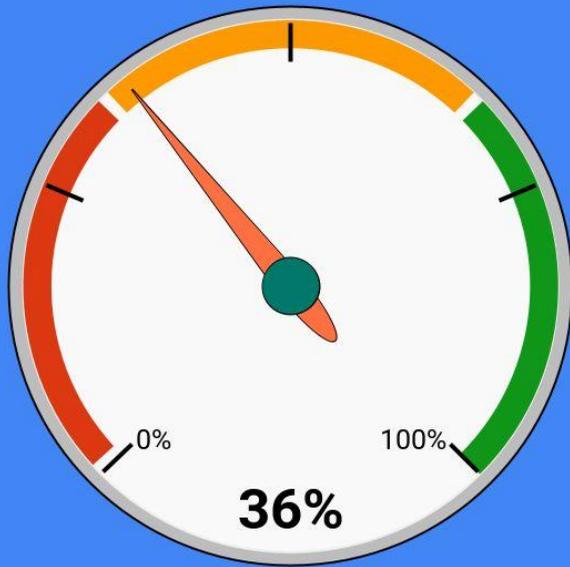
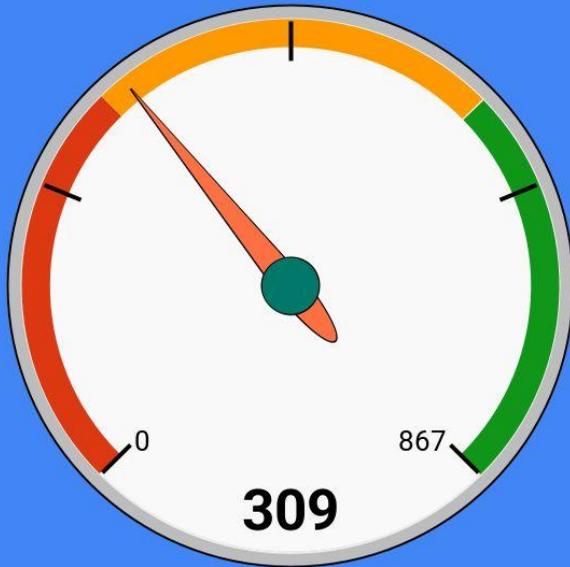
Annual Survey | March 8, 2025



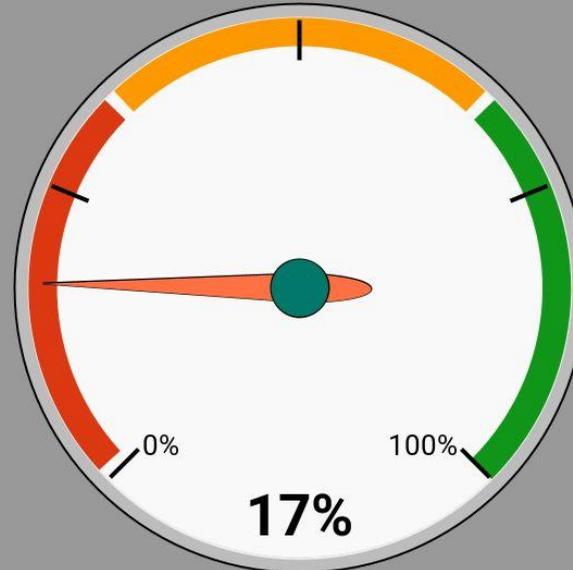
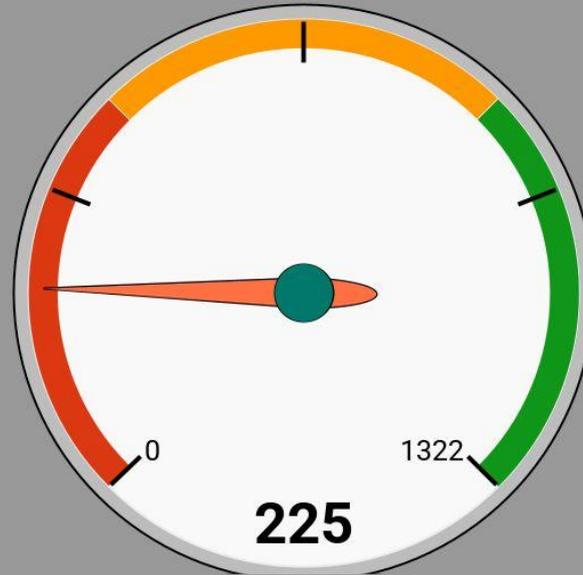
Survey Participation Update



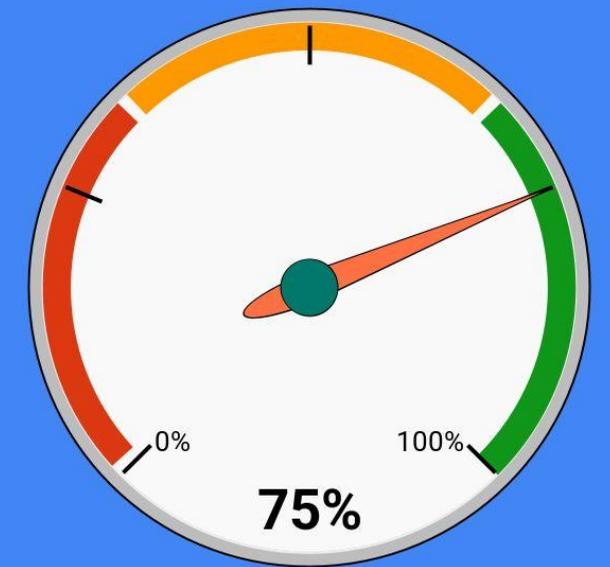
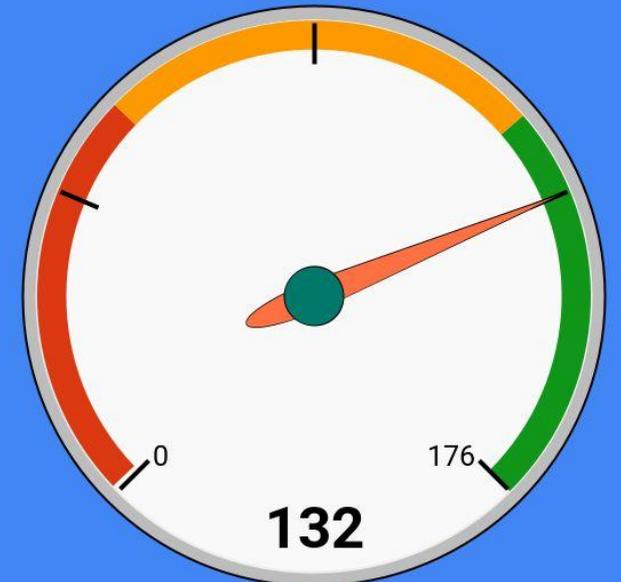
Parent Participation: Goal 867



Scholar Participation: Goal 1322



Staff Participation: Goal 176



Goal number explanation: 60% of 1,446 Learning Coach Parents: 867 | 60% of 2,204 Scholars: 1,322 | 90% of 195 Staff: 176

2025 Percentage of Reaching Participation Goal: 47% of Learning Coaches | 27% of Scholars | 90% of Staff

2024 Percentage of Reaching Participation Goal: 48% of Learning Coaches | 26% of Scholars | 79% of Staff

LCAP

Feedback on Four Goals Summary



AI Usage

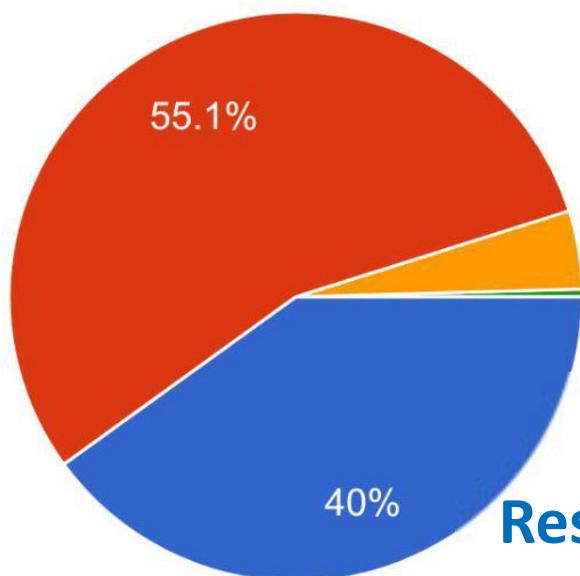
FERPA compliant AI was used to help identify quotes that represented common themes and sentiments, and to summarize response.



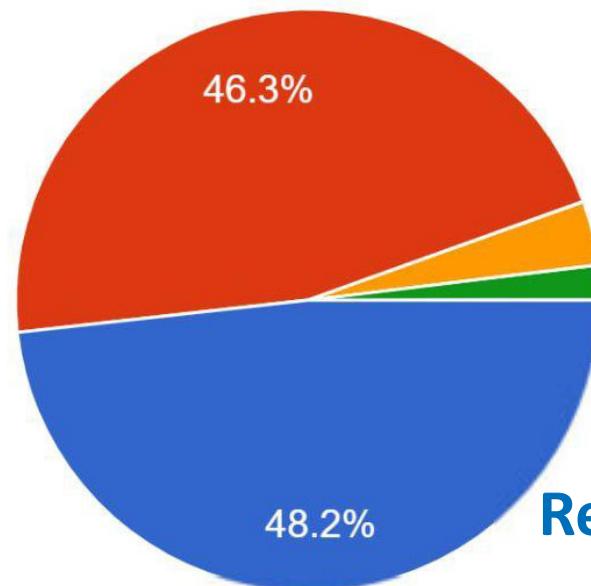
Goal 1: Increase scholars' achievement in core academic subjects.

Should this goal continue to be included in the 2025-26 Local Control Accountability Plan (LCAP)?

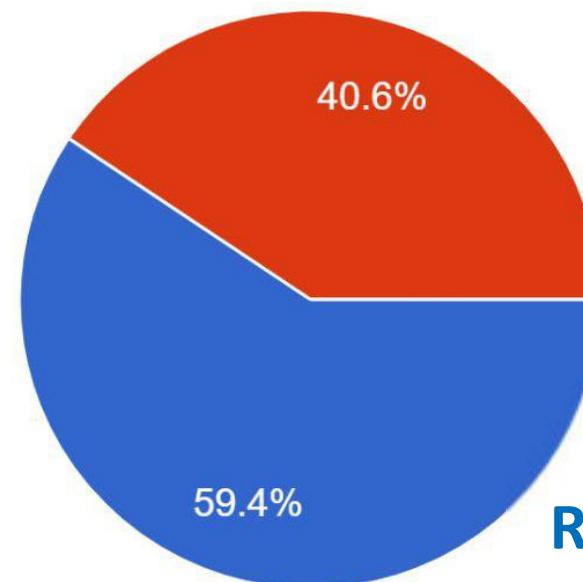
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree



Scholar Responses

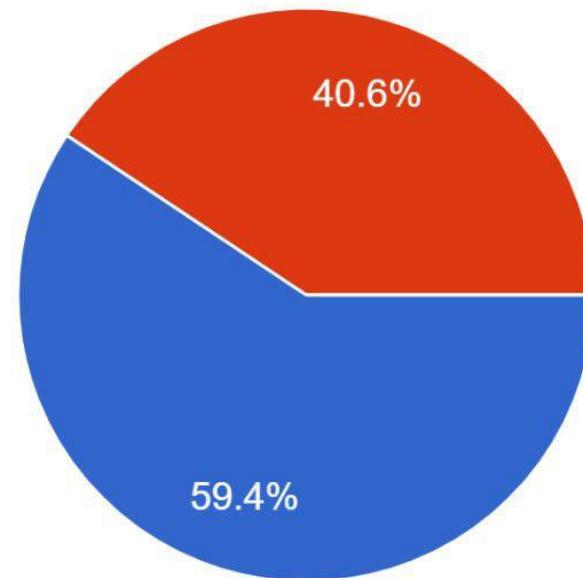
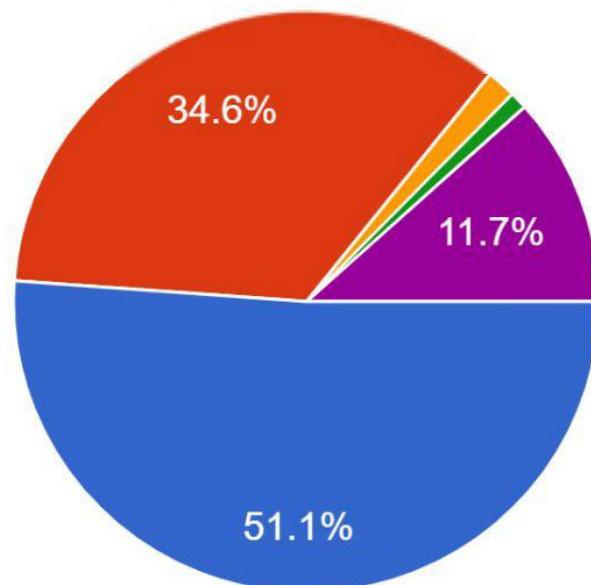
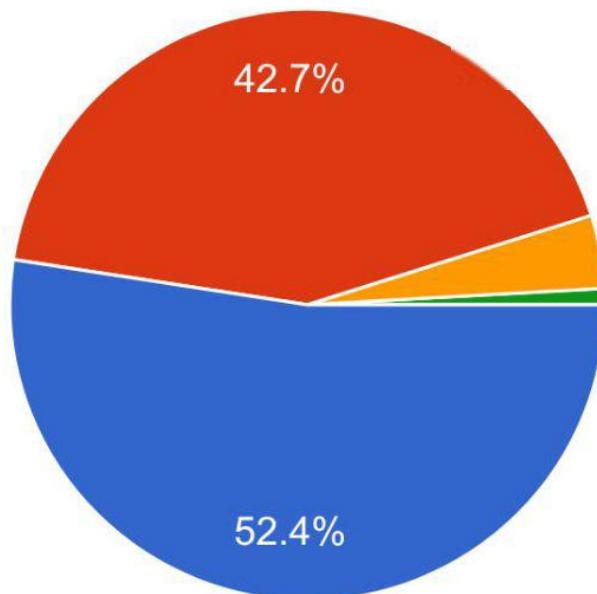


Parent Responses



Staff Responses

How well do you believe Compass is taking steps to meet this goal?



- Very Well
- Acceptable
- Poorly
- Not at All
- Not sure

Goal 1: Increase scholars' achievement in core academic subjects.

Should this goal continue to be included in the 2025-26 Local Control Accountability Plan (LCAP)?

Scholar Responses

"...I've seen how much counselors, teachers, STs and overall compass cares about our academic goals & dreams."

"I think...compass really strives for excellence, and...does a really good job at pushing their scholars, in a fun way, to go after getting good grades!"

"I don't think this new way works. Past years were better. We could purchase more fun things for school. One teacher who supported us...[was] overwhelmed with so much work and don't even know me."

Parent Responses

"Because I want my scholar to succeed & be prepared for the upper grades, including college."

"Core academics build the foundation for all learning protocols and basic communication skills for everyday life."

"While I am all for scholars learning core subjects and find them necessary, I think over emphasis on them and pressure to achieve them can backfire, especially in neurodivergent or learning disabled individuals. The flexibility and lowered pressure of the options program is necessary for some scholars and too much academic pressure would be a turn off to me."

Staff Responses

"This should always be our main focus. I think we are always looking for new tools and strategies to do this."

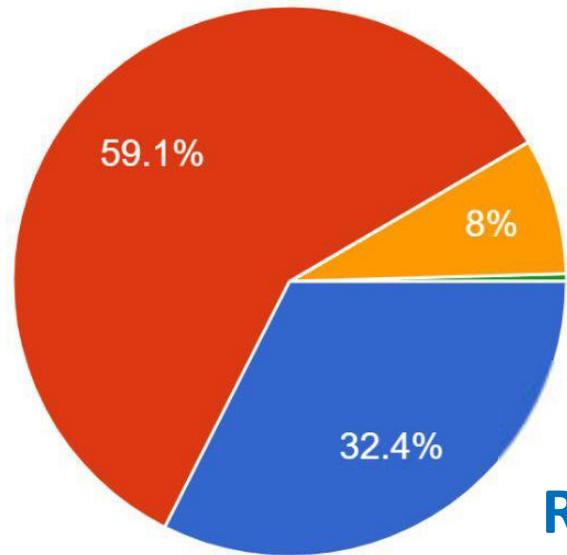
"This is an area of great importance and I have seen a lot of positive movement in increasing the rigor and expectations of the programs to increase scholar learning."

"I believe teachers should no longer be burdened by excessive paperwork and clerical tasks work that has little to do with our credentials, degrees, or expertise... Now, the sheer volume of other responsibilities prevents me from committing that same level of time and care."

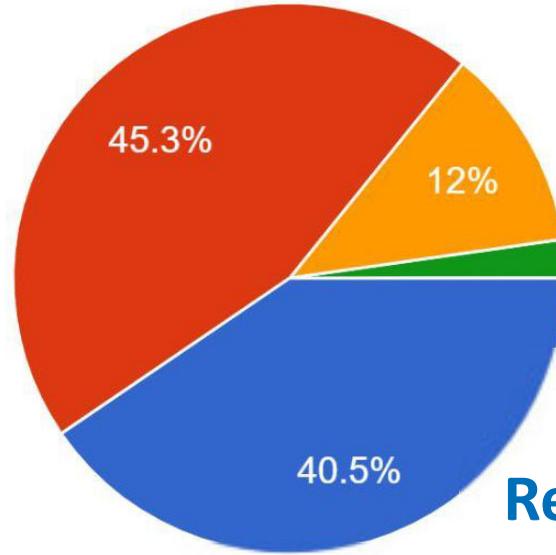
Goal 2: Increase scholar and parent engagement and involvement.

Should this goal continue to be included in the 2025-26 Local Control Accountability Plan (LCAP)?

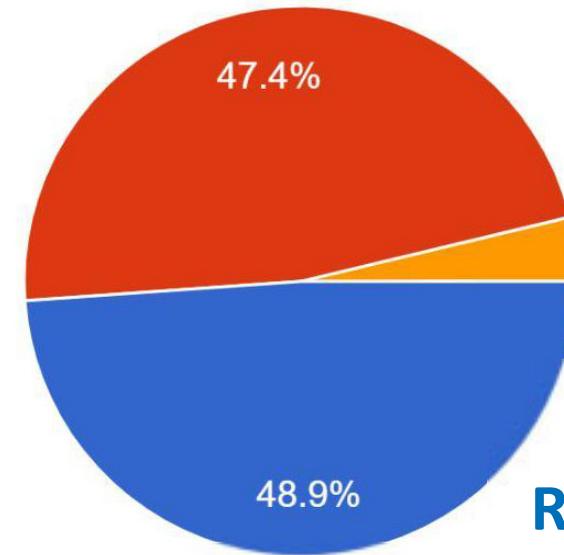
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree



Scholar Responses

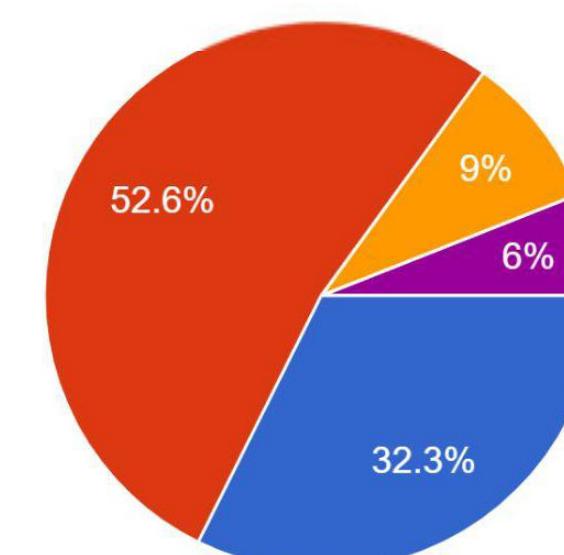
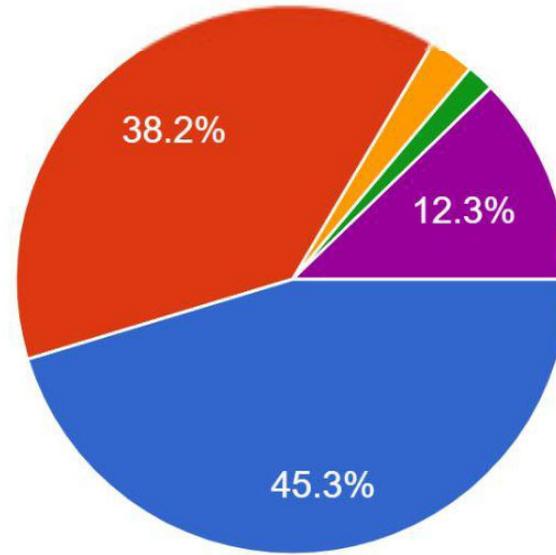
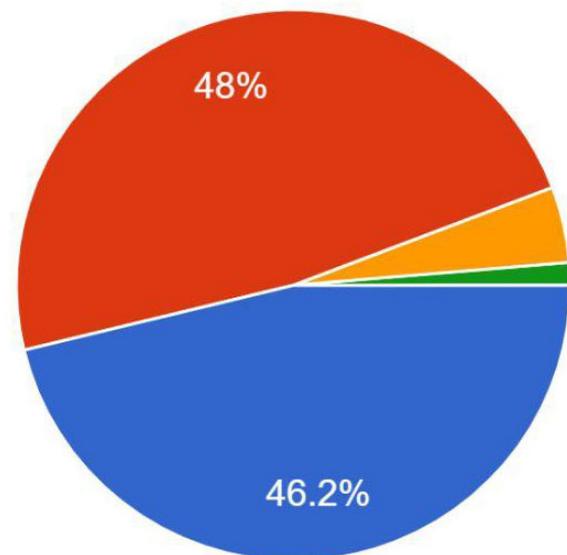


Parent Responses



Staff Responses

How well do you believe Compass is taking steps to meet this goal?



- Very Well
- Acceptable
- Poorly
- Not at All
- Not sure

Goal 2: Increase scholar and parent engagement and involvement.

Should this goal continue to be included in the 2025-26 Local Control Accountability Plan (LCAP)?

Scholar Responses

"...while I can only speak from my experience, being academically transparent with your parent helps reduce stress and get you support if you need it....monthly meetings that help ST's talk with parents and scholars about academics."

"Because I think with scholar clubs and with the classes for learning coaches... I picked that answer because I've seen that the school has been adding more things that allow scholars and parents to do more things together."

"Personally I dont ever have my parents help me with anything but, it depends on the student."

Parent Responses

"...parent and scholar engagement has been very important for my children's success. I appreciate how accessible the teachers are, how learning labs are structured, the field trips and activities offered, and the materials provided, all of which make it easier for me to stay involved and support my children's learning."

"I have learned that the more I am engaged in my student's learning and connected with his teacher(s), the more able I am to support my student in being successful."

"Engagement ...with the workshops and tutoring sessions you guys offer? ...no thank you... I think I fall pretty firmly in the 'please leave us alone' category of how much engagement I want with the school... I'd prefer as little contractual obligations with the school as possible."

Staff Responses

"I think this should remain our second goal. It's vital to our school that we continue to increase parent and scholar engagement so we continue to build our scholars up so they know that they can do anything after they leave Compass."

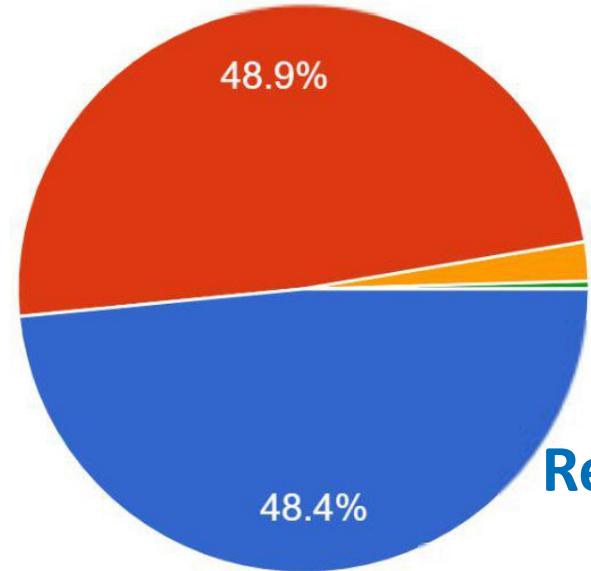
"Compass communication is top notch, and opportunities for LCs [Learning Coaches] is readily available."

"We are an independent study program, and some families do not want to be greatly involved. They have community and involvement outside of Compass... I do not want to make them change where they find community. I want to continue to facilitate their access to that community by making available to them an excellent independent study/personalized learning experience."

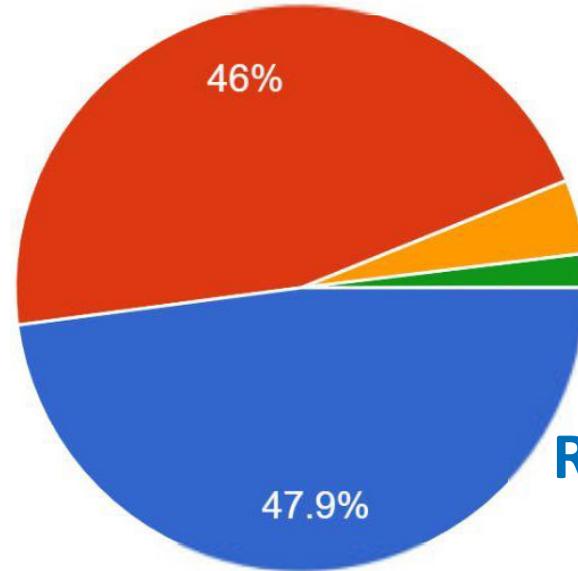
Goal 3: Increase college and career-readiness for scholars.

Should this goal continue to be included in the 2025-26 Local Control Accountability Plan (LCAP)?

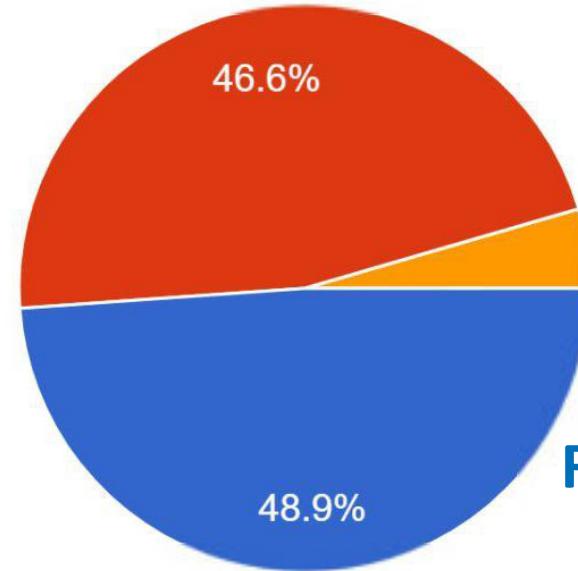
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree



Scholar Responses

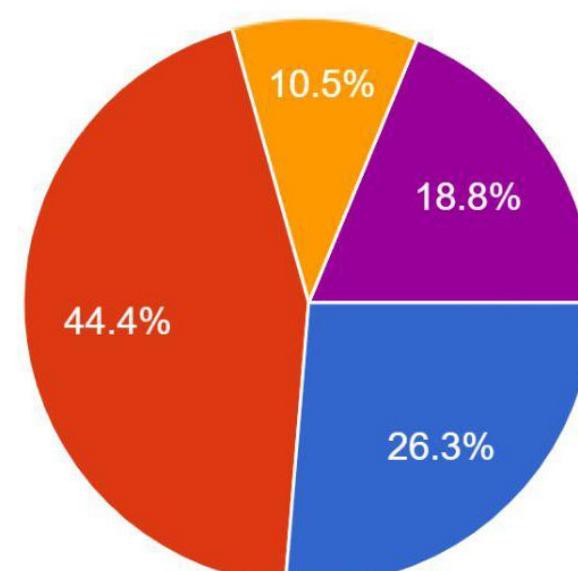
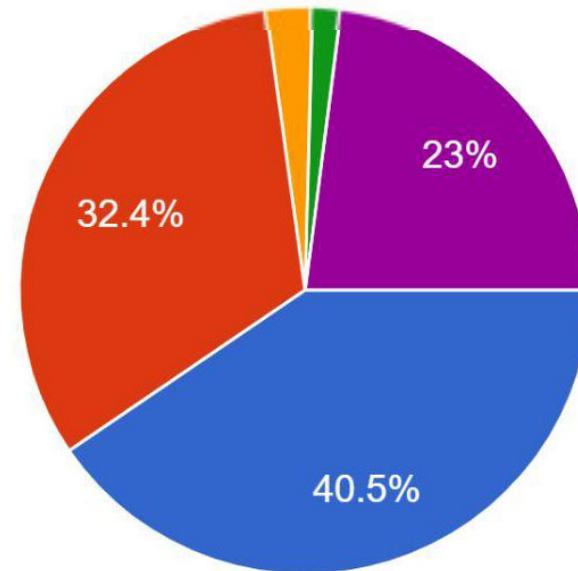
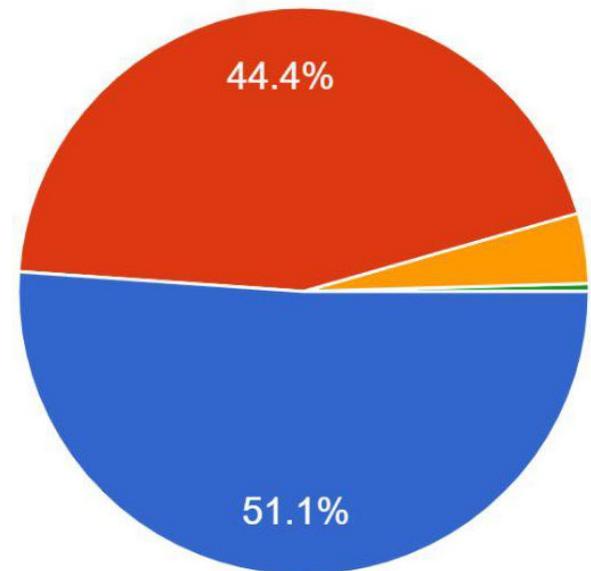


Parent Responses



Staff Responses

How well do you believe Compass is taking steps to meet this goal?



- Very Well
- Acceptable
- Poorly
- Not at All
- Not sure

Goal 3: Increase college and career-readiness for scholars.

Should this goal continue to be included in the 2025-26 Local Control Accountability Plan (LCAP)?

Scholar Responses

"Compass is taking this very well. I have felt insecure sometimes not knowing what to be or study, but compass always makes Zoom meetings and connections for us to feel educated and comfortable!"

*"Because the class **AVID** is available, and you can always talk to your **counselor** about it."*

"I think trade school or life skills should be focused on more and college a little less."

"They talk about it a little too much, felt a little pressured about college."

Parent Responses

"Every parents hope is for their child's opportunity to attend college and starting at an early age. Makes it helpful for a college future. A road map how to get there is very helpful, reaching each milestone for each grade."

*"We have **LOVED** working with the college and career readiness counselors over the years! I love that my kids have been able to advance their education through taking college classes in HS. The counselors have been great!"*

"College is not for all students and it shouldn't be heavily encouraged, because that can also be discouraging. Instead, Compass should focus on alternatives to college and offer ways to encourage careers that are also available through trade schools."

Staff Responses

*"The one thing that is going very well is the **concurrent enrollment opportunities** for our scholars. This is an area where counseling really shines!"*

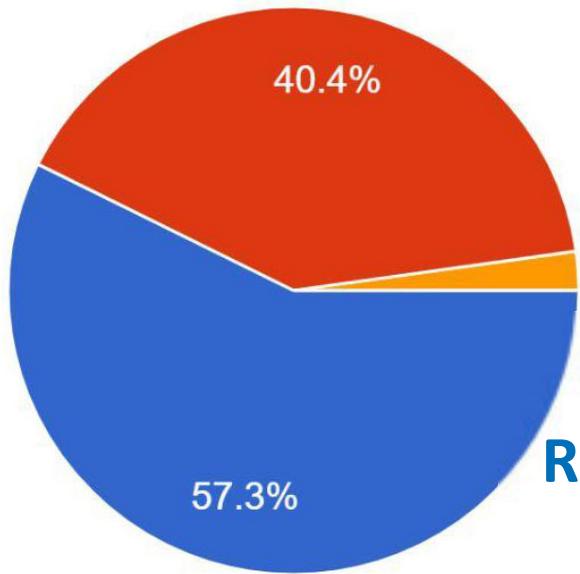
*I just feel like Compass has always done a great job with this, and the **counseling team** continues to grow and improve their practices and supports."*

"I disagreed with continuing this goal as written because college and career readiness looks very different for each scholar, particularly within a personalized, independent study model. A streamlined or standardized approach risks making assumptions about which pathways are "right" or "successful," which does not align with the diverse goals, timelines, and circumstances of our scholars."

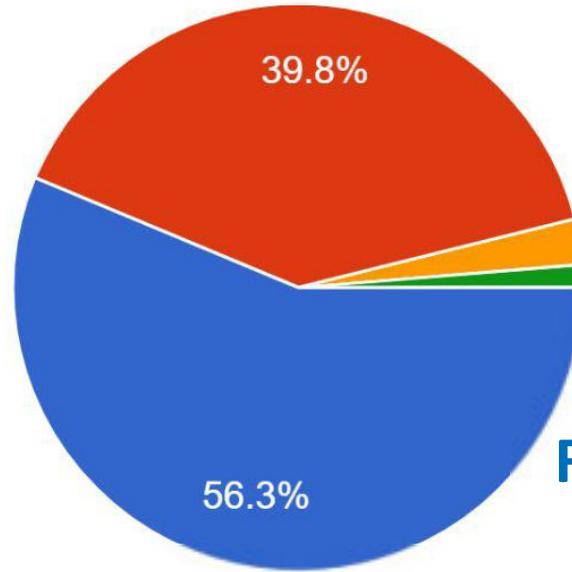
Goal 4: Ensure that at-promise scholars are making progress toward earning a high school diploma.

Should this goal continue to be included in the 2025-26 Local Control Accountability Plan (LCAP)?

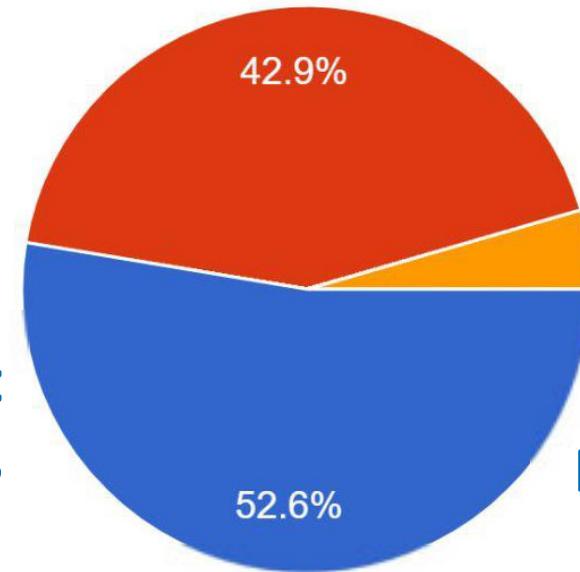
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree



Scholar Responses

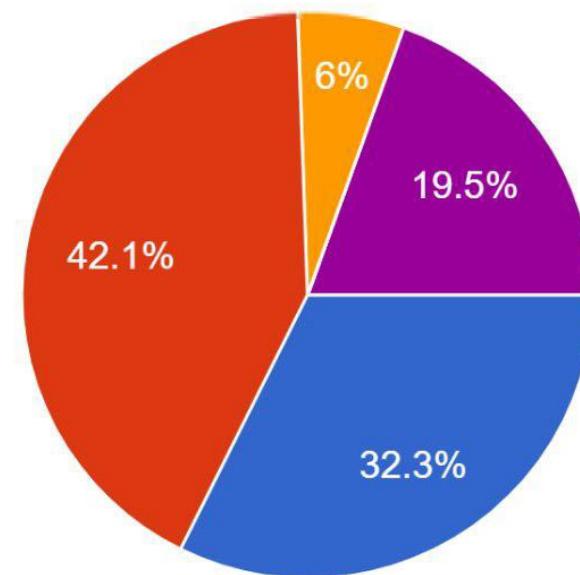
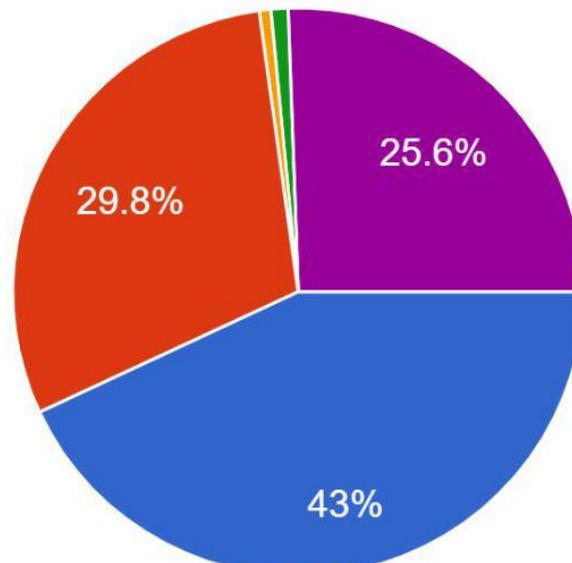
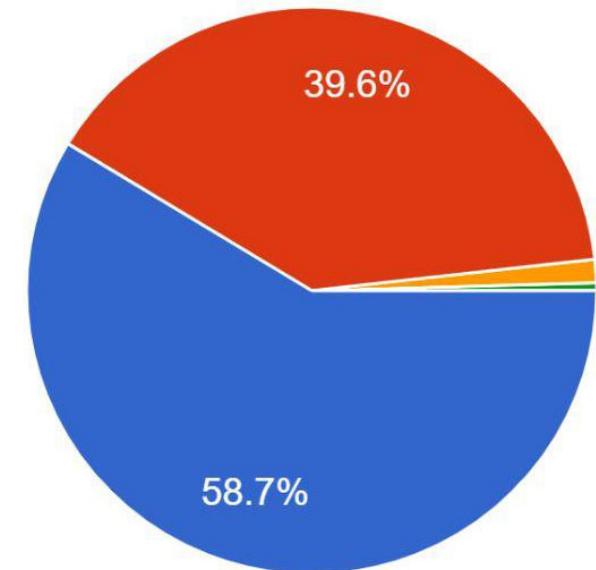


Parent Responses



Staff Responses

How well do you believe Compass is taking steps to meet this goal?



- Very Well
- Acceptable
- Poorly
- Not at All
- Not sure

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

Should this goal continue to be included in the 2025-26 Local Control Accountability Plan (LCAP)?

Scholar Responses

"Anytime they see a scholar grades drop a little they always ask if there's something they didn't understand well and always help them to bring their grades up."

"I love that compass gives me a chance to do my work and actually catch up and I'm so happy I get believed in."

"I have a disability and I think Teachers forget about kids with disability don't help me to do tests or a new test I can use, to help with my accommodation needs, to do good in my SAI classes, to help me and help other people too."

Parent Responses

"I answered 'Strongly Agree' because Compass provides strong support, patient and accessible teachers, and the necessary resources to help all scholars make consistent progress toward earning a high school diploma."

"When teachers offer Q&As, & the options program allow students to find vendors and providers that can be potential tutors, Compass is ensuring at-promise students are making progress."

"What does 'at-promise' even mean? Sounds like a euphemism for struggling students. Seems like a terrible goal if we can't even use clear language."

Staff Responses

"Our MTSS, WIT, and SST process are helping discover the scholar's barriers to learning and finding solutions to remove the barriers."

"Maintaining this goal ensures that the necessary resources—ranging from academic, social-emotional, and trauma-informed support to targeted counseling—remain focused on the students who need them most."

"I disagreed with continuing this goal as written and rated current progress as poorly because the structures in place significantly limit options for high school scholars who are considered at-promise... When pathways, schedules, or instructional options are narrowed, it reduces our ability to genuinely support diverse learners in progressing toward graduation."

LCAP Goal Comment Summary

- **The Positive/Neutral Majority:** When respondents agreed with a goal or felt Compass was doing a good job, they usually left very brief comments (1–10 words). They were satisfied, so they didn't feel the need to elaborate.
- **The Critical Minority:** When respondents were frustrated, confused, or philosophically opposed to a goal, they left highly detailed, multi-sentence (or multi-paragraph) responses.

Overall sentiment proportional breaks down:

- **Scholars:** Overwhelmingly positive. The vast majority feel supported by their teachers and counselors. The critiques (like wanting more trade school focus or feeling pressured) are a distinct but small minority.
- **Parents:** Largely positive and supportive of the school's general direction .A highly vocal minority is frustrated by the high school structure, SPED support, and forced engagement. Confusion over the term "at-promise."
- **Staff:** Critical feedback is nearly proportionate to the positive feedback. The staff are highly analytical; while they praise their colleagues (like the counseling and MTSS teams), they raise concerns about what they perceive as systemic, structural issues (like SPED caseloads and inflexible high school pathways).



Thank you.

Questions & Comments.



Coversheet

Board Policy #37: SCHOLAR USE OF TECHNOLOGY POLICY

Section: VII. Academic Services
Item: C. Board Policy #37: SCHOLAR USE OF TECHNOLOGY POLICY
Purpose: Vote
Submitted by: Greg Cohen
Related Material: Board Policy #37_ SCHOLAR USE OF TECHNO...pdf
Board Policy #37 MARK UP.pdf

BACKGROUND:

These policy revisions update old language and technologies and begin to cover the changing AI landscape, as well as reinforce appropriate behavior including logging in with school credentials, using school devices appropriately, and using compass accounts, devices and resources for academic purposes and not for nefarious or commercial purposes.

RECOMMENDATION:

Approve

SCHOLAR POLICY

Board Policy #37: SCHOLAR USE OF TECHNOLOGY POLICY

Adopted/Ratified: October 3, 2019

Revision Date:

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. Compass Charter Schools (CCS) further recognizes that Artificial Intelligence (AI) tools—such as chatbots, image generators, and writing assistants—can enhance teaching and learning when used appropriately while also introducing new risks to academic integrity and data privacy. Further, CCS offers scholars access to technologies that may include e-mail and video conferencing, and equipment, such as computers, tablets, or other multimedia hardware. CCS also offers an Internet Service Provider (ISP) limited reimbursement program to support families in need of Internet access for their scholar’s education. By its adoption of this Policy, the Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of scholar learning.

Educational Purpose

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Scholar use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Scholars and staff have a duty to use Charter School resources only in a manner specified in the Policy.

“**Educational purpose**” means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

“**Inappropriate use**” means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement, also referred to as the Acceptable Use Policy

Notice and Use

The Charter School shall notify scholars and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a scholar is authorized to use the Charter School's technological resources, the scholar and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the scholar and his/her parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. To this

end, CCS applies browser-level content filters that operate whenever a scholar is using a Compass or personal device while logged in using their school-issued Compass email address (e.g., Compass' Google Docs, YouTube). To ensure compliance, scholars using a personal device should be logged into the Chrome browser using a Chrome Profile with their school-issued email account. While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Superintendent & CEO or designee shall implement rules and procedures designed to restrict scholars' access to harmful or inappropriate matter on the Internet and to ensure that scholars do not engage in unauthorized or unlawful online activities. CCS specifically monitors scholar devices and accounts to ensure compliance with academic integrity, digital safety, and data privacy standards regarding AI, VPNs, and other emerging technologies. 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 spaces, use of AI tools, video conferencing, 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 or in any AI platform, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying as defined in the Charter School's charter. Scholars are expected to follow safe practices when using Charter School technology.

The Superintendent & CEO or designee shall provide age-appropriate instruction regarding safe, ethical and appropriate behavior for usage of AI tools and resources. This instruction includes AI literacy, helping scholars understand how AI works, its ethical implications, its appropriate and honest use, and how to critically evaluate AI-generated content for bias or inaccuracies. CCS intends for AI to be used as a helper or tool to support personalized learning and critical thinking, when appropriate, and not as a substitute for a scholar's own thinking or independent learning. 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, other scholars, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Scholar use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Superintendent & CEO or designee shall block access to such sites on Charter School computers with Internet access and reserves the right to restrict or

block access to certain AI tools or websites without prior notice when necessary to protect scholars or maintain educational integrity

The Superintendent & CEO or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising scholar use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Scholar use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Scholars who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

Acceptable Use Agreement (Acceptable Use Policy)

The Charter School believes that providing access to technology enhances the educational experience for scholars. However, scholar use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, scholars must abide by the following terms and conditions:

1. **Security.** Scholars and staff shall not impair the security of Charter School technology resources. Scholars and staff are expected to:
 - a. Use a school-approved multi-factor or two-factor authentication (MFA or 2FA) system when logging in to their school accounts in order to keep their accounts safe and secure (e.g., Clever MFA).
 - b. Login to the school-approved single sign-on (SSO) system in order to access the apps/websites they use for school, including but not limited to, Clever SSO, Google applications, YouTube.
 - c. Safeguard all personal passwords. Scholars should not share passwords with others and should change passwords frequently. Scholars are expected to notify an administrator immediately if they believe their scholar account has been compromised.
 - d. Scholars should only access technologies and web services with their school-issued account unless otherwise directed by a Compass teacher and should not 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 Compass Charter School technology resources when directed by a teacher, when technology has been designated for open scholar use (e.g., computers in the library), and for other educational purposes. Only use Compass-approved AI tools to ensure adherence to data privacy standards.
3. **Protection Measures.** While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet as no filtering system is 100% effective. Families are encouraged to remain engaged in monitoring their scholar's online activities, as system monitoring and filtering effectiveness depends partly on how accurately content creators label their videos and web content. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations

of copyright restrictions, or user mistakes, misuse or negligence. The scholar and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Scholars are provided access to the Charter School technology primarily for educational purposes. Scholars shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:
- a. Playing games or online gaming.
 - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
 - c. Installing software on Charter School equipment without the permission of an educational facilitator or other authorized Charter School staff person.
 - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
 - e. Conducting any activity that is in violation of Charter School policy or local, state or federal law.
 - f. Engaging in any activity that is harmful to anyone, including but not limited to scholars, staff and the Compass community; including but not limited to using technology or AI tools to impersonate, harass, intimidate, bully or otherwise disrupt the educational process.
 - g. Using AI to generate, edit, or answer assignments or test questions when prohibited is considered academic dishonesty and will result in disciplinary action.
 - h. Failing to disclose the use of AI in academic work or failing to properly cite AI-generated content.
 - i. Engaging in Compass school work or activities without using Compass log in credentials (e.g., scholar email).
 - j. Conducting for-profit business.
 - k. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
 - l. Using any software or proxy service to obscure either the scholar's IP address or the sites that the scholar visits.
 - m. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
 - n. Accessing or attempting to access material or systems on the network that the scholar is not authorized to access.
 - o. Education Code section 43503(d)(2) prevents third party recordings, such as those created by parents and students. Should these third parties want to record distance learning lessons, they must obtain consent from CCS prior to doing so.
5. **No Expectation of Privacy.** All users acknowledge that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to scholars for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the scholars. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine

system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the scholar is engaging in an inappropriate use.

6. **Disruptive Activity.** Scholars should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Scholars may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Users 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.
10. **Cybersecurity, Internet Safety, and Scholar Well-Being Reporting.** Scholars, parents/guardians, and staff should promptly report concerns related to online safety, technology use, or scholar well-being. Concerns involving scholar conduct, cyberbullying, inappropriate online interactions, or social-emotional well-being should be reported to the scholar's supervising teacher or a school counselor. Concerns involving internet safety or technology security—such as suspected hacking, phishing attempts, viruses, malware, or compromised accounts—should be reported to the school's Information Technology department at helpdesk@compasscharters.org. Reports made in good faith will be addressed in accordance with applicable school policies and procedures.

After reading the Scholar Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the scholar and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties.

As a user of Charter School technologies, I have read Scholar Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.

I understand that school computer, Internet and technology use is a privilege and not a right. I understand that if I violate this policy in any way, I may be subject to referral to the school's disciplinary process, which may result in suspension or removal. I understand that the parent or guardian of a minor scholar shall be liable for the replacement cost for property the Charter School loaned to the scholar that the scholar fails to return or that is willfully cut, defaced or otherwise damaged, up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A scholar over the age of majority shall be liable for the same. (Ed. Code 48904).

_____ Scholar Name (please print)	_____ Grade
_____ Scholar Signature	_____ Date
_____ Parent/Guardian Name (please print)	_____ Date
_____ Parent/Guardian Signature:	_____ Date

For School Employees Only

I have read, understand and agree to abide by the Scholar Use of Technology Policy and the Acceptable Use Agreement. I understand that the Charter School's policies, procedures, rules, and regulations which apply to scholars also apply to me as an adult user of the Charter School's technology, in addition to any separate policies governing employee use of technology.

_____ Employee Name (please print)	
_____ Employee Signature	_____ Date

SCHOLAR POLICY

Board Policy #37: ~~37~~

~~SECTION 37 – SCHOLAR POLICY – SCHOLAR USE OF TECHNOLOGY POLICY~~

Adopted/Ratified: October 3, 2019

Revision Date:

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~~ Compass Charter Schools (CCS) further recognizes that Artificial Intelligence (AI) tools—such as chatbots, image generators, and writing assistants—can enhance teaching and learning when used appropriately while also introducing new risks to academic integrity and data privacy. Further, CCS offers scholars access to technologies that may include ~~reimbursement of Internet access, electronic mail, and video conferencing~~, and equipment, such as computers, tablets, or other multimedia hardware. CCS also offers an Internet Service Provider (ISP) limited reimbursement program to support families in need of Internet access for their scholar's education. By its adoption of this Policy, the Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of scholar learning.

Educational Purpose

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Scholar use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Scholars and staff have a duty to use Charter School resources only in a manner specified in the Policy.

“**Educational purpose**” means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

“**Inappropriate use**” means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement, ~~also referred to as the Acceptable Use Policy~~

Notice and Use

The Charter School shall notify scholars and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a scholar is authorized to use the Charter School's technological resources, the scholar and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the scholar and his/her parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or

contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. To this end, CCS applies browser-level content filters that operate whenever a scholar is using a Compass or personal device while logged in using their school-issued Compass email address (e.g., Compass' Google Docs, YouTube). To ensure compliance, scholars using a personal device should be logged into the Chrome browser using a Chrome Profile with their school-issued email account. While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Superintendent & CEO or designee shall implement rules and procedures designed to restrict scholars' access to harmful or inappropriate matter on the Internet and to ensure that scholars do not engage in unauthorized or unlawful online activities. CCS specifically monitors scholar devices and accounts to ensure compliance with academic integrity, digital safety, and data privacy standards regarding AI, VPNs, and other emerging technologies. 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/spaces, use of AI tools, video conferencing, 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 or in any AI platform, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying as defined in the Charter School's charter. Scholars are expected to follow safe practices when using Charter School technology.



Scholars

The Superintendent & CEO or designee shall provide age-appropriate instruction regarding safe, ethical and appropriate behavior for usage of AI tools and resources. This instruction includes AI literacy, helping scholars understand how AI works, its ethical implications, its appropriate and honest use, and how to critically evaluate AI-generated content for bias or inaccuracies. CCS intends for AI to be used as a helper or tool to support personalized learning and critical thinking, when appropriate, and not as a substitute for a scholar's own thinking or independent learning. 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, other scholars, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Scholar use of Charter School computers to access social networking sites is not prohibited, but access is

limited to educational purposes only. To the extent possible, the Superintendent & CEO or designee shall block access to such sites on Charter School computers with Internet access, and reserves the right to restrict or block access to certain AI tools or websites without prior notice when necessary to protect scholars or maintain educational integrity

The Superintendent & CEO or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising scholar use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Scholar use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is

mandatory. Scholars who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

~~ACCEPTABLE USE AGREEMENT~~ 
(ACCEPTABLE USE POLICY)



The Charter School believes that providing access to technology enhances the educational experience for scholars. However, scholar use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, scholars must abide by the following terms and conditions:

1. **Security.** Scholars **and staff** shall not impair the security of Charter School technology resources. Scholars **and staff** are expected to:
 - a. Use a school-approved multi-factor or two-factor authentication (MFA or 2FA) system when logging in to their school accounts in order to keep their accounts safe and secure (e.g., Clever MFA).
 - b. Login to the school-approved single sign-on (SSO) system in order to access the apps/websites they use for school, including but not limited to, Clever SSO, Google applications, YouTube.
 - c. Safeguard all personal passwords. Scholars should not share passwords with others and should change passwords frequently. Scholars are expected to notify an administrator immediately if they believe their scholar account has been compromised.
 - d. ~~Access technology only with their account or with a shared account as~~ Scholars should only access technologies and web services with their school-issued account unless otherwise directed by ~~their teacher and not to a~~ Compass teacher and should not 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 Compass Charter School technology resources when directed by a teacher, when technology has been designated for open scholar use (e.g., computers in the library), and for other educational purposes.
- ~~3.~~ Only use Compass-approved AI tools to ensure adherence to data privacy standards.
4. **Protection Measures.** While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet ~~and~~ as no filtering system is 100% effective. Families are encouraged to remain engaged in monitoring their scholar’s online activities, as system monitoring and filtering effectiveness depends partly on how accurately content creators label their videos and web content. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The scholar and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.
- ~~5.~~ **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Scholars are provided access to the Charter School technology primarily for educational purposes. Scholars shall not

use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:

- a. Playing games or online gaming.
- b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
- c. Installing software on Charter School equipment without the permission of an educational facilitator or other authorized Charter School staff person.
- d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
- e. Conducting any activity that is in violation of Charter School policy or local, state or federal law.
- f. Engaging in any activity that is harmful to ~~other scholar(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process~~ anyone, including but not limited to scholars, staff and the Compass community; including but not limited to using technology or AI tools to impersonate, harass, intimidate, bully or otherwise disrupt the educational process.
- g. Using AI to generate, edit, or answer assignments or test questions when prohibited is considered academic dishonesty and will result in disciplinary action.
- h. Failing to disclose the use of AI in academic work or failing to properly cite AI-generated content.
- i. Engaging in Compass school work or activities without using Compass log in credentials (e.g., scholar email).
- j. Conducting for-profit business.
- k. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
- l. Using any software or proxy service to obscure either the scholar's IP address or the sites that the scholar visits.
- m. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
- n. Accessing or attempting to access material or systems on the network that the scholar is not authorized to access.
- o. Education Code section 43503(d)(2) prevents third party recordings, such as those created by parents and students. Should these third parties want to record distance learning lessons, they must obtain consent from CCS prior to doing so.

6. **No Expectation of Privacy.** ~~Scholar acknowledges~~ All users acknowledge that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to scholars for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the scholars. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the scholar is engaging in an inappropriate use.

7. **Disruptive Activity.** Scholars should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

- ~~8.~~ **Unauthorized Networks.** Scholars may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
- ~~9.~~ **Consequences of Inappropriate Use.** ~~Scholars~~ **Users** who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Charter School Policy and applicable laws.
- ~~10.~~ **Technology Systems/Equipment Care.** Scholars are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.
- 11. Cybersecurity, Internet Safety, and Scholar Well-Being Reporting.** Scholars, parents/guardians, and staff should promptly report concerns related to online safety, technology use, or scholar well-being. Concerns involving scholar conduct, cyberbullying, inappropriate online interactions, or social-emotional well-being should be reported to the scholar's supervising teacher or a school counselor. Concerns involving internet safety or technology security—such as suspected hacking, phishing attempts, viruses, malware, or compromised accounts—should be reported to the school's Information Technology department at helpdesk@compasscharters.org. Reports made in good faith will be addressed in accordance with applicable school policies and procedures.

After reading the Scholar Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the scholar and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties.

As a user of Charter School technologies, I have read Scholar Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.

I understand that ~~computer~~ school computer, Internet and technology use is a privilege and not a right. I understand that if I violate this policy in any way, I ~~will~~ may be subject to ~~a referral and possible suspension~~ referral to the school's disciplinary process, which may result in suspension or removal. I understand that the parent or guardian of a minor scholar shall be liable for the replacement cost for property the Charter School loaned to the scholar that the scholar fails to return or that is willfully cut, defaced or otherwise damaged, up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A scholar over the age of majority shall be liable for the same. (Ed. Code 48904).

Scholar Name (please print): _____ ~~Grade: _____~~ Grade: _____

Scholar Signature: _____
_____ Date: _____

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____ Date: _____

For School Employees Only

I have read, understand and agree to abide by the Scholar Use of Technology Policy and the Acceptable Use Agreement. I understand that the Charter School's policies, procedures, rules, and regulations which apply to scholars also apply to me as an adult user of the Charter School's technology, in addition to any separate policies governing employee use of technology.

Employee Signature: _____

Employee Name (Please Print): _____

Coversheet

Renaissance Learning Quote

Section: VII. Academic Services
Item: D. Renaissance Learning Quote
Purpose: Vote
Submitted by: Erin Smith
Related Material: Compass Charter Schools Ren. Quote.pdf

BACKGROUND:

This contract covers one year of continuing and expanded service:

- EduClimber, Software License (2400 quantity)
- EduClimber Onboarding Custom Data Integration (1)
- Nearpod Instructional Suite (1875 quantity)
- Nearpod English Learner Program (1875 Quantity)
- Nearpod 21st Century Readiness Program (custom) (1875 Quantity)
- Freckle ELA/Math/Science/Social Studies (1875 Quantity)
- Star Comprehensive Suite with SAEBRS (2300 Quantity) Platform (3)
- Lalilo (200 Quantity)
- Flocabulary Plus (1875 Quantity)

Compass researched other vendors and determined, based on pricing, services, and data-consistency; Renaissance is still the most appropriate choice.

Renaissance

See Every Student.

Quote Summary

Compass Charter Schools - 6941085

Renaissance is pleased to offer Compass Charter Schools solutions designed to accelerate learning for children of all ability levels. The solution custom suited to your teachers and students is made of the following:

- Products (8/1/2026 - 7/31/2027)
 - EduClimber, Software License (2400 quantity)
 - Champions Academy Package
 - System Management Workshop
 - EduClimber Onboarding
 - Custom Data Integration (1)
 - Nearpod Instructional Suite (1875 quantity)
 - Nearpod English Learner Program (1875 Quantity)
 - Nearpod 21st Century Readiness Program (custom) (1875 Quantity)
 - Freckle ELA/Math/Science/Social Studies (1875 Quantity)
 - Star Comprehensive Suite with SAEBRS (2300 Quantity)
 - Platform (3)
 - Lalilo (200 Quantity)
 - Flocabulary Plus (1875 Quantity)

Costs:

Quote Summary
Quote Numbers: Q-319668 v 10 + Q-403345 v 4
Student Count: 2,400
Cost: \$109,298.80 + \$32,970.24
Total Cost: \$142,269.04

**Pricing is based on the quantities ordered per product. If quantities change, pricing will also change. Additional per student subscriptions added mid-term will be invoiced based on the remaining term of the subscription.*

By signing below, Customer:

- acknowledges that the Person signing this Quote is authorized to do so;
- agrees that this Quote, any other quotes issued to Customer during the Subscription Period, and Customer and its Authorized Users' access to and use of the Products and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R62416.pdf> which are incorporated herein by reference;

© 2023 Renaissance Learning, Inc. All rights reserved. | www.renaissance.com

All logos, designs, and brand names for Renaissance's products and services are trademarks of Renaissance Learning, Inc., and its subsidiaries, registered, common law, or pending registration in the United States.

1
R63279.231128

- acknowledges receipt of the Notice of Renaissance's Practices Relating to Children's Online Privacy <https://docs.renaissance.com/R63870> directed to you as the school official responsible for authorizing the use of the Renaissance Products and Services in the educational context; and,
- consents on behalf of parents/legal guardians to the collection, use, and disclosure of the personal information of children under the age of 13 with respect to use of the Renaissance Products and Services, as described in Renaissance's Children's Online Privacy Notice <https://docs.renaissance.com/R63871>

To accept this offer and place an order, please sign and return this Summary.

Renaissance will issue an invoice for this Quote on the earlier of (a) the date You specify below, or (b) the day before Your Subscription Period starts (Invoice Date). If You require a purchase order, You agree to provide one to Renaissance at least 15 days before the Invoice Date. You also agree to pay the invoice within 30 days of the Invoice Date.

Please check here if your organization requires a purchase order prior to invoicing: []

Renaissance Learning, Inc.	
By: 	By:
Name: Ted Wolf	Name:
Title: Senior Vice President Global Controller	Title:
Date:	Date:
	Invoice Date:

Email: electronicorders@renaissance.com

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Bill To:

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional Development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

© 2023 Renaissance Learning, Inc. All rights reserved. | www.renaissance.com

All logos, designs, and brand names for Renaissance's products and services are trademarks of Renaissance Learning, Inc., and its subsidiaries, registered, common law, or pending registration in the United States.

2
R63279.231128

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021, New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves—only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom—transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

Coversheet

2026-27 Master Agreement and Acknowledgment of Responsibilities

Section: VII. Academic Services
Item: E. 2026-27 Master Agreement and Acknowledgment of Responsibilities
Purpose: Vote
Submitted by: Greg Cohen
Related Material: 26_27 MA and AOR (Master Agreement and ...pdf
Markup of 26_27 MA and AOR (Master Agre...pdf

BACKGROUND:

Memorandum: Revised Acknowledgement of Responsibilities (AOR)

Purpose: To present the revised AOR for Scholars, Parents, and Credentialed Teachers. These updates ensure our school remains fully aligned with recent California Education Code shifts regarding non-classroom-based (NCB) independent study and strengthen our internal accountability measures.

Executive Summary of Changes

Legal & Residency Compliance: Added explicit residency requirements and a new 10-day notice "Temporary Out of County" protocol to mitigate civil liability and protect funding (CA Ed Code § 51747.3).

Engagement Standards: Mandated weekly assignment submissions and a 3-day turnaround for requested work to meet state expectations for "satisfactory educational progress."

Virtual Presence & Digital Safety: Formalized "Camera On" requirements for synchronous meetings and state testing. Mandated the exclusive use of Compass-assigned digital accounts to protect data and scholar safety.

Standardized Oversight: Updated terminology (e.g., *School Pathways* and *Assignment Work Records*) to hold teachers and parents to a verifiable standard of documentation.

Disciplinary Transparency: Added the Independent Study Evaluation (ISE) as a required due-process prerequisite prior to involuntary withdrawal.

Summary of AOR Updates by Role

1. Scholar Responsibilities

Academic Engagement: Must submit assignments aligned to standards weekly. Any requested in-progress or completed work must be turned in within three (3) days.

Virtual Presence: Cameras must be on during state assessments, for at least one virtual meeting per learning period, and during other required activities.

Conduct & Tech Safety: Conduct expectations now explicitly cover *all* virtual and in-person interactions. Scholars must exclusively use Compass-assigned emails, accounts, and devices.

Disciplinary Action: Failure to participate in re-engagement may result in an ISE, which can lead to involuntary withdrawal.

(Note: "EL curriculum" updated to "English Language Development (ELD) curriculum" with an approved local service provider).

2. Parent/Guardian Responsibilities

Residency & Travel: Must reside in a Compass-authorized county; falsification risks withdrawal or civil liability. For travel exceeding 10 days (but under 4 months), parents must submit a temporary out-of-county form at least 10 days prior to departure.

Academic Oversight: Must ensure the scholar meets weekly submission and 3-day turnaround requirements. Must ensure EL and Intervention progress is documented weekly in School Pathways. Curriculum choices are restricted to Compass-approved options.

Engagement & Conduct: Must attend *all* requested meetings (not just regular virtual connections), support the scholar's camera use, and maintain appropriate conduct in all Compass communications. Parents are also now responsible for their role in the scholar's 504 plan.

Technology & Security: Must actively monitor the scholar's cyber-security, as school filters are not flawless. Acknowledges that school property rules include all devices and equipment.

Disciplinary Action: Subject to the same ISE and involuntary withdrawal warnings as the scholar.

3. Credentialed Teacher Responsibilities

Academic Management: Documentation is now referred to as an "Assignment Work Record" (formerly Personalized Learning Plan). Teachers are responsible for setting due dates, evaluating all completed assignments, and determining standards mastery.

System Oversight: Must ensure EL and Intervention progress is documented weekly in School Pathways.

Compliance: Must ensure all curriculum is Compass-approved and continue to implement 504 plans exactly as written.

RECOMMENDATION:

It is recommended that the Board review and approve the updated Acknowledgement of Responsibilities for the 2026-27 school year.



lc_id

Master Agreement for Independent Study

Student: student_name
Student Number: st_number
Address: street1
Location: citystatezip
1st Phone Number: homephone
DOB: mm/dd/yyyy
Program Placement: tr_gradtypes_id

Contract Term: contractterm
Beginning Date: 08/26/2026
End Date: 06/08/2027
Year: 2026 - 2027
2nd Phone Number: cellphone
Grade Level: XX
School for Classroom Option: altschool

It is understood that:

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

Manner of Reporting:

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

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

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

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

Objectives:

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

Methods of Study:

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

Methods of Evaluation:

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

Specific Resources:

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

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

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

1. The Superintendent or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete five (5) assignments in a period of twenty-seven (27) school days.
 - b. A scholar’s educational progress falls below satisfactory levels as determined by the Charter School’s Scholar Study Team Policy and Missed Assignment Policy which considers ALL of the following indicators:
 - i. Achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. Failure to engage in any schoolwork for a cumulative period of five (5) school days in a 27 day period
 - iii. Completion of assignments, assessments, or other indicators that show evidence that the pupil is working on assignments.
 - iv. Learning required concepts, as determined by the supervising teacher.
 - v. Progress toward successful completion of the course of study or individual course, as determined by the supervising teacher. The Charter School may also consider the following in determining satisfactory progress:
 1. The required diagnostic assessment which is administered three times per year; or
 2. Scholars’ semester grades as determined by the teacher of record; or
 3. Data gathered during monthly Connections Meetings.
 4. Attendance in required Special Education services.

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

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

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

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

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

Statement of Academic and Other Supports for Special Populations:

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

federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all scholars with disabilities.

Voluntary Statement:

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

Scholar-Parent-Educator Conference:

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

Signatures and Dates:

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

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

Pupil Signature _____ Date _____

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

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

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

Date

Certificated employee designated as having
responsibility for the special education
programming of the pupil as applicable
Signature

Date

DRAFT



lc_id Acknowledgement of Responsibilities

Student: student_name	Contract Term: contractterm
Student Number: st_number	Beginning Date: 08/26/2026
Address: street1	End Date: 06/08/2027
Location: citystatezip	Year: 2026 - 2027
1st Phone Number: homephone	2nd Phone Number: cellphone
DOB: mm/dd/yyyy	Grade Level: XX
Program Placement: tr_gradtypes_id	School for Classroom Option: altschool

I, the scholar, agree to the following:

- I am responsible for the terms as outlined in the Master Agreement.
- I am responsible for completing the coursework, as outlined in the Master Agreement, that is assigned to me by the teacher or teachers of record each learning period.
- I will submit assignments aligned to assigned standard(s) weekly, and/or by due dates assigned by the ST. In addition, I will turn in any and all requested in-progress and/or fully completed assignments, if requested, within three (3) days of request.
- I will conduct myself in a respectful, responsible, and safe manner in all Compass interactions and communications, including but not limited to in-person and virtual functions.
- I will request support from my supervising teacher, education specialist (if applicable), school counselor (if applicable), and tutors (if applicable), as needed.
- I will complete all required school assessments, within the timeline, including the following: Alternate Local Assessment, benchmark assessments, and course assessments (as applicable).
- I will complete all state level assessments that apply to me, which include: CAASPP, CAA, CAST, PFT, and ELPAC, and my camera will be on when required.
- I will attend, at minimum, one virtual meeting with my supervising teacher per learning period, with my camera on.
- I understand that having my camera on is required for some school activities.
- I will come to all scheduled meetings prepared to discuss my learning and academic progress.
- I will attend all scheduled synchronous instruction sessions.
- [Scholars with Individualized Education Programs (IEPs)] I will attend all scheduled SAI and related services offered in my IEP.
- [Scholars designated as English Learners] I will utilize the required English Language Development (ELD) curriculum and attend all scheduled live ELD sessions with my EL Tutor or approved local service provider.
- [Scholars identified as needing tiered intervention support/tutoring] I will attend all scheduled intervention and tiered support live sessions with my Intervention Tutor, and/or Intervention Resource Specialist, or local service provider.
- [Scholars taking A-G high school courses] I will engage in at least one hour per week per high school subject of interactive instruction and/or academic tutoring/advising.
- I will exclusively use only my Compass-assigned school email address and accounts—as well as devices, when provided and available to me—for all school-related activities.
- I understand that failure to fulfill the Master Agreement obligations, included but not limited to the above responsibilities, or attend required sessions will result in additional support through the tiered re-engagement process. Lack of participation in this process may result in an Independent Study Evaluation (ISE) which can lead to an involuntary withdrawal from Compass.

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

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

- My scholar's participation in this independent study program is voluntary.

- I am responsible for the facilitation of learning and/or monitoring of all subjects/courses outlined in the Master Agreement. I will communicate with my scholar's supervising teacher, education specialist (if applicable), school counselor (if applicable), and tutors (if applicable) in a timely and effective way.
- I will notify CCS within five (5) business days if there is a change in contact information. Scholars must reside within counties Compass is legally authorized to serve (CA Ed Code § 51747.3). Falsifying residency or any documentation can lead to involuntary withdrawal from the program (EC § 47605(c)(5)(J)(iii)) or civil liability.
- I will conduct myself in a respectful, responsible, and safe manner in all Compass interactions and communications, including but not limited to in-person and virtual functions.
- I understand that my participation in school functions is a privilege that can be revoked if my behavior is not acceptable.
- I will not use harassing or threatening language or profanity in any communications with Compass staff including posting on official school social media platforms.
- I am responsible for monitoring the academic progress of my scholar as determined by the supervising teacher.
- My scholar will complete all required school assessments, within the timeline, including the following: Alternate Local Assessment, benchmark assessments, and course assessments (as applicable).
- I will ensure my scholar submits assignments aligned to assigned standard(s) weekly, and/or by due dates assigned by the ST. In addition, I will turn in any and all requested in-progress and/or fully completed assignments, if requested, within three (3) days of request.
- I understand the expectations and requirements of a scholar's camera use, as described above, and will ensure and support its use as appropriate.
- My scholar will complete all applicable state level assessments, which include: CAASPP, CAA, CAST, PFT, and ELPAC.
- I am responsible for the transportation of my scholar to school assessments and engagement events. Transportation and reimbursement of such are not provided as part of this agreement/program unless otherwise required by law.
- I will request support from my scholar's supervising teacher, education specialist (if applicable), school counselor (if applicable), and tutors (if applicable), as necessary.
- I will attend all requested meetings, including but not limited to, required virtual connection meetings with Compass staff and will come prepared to discuss my scholar's learning and academic progress.
- I will complete my scholar's activity log daily.
- I will provide completed assignments as required and as requested by my scholar's supervising teacher.
- Upon disenrollment, withdrawal, or the designated due date, I will return all school-purchased, "non-consumable" materials to Compass within one (1) week (CA Ed Code § 51747.3). All "non-consumable" materials—including but not limited to devices and equipment—are the property of Compass and are on loan to my scholar while enrolled in Compass. If any materials are damaged or lost, I may be required to pay the value at the time of loss of such items.
- My scholar will exclusively use only their Compass-assigned school email address and accounts—as well as devices, when provided and available to them—for all school-related activities.
- I will be actively involved in monitoring my scholar's online activities and use of web services, as securities and protections built into Compass devices and digital systems are not guaranteed to work flawlessly.
- I will ensure I follow Compass' residency policy, as described in the handbook, including notifying Compass if I will be out of the county for more than (10) days.
- I understand that my scholar is required to have a report card as part of their permanent academic record. I understand that my scholar's CAASPP scores will be placed in their cumulative file.
- I understand that my selection of curriculum is limited to that which is Compass approved and in alignment with the courses indicated in the Master Agreement.
- [Parents of scholars designated as English Learners] I will ensure my scholar completes the ELPAC as required by law, will utilize the required ELD curriculum and attend live ELD sessions. I will ensure attendance and progress with an approved local service provider is documented weekly in School Pathways.
- [Parents of scholars with IEPs] I will ensure my scholar attends all scheduled SAI and related services offered in the IEP.
- [Parents of scholars identified as needing tiered intervention support/tutoring] I will ensure my scholar attends all scheduled intervention and tiered support live sessions with their Intervention Tutor, Intervention Resource Specialist, or, if using a approved local service provider, will ensure attendance and progress is documented weekly in School Pathways.
- [Parents of scholars with 504s] I will ensure the 504 plan is implemented as written.
- [Parents of Options Scholars] I understand that Compass educational support funds are provided to adequately access and engage in the courses outlined on the master agreement and to support my scholar's personalized and unique education needs while abiding by the legal and appropriate use of state funds.
- [Parents of Options scholars using supplemental support from a community provider] I understand that the community provider does not replace my responsibility for the day-to-day instruction or ensure that my scholar is learning and progressing.

- [Parents of scholars in grade 12] My scholar will be deemed a Cal Grant applicant with the California Student Aid Commission (CA Ed Code § 69432.9). I understand that Compass will submit grade point averages to the Commission by October 1st of the scholar's 12th grade year. Parents of scholars under 18 years of age, or scholars age 18 and older, who would like to opt-out must send written notification to the Records Department prior to February 1st of the scholar's 11th grade year.
- I understand that CA Ed Code § 51225.7 requires each 12th grade scholar to complete and submit a FAFSA or CADAA unless the scholar is determined to be exempt or an opt-out form is completed by a legally emancipated scholar, a scholar who is 18 years or older, a legal guardian, or parent, or a local educational agency on a scholar's behalf.
- I understand that failure to fulfill the Master Agreement obligations, included but not limited to the above responsibilities, or attend required sessions will result in additional support through the tiered re-engagement process. Lack of participation in this process may result in an Independent Study Evaluation (ISE) which can lead to an involuntary withdrawal from Compass.

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

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

- The oversight of independent study in accordance with state law, Compass Charter Schools' policy, and regulations.
- I will support and facilitate scholar success and the school's mission and vision.
- I will facilitate and support the parent in the daily teaching and monitoring of all subjects/courses outlined in the Master Agreement and on the Assignment Work Record.
- I will effectively communicate with the parent(s) and scholar(s) on my roster.
- I will uphold the Compass ARTIC values.
- I will schedule and facilitate virtual meetings with the scholar and parent/guardian/caregiver and will come prepared to discuss the scholar's learning and academic progress.
- Upon the scholar's disenrollment or withdrawal, I will notify the parent/guardian/caregiver of the materials required to be returned.
- I am responsible for the assignment, supervision, and assessment of grade-level standards-based coursework and the setting of their due dates.
- I am responsible for the evaluation of all assignments, the determination of standards mastery, and will grade and report this information for inclusion in the scholar's permanent record.
- I am responsible for the establishment, completion, and maintenance of necessary documentation, reports, and records.
- I will participate in the administration of the school and state-mandated tests, as required.
- I am responsible for the selection and processing of completed scholar assignments.
- [Supervising Teachers of scholars designated as English Learners] I will ensure my scholar completes the ELPAC as required by law, will utilize the required EL curriculum, and attend live ELD sessions. I will ensure attendance and progress with an approved local service provider is documented weekly in School Pathways.
- [Supervising Teachers of scholars with IEPs] I will ensure that the IEP accommodations and modifications are implemented and support scholar attendance for scheduled services as appropriate.
- [Special education case managers/education specialist] I will ensure my scholar attends all scheduled services provided according to the scholar's IEP.
- [Supervising Teachers of scholars with 504s] I will ensure the 504 plan is implemented as written.
- [Supervising Teachers of scholars identified as needing tiered intervention support/tutoring] I will ensure my scholar attends all scheduled intervention and tiered support live sessions with their Intervention Tutor or Resource Specialist, or, if using a local service provider, will ensure attendance and progress is documented weekly in School Pathways.
- I will ensure educational support funds and/or supplemental materials support each scholar's unique needs while abiding by the appropriate use of state funds.
- [Supervising Teachers of Options scholars] I will ensure that an effective curriculum is in place for all core subjects before non-core activities are funded through educational support funds.
- [Supervising Teachers of Options scholars] I will ensure that all curriculum selected is Compass approved and in alignment with the courses indicated in the Master Agreement.

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

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

Pupil Signature

Date

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

Date

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

Date

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

Date

Certificated employee designated as having

responsibility for the special education
programming of the pupil as applicable Signature Date

DRAFT



Ic_id Master Agreement for Independent Study

Student: student_name	Contract Term: contractterm
Student Number: st_number	Beginning Date: 03/06/2026
Address: street1	End Date: 03/06/2026
Location: citystatezip	Year: schoolyear
1st Phone Number: homephone	2nd Phone Number: cellphone
DOB: 03/06/2026	Grade Level:
Program Placement: tr_gradtypes_id	School for Classroom Option: altschool

It is understood that:

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

Manner of Reporting:

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

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

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

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

Objectives:

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

Methods of Study:

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

Methods of Evaluation:

Academic evaluation of the scholar's completed work equivalent to the number of days in each Learning Period is designated on the Assignment and Work Record (AWR). Examples of acceptable methods of evaluation include but are not limited to: Teacher- Made Assessments, Scholar Conferences, Progress/Report Cards, Chapter/Unit Tests,

Observations, Portfolios, State Standards Testing (California Assessment of Student Performance and Progress, California Science Test, Physical Fitness Test, and other related tests), Learning Journals, Presentations, Internal Diagnostic Assessments, Quizzes, Labs, and Final Exams.

Specific Resources:

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

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

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

1. The Superintendent or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete five (5) assignments in a period of twenty-seven (27) school days.
 - b. A scholar's educational progress falls below satisfactory levels as determined by the Charter School's Scholar Study Team Policy and Missed Assignment Policy which considers ALL of the following indicators:
 - i. Achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. Failure to engage in any schoolwork for a cumulative period of five (5) school days in a 27 day period
 - iii. Completion of assignments, assessments, or other indicators that show evidence that the pupil is working on assignments.
 - iv. Learning required concepts, as determined by the supervising teacher.
 - v. Progress toward successful completion of the course of study or individual course, as determined by the supervising teacher. The Charter School may also consider the following in determining satisfactory progress:
 1. The required diagnostic assessment which is administered three times per year; or
 2. Scholars' semester grades as determined by the teacher of record; or
 3. Data gathered during monthly Connections Meetings.
 4. Attendance in required Special Education services.

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

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

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

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

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

Statement of Academic and Other Supports for Special Populations:

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

Voluntary Statement:

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

Scholar-Parent-Educator Conference:

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

Signatures and Dates:

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature.

The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

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

Pupil Signature Date

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

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

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

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

Student: student_name	Contract Term: contractterm
Student Number: st_number	Beginning Date: 03/06/2026
Address: street1	End Date: 03/06/2026
Location: citystatezip	Year: schoolyear
1st Phone Number: homephone	2nd Phone Number: cellphone
DOB: 03/06/2026	Grade Level:
Program Placement: tr_gradtypes_id	School for Classroom Option: altschool

Acknowledgement of Responsibilities

I, the scholar, agree to the following:

- I am responsible for the terms as outlined in the Master Agreement.
- I am responsible for completing the coursework, as outlined in the Master Agreement, that is assigned to me by the teacher or teachers of record each learning period.
- I will submit assignments aligned to assigned standard(s) weekly, and/or by due dates assigned by the ST. In addition, I will turn in any and all requested in-progress and/or fully completed assignments, if requested, within three (3) days of request.
- I will conduct myself in a respectful, responsible, and safe manner in all Compass interactions and communications, including but not limited to in-person and virtual functions.
- I will request support from my supervising teacher, education specialist (if applicable), school counselor (if applicable), and tutors (if applicable), as needed.
- I will complete all required school assessments, within the timeline, including the following: Alternate Local Assessment, benchmark assessments, and course assessments (as applicable).
- I will complete all state level assessments that apply to me, which include: CAASPP, CAA, CAST, PFT, and ELPAC, and my camera will be on when required.
- I will attend, at minimum, one virtual meeting with my supervising teacher per learning period, with my camera on.
- I understand that having my camera on is required for some school activities.
- I will come to all scheduled meetings prepared to discuss my learning and academic progress.
- I will attend all scheduled synchronous instruction sessions.
- [Scholars with Individualized Education Programs (IEPs)] I will attend all scheduled SAI and related services offered in my IEP.
- [Scholars designated as English Learners] I will utilize the required English Language Development (ELD) curriculum, and attend all scheduled live ELD sessions with my EL Tutor or approved local service provider.
- [Scholars identified as needing tiered intervention support/tutoring] I will attend all scheduled intervention and tiered support live sessions with my Intervention Tutor, and/or Intervention Resource Specialist, or local service provider.
- [Scholars taking A-G high school courses] I will engage in at least one hour per week per high school subject of interactive instruction and/or academic tutoring/advising.
- I will exclusively use only my Compass-assigned school email address and accounts—as well as devices, when provided and available to me—for all school-related activities.
- I understand that failure to fulfill the Master Agreement obligations, included but not limited to the above responsibilities or attend required sessions will result in additional support through the tiered re-engagement process. Lack of participation in this process may result in an Independent Study Evaluation (ISE) which can lead to an involuntary withdrawal from Compass.

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

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

- My scholar's participation in this independent study program is voluntary.
- I am responsible for the facilitation of learning and/or monitoring of all subjects/courses outlined in the Master Agreement. I will communicate with my scholar's supervising teacher, education specialist (if applicable), school counselor (if applicable), and tutors (if applicable) in a timely and effective way.
- I will notify CCS within five (5) business days if there is a change in contact information. [Scholars must reside within counties Compass is legally authorized to serve \(CA Ed Code § 51747.3\). Falsifying residency or any documentation can lead to involuntary withdrawal from the program \(EC § 47605\(c\)\(5\)\(J\)\(iii\)\) or civil liability.](#)
- I will conduct myself in a respectful, responsible, and safe manner [at all Compass interactions and communications, including but not limited to in-person and virtual functions.](#)
- ~~I understand that my participation in school functions is a privilege that can be revoked if my behavior is not acceptable.~~
- I will not use harassing or threatening language or profanity in any communications with Compass staff including posting on official school social media platforms.
- I am responsible for monitoring the academic progress of my scholar as determined by the supervising teacher.
- My scholar will complete all required school assessments, within the timeline, including the following: Alternate Local Assessment, benchmark assessments, and course assessments (as applicable).
- [I will ensure my scholar submits assignments aligned to assigned standard\(s\) weekly, and/or by due dates assigned by the ST. In addition, I will turn in any and all requested in-progress and/or fully completed assignments, if requested, within three \(3\) days of request.](#)
- [I understand the expectations and requirements of a scholar's camera use, as described above, and will ensure and support its use as appropriate.](#)
- [My scholar will complete all applicable state level assessments, which include: CAASPP, CAA, CAST, PFT, and ELPAC.](#)
- I am responsible for the transportation of my scholar to school assessments and engagement events. Transportation and reimbursement of such are not provided as part of this agreement/program unless otherwise required by law.
- I will request support from my scholar's supervising teacher, education specialist (if applicable), school counselor (if applicable), and tutors (if applicable), as necessary.
- [I will attend all requested meetings, including but not limited to, required virtual connection meetings with Compass staff and will come prepared to discuss my scholar's learning and academic progress.](#)
- I will complete my scholar's activity log daily.
- I will provide completed assignments as required and as requested by my scholar's supervising teacher.
- [Upon disenrollment, withdrawal, or the designated due date, I will return all school-purchased, "non-consumable" materials to Compass within one \(1\) week \(CA Ed Code § 51747.3\). All "non-consumable" materials—including but not limited to devices and equipment—are the property of Compass and are on loan to my scholar while enrolled in Compass. If any materials are damaged or lost, I may be required to pay the value at the time of loss of such items.](#)
- [My scholar will exclusively use only their Compass-assigned school email address and accounts—as well as devices, when provided and available to them—for all school-related activities.](#)
- [I will be actively involved in monitoring my scholar's online activities and use of web services, as securities and protections built into Compass devices and digital systems are not guaranteed to work flawlessly.](#)
- [I will ensure I follow Compass' residency policy, as described in the handbook, including notifying Compass if I will be out of the county for more than \(10\) days.](#)
- I understand that my scholar is required to have a report card as part of their permanent academic record. I understand that my scholar's CAASPP scores will be placed in their cumulative file.
- [I understand that my selection of curriculum is limited to that which is Compass approved and in alignment with the courses indicated in the Master Agreement.](#)
- [\[Parents of scholars designated as English Learners\] I will ensure my scholar completes the ELPAC as required by law, will utilize the required ELD curriculum and attend live ELD sessions. I will ensure attendance and progress with an approved local service provider is documented weekly in School Pathways.](#)
- [\[Parents of scholars with IEPs\] I will ensure my scholar attends all scheduled SAI and related services offered in](#)

the IEP.

- [Parents of scholars identified as needing tiered intervention support/tutoring] I will ensure my scholar attends all scheduled intervention and tiered support live sessions with their Intervention Tutor, Intervention Resource Specialist, [or, if using a approved local service provider, will ensure attendance and progress is documented weekly in School Pathways.](#)
- [Parents of scholars with 504s] I will ensure the 504 plan is implemented as written.
- [Parents of Options Scholars] I understand that Compass educational support funds are provided to adequately access and engage in the courses outlined on the master agreement and to support my scholar's personalized and unique education needs while abiding by the legal and appropriate use of state funds.
- [Parents of Options scholars using supplemental support from a community provider] I understand that the community provider does not replace my responsibility for the day-to-day instruction or ensure that my scholar is learning and progressing.
- [Parents of scholars in grade 12] My scholar will be deemed a Cal Grant applicant with the California Student Aid Commission ([CA Ed Code § 69432.9](#)). I understand that Compass will submit grade point averages to the Commission by October 1st of the scholar's 12th grade year. Parents of scholars under 18 years of age, or scholars age 18 and older, who would like to opt-out must send written notification to the Records Department prior to February 1st of the scholar's 11th grade year.
 -
- I understand that [CA Ed Code § 51225.7](#) requires each 12th grade scholar to complete and submit a FAFSA or CADAA unless the scholar is determined to be exempt or an opt-out form is completed by a legally emancipated scholar, a scholar who is 18 years or older, a legal guardian, or parent, or a local educational agency on a scholar's behalf.
- I understand that failure to fulfill the Master Agreement obligations, included but not limited to the above responsibilities, or attend required sessions will result in additional support through the tiered re-engagement process. [Lack of participation in this process may result in an Independent Study Evaluation \(ISE\) which can lead to an involuntary withdrawal from Compass.](#)

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

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

- The oversight of independent study in accordance with state law, Compass Charter Schools' policy, and regulations.
- I will support and facilitate scholar success and the school's mission and vision.
- I will facilitate and support the parent in the daily teaching and monitoring of all subjects/courses outlined in the Master Agreement and on the [Assignment Work Record](#).
- I will effectively communicate with the parent(s) and scholar(s) on my roster.
- I will uphold the Compass ARTIC values.
- I will schedule and facilitate virtual meetings with the scholar and parent/guardian/caregiver and will come prepared to discuss the scholar's learning and academic progress.
- Upon the scholar's disenrollment or withdrawal, I will notify the parent/guardian/caregiver of the materials required to be returned.
- [I am responsible for the assignment, supervision, and assessment of grade-level standards-based coursework and the setting of their due dates.](#)
- I am responsible for [the evaluation of all assignments, the determination of standards mastery, and will grade](#) and report this information for inclusion in the scholar's permanent record.
- I am responsible for the establishment, completion, and maintenance of necessary documentation, reports, and records.
- I will participate in the administration of the school and state-mandated tests, as required.
- I am responsible for the selection and processing of completed [scholar assignments](#).

- [Supervising Teachers of scholars designated as English Learners] I will ensure my scholar completes the ELPAC as required by law, will utilize the required EL curriculum, and attend live ELD sessions. [I will ensure attendance and progress with an approved local service provider is documented weekly in School Pathways.](#)
 - [Supervising Teachers of scholars with IEPs] I will ensure that the IEP accommodations and modifications are implemented and support scholar attendance for scheduled services as appropriate.
 - [Special education case managers/education specialist] I will ensure my scholar attends all scheduled services provided according to the scholar’s IEP.
 - [Supervising Teachers of scholars with 504s] I will ensure the 504 plan is implemented as written.
 - [Supervising Teachers of scholars identified as needing tiered intervention support/tutoring] I will ensure my scholar attends all scheduled intervention and tiered support live sessions with their Intervention Tutor or Resource Specialist, [or, if using a local service provider, will ensure attendance and progress is documented weekly in School Pathways.](#)
 - I will ensure educational support funds and/or supplemental materials support each scholar's unique needs while abiding by the appropriate use of state funds.
 - [Supervising Teachers of Options scholars] I will ensure that an effective curriculum is in place for all core subjects before non-core activities are funded through educational support funds.
 - [Supervising Teachers of Options scholars] I will ensure that all curriculum selected is [Compass approved](#) and in alignment with the courses indicated in the Master Agreement.
- I, the credentialed teacher, read, understand, and agree to comply with the Employee Handbook.**

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

Pupil Signature

Date

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

Date

Parent/Guardian/Caregiver

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

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

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

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

Coversheet

People Division Update

Section: VIII. People Division
Item: A. People Division Update
Purpose: FYI
Submitted by:
Related Material: People Division Report - March 2026.pdf
Additions Report - March 2026.pdf
Terminations Report - March 2026.pdf



People Division Report

March 2026

As we cross the mid-point of the 2025–26 school year, the People Division has shifted focus toward proactive preparation for the upcoming academic year. Our focus remains steadfast: supporting our current staff's growth, organizational trust and transparency, while strategically architecting the talent and culture for the year ahead.

Human Resources

Staffing and Recruitment: We continue to pursue highly qualified, mission-aligned talent to fill our current and upcoming vacancies. Our recruitment strategy is shifting toward early-cycle hiring to ensure a robust start to the 2026–27 school year.

- Academic Services Support Specialist
- Speech and Language Pathologist (2026-27)
- Supervising Teacher - Online High School (2026-27)
- Supervising Teacher – Options High School
 - Math
 - Science
- Teacher in Residence

We are also pleased to share the addition of two new members to the Compass family: Ms. Jules McCabe, who joins our Special Education team as a Speech and Language Pathologist, and Ms. Megan Mondt, who serves as a Supervising Teacher on the Options Learning team.

Additionally, we are working in close collaboration with our Community Relations Coordinator to actively promote our two Board Member vacancies, including the Parent representative seat. By leveraging the coordinator's expertise in community outreach and across platforms like LinkedIn, we aim to increase visibility and attract mission-aligned leaders who are eager to volunteer their time and expertise in service of our scholars.

[Board Member](#)

[Board Member \(Parent\)](#)

2027 Benefits Planning: We have recently met with our broker to review current trends and projections for 2027 health insurance premiums across all carriers. During these discussions, we analyzed potential challenges plan subscribers may face, including anticipated premium increases and the expected impact of the subsidy expiration. Moving forward, we will be working closely with our benefits committee to review plan options and considerations for the upcoming plan year. To ensure our approach remains collaborative and transparent, we are sending out a call for staff members interested in participating in the committee as we evaluate and plan for the 2027 benefits cycle.

Looking Ahead: Preparations for the 2026–27 school year are well underway. In collaboration with the Cabinet, we are moving up our typical timelines to ensure a proactive start to the next cycle. Notices of reasonable assurance will be distributed this month, and we are launching the "Intent to Return" survey to staff earlier than in previous years. This strategic shift allows us to identify and fill any anticipated vacancies in a timely and efficient manner. We are working alongside the Academic and Operations divisions to finalize the 2026–27 Staff Calendars, Employee Handbook updates, and Salary Schedules; our goal is to have these prepared for Board review and approval as early as the May meeting, contingent upon the finalization of necessary planning variables.

Training & Development

The Three Pillars of Training and Development: Our professional development framework continues to thrive through our Three Pillars.

Under the **Speed of Trust**, we are currently exploring Covey's Four Cores of Credibility with our Leadership Team, specifically examining "counterfeit behaviors" to encourage honest self-assessment and integrity. Simultaneously, we continue to deliver this curriculum to our Classified Community of Practice to ensure organization-wide alignment.

Our focus on the **Strength Deployment Inventory (SDI)** remains a practical tool for building better connections; a recent team-building session resulted in immediate improvements in relationship dynamics.

Finally, our **Restorative Practices** team continues to host monthly Community Building Circles, providing staff a much-needed space to connect and reset. We are also developing a formal feedback protocol to ensure insights from these circles are used to drive positive organizational change.

Across all Three Pillars, the core principles of Crucial Conversations are encouraged and coached as needed.

Spring In-Service Day Update: We are looking forward to our Spring In-Service this coming Friday, March 13, 2026. The day will feature a keynote session entitled "Strategies for Understanding Change," followed by a diverse range of staff-led breakout sessions. These sessions leverage internal expertise on topics ranging from California immigration-related protections and Google NotebookLM to specialized instructional tasks and evidence-based practices for students with disabilities.

In closing, the People Division continues to prioritize operational excellence and proactive planning to ensure Compass remains a leader in both scholar and staff success. We appreciate the Board's ongoing support and guidance as we navigate these upcoming transitions and work toward our goals.

Organizational changes have transpired since the last board of directors meeting. *Please see the enclosed worksheets titled CCS Additions Report and CCS Terminations Report.*

Additons Report

COMPASS CHARTER SCHOOLS (336061)

1/16/2026 to 2/28/2026

Company Code	First Name	Last Name	Position Title	Tenure	Hire Date
336061	Jules	McCabe	Speech and Language Pathologist	0 months	2/9/2026
336061	Megan	Mondt	Supervising Teacher	0 months	2/23/2026

Terminations Report
 COMPASS CHARTER SCHOOLS (336061)
 1/16/2026 to 2/28/2026

Last Name	First Name	Job Title	Department Description	Hire Date	Termination Date Tenure (In English)
Rowden	Rachyl	Supervising Teacher	CMO Certificated Teacher	09/30/2019	02/06/2026 6 Year(s) & 4 Month(s)
Moyher	Michelle	Supervising Teacher	CMO Certificated Teacher	02/03/2020	02/05/2026 6 Year(s)

Coversheet

Superintendent's Report

Section: IX. Superintendent's Report
Item: A. Superintendent's Report
Purpose: Discuss
Submitted by:
Related Material: Superintendent's report March 10, 2026.pdf



SUPERINTENDENT'S REPORT

BOARD OF DIRECTORS MEETING

MARCH 10, 2026



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



CHANGE PROCESS OVERVIEW

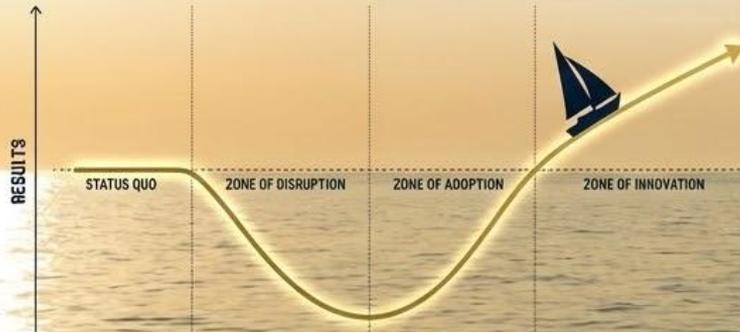
Due on: May 29, 2026

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

- Task leads will present their initial plans at the All Management meeting. Mar 09, 2026
- Finalize the change model for 2025-2026 and determine the model for 2026-2027. Jun 23, 2026
- Determine action items and changes that may be implemented in the 2026-2027 SY. Feb 09, 2026
- Review progress on the change model with the C&D team. Jan 27, 2026
- Present proposed projects to all staff to collect feedback and develop teams to begin projects. Jan 21, 2026
- Meet with the leadership team to define projects and timelines. Jan 12, 2026
- Review input from staff, parents, and scholars at the C&D meeting. Oct 28, 2025
- Introduce the change model to all staff at the Town Hall. Sep 17, 2025
- Launch the change model to the management team. Sep 08, 2025
- Change Model kick-off with the Cabinet and Directors team. Aug 04, 2025





2025-26 GOAL 1

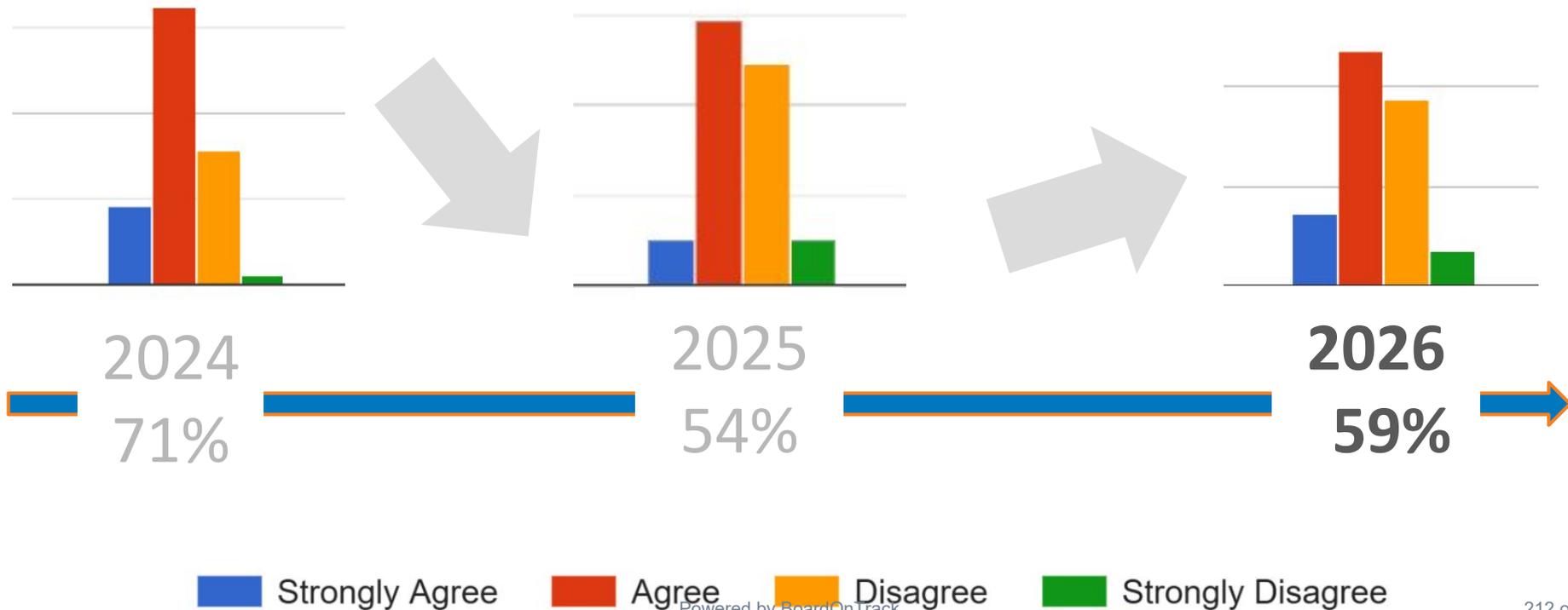
WIG 1 100% of staff will report improved school culture

Strengthen Communication and Collaboration Across Teams



-  The Superintendent will lead continued professional learning for the leadership team building on the 4 Essential Roles of Leadership (4ERLS) and Trust & Inspire through the Speed of Trust.
-  Success will be measured by the annual staff survey that includes questions specifically about trust.

Our school culture is improving.





The Superintendent will lead continued professional learning for the leadership team building on the 4 Essential Roles of Leadership (4ERLS) and Trust & Inspire through the Speed of Trust.

 **STATUS: ON TRACK**

Completion Date: May 29, 2026

Aug 05, 2025:
Kick-off Speed of Trust conference



Nov 10, 2025:
Professional Learning Session 1



Dec 08, 2025:
Professional Learning Session 2



Feb 09, 2026:
Professional Learning Session 3



Mar 09, 2026:
Professional Learning Session 4



Mar 09, 2026:
Professional Learning Session 4



Apr 13, 2026:

Jun 08, 2026:
Final Professional Learning Session



Jun 08, 2026:
Final Professional Learning Session





2025-26 GOAL

Seek out new opportunities for *charter authorization and renewal* of the *Los Angeles and Yolo* charters.

Due Date: May 29, 2026

Notes

- Support growth & personalized learning.
- Measure success by enrollment & renewal.
- Position Compass for virtual learning demand & political adaptation.



Tasks

- Create a team to explore submitting a charter in Northern CA. (Dec 19, 2025)
- Meet with the Northern CA expansion team to discuss next steps. (Jan 22, 2026)
- Meet with the Northern CA expansion team to discuss next steps. (Feb 03, 2026)
- Submit a charter petition to the OCDE. (Apr 24, 2026)
- Create a team to work on the renewals for LA and Yolo. (Jan 30, 2026)
- Prepare the Yolo and LA charters for renewal. (Jun 26, 2026)



Mentor and support Compass staff in attending conferences and participating in opportunities that promote a shared understanding of how charter schools operate and how they contribute to the support of the charter school movement.

STATUS: ON TRACK

Completion Date: May 29, 2026

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



CONNECTIONS LEADERSHIP COHORT

**Empowering Bold Leaders,
Advancing Learner-Centered Visions.**

The Connections Leadership Cohort equips school and district leaders to create team alignment and build the leadership capacity necessary to advance their learner-centered vision.



Let the winds of change
fill our sails!



Coversheet

Annual Report

Section: IX. Superintendent's Report
Item: B. Annual Report
Purpose: FYI
Submitted by:
Related Material: Compass_Annual_Report_2025_R.pdf

BACKGROUND:

The Compass Annual Report is sent to our Authorizers and education partners annually.



2025

Annual Report

*Inspiring innovative, creative,
self-directed learners — one scholar at a time.*

Los Angeles • San Diego • Yolo



TABLE OF CONTENTS

2025 ANNUAL REPORT

01 Mission, Vision & Values

02 A Message from Our Superintendent & Board

03 Leadership & Governance

04 Our Teachers & Staff

05 Our Schools: Los Angeles, San Diego & Yolo

06 Scholar Success: Academic Performance (CAASPP)

07 Scholar Success: Growth Data (Renaissance SGP)

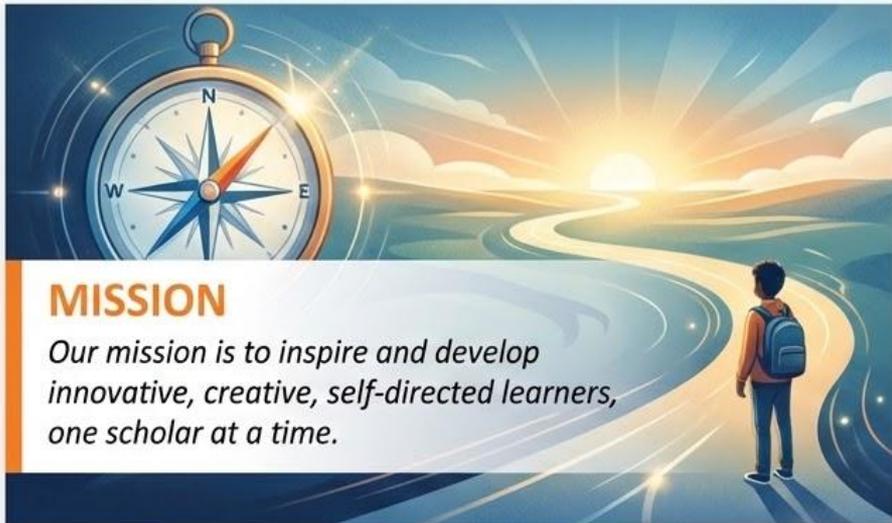
08 Scholar Success: Graduation Rates

09 Awards & Accolades

10 Affiliated Organizations

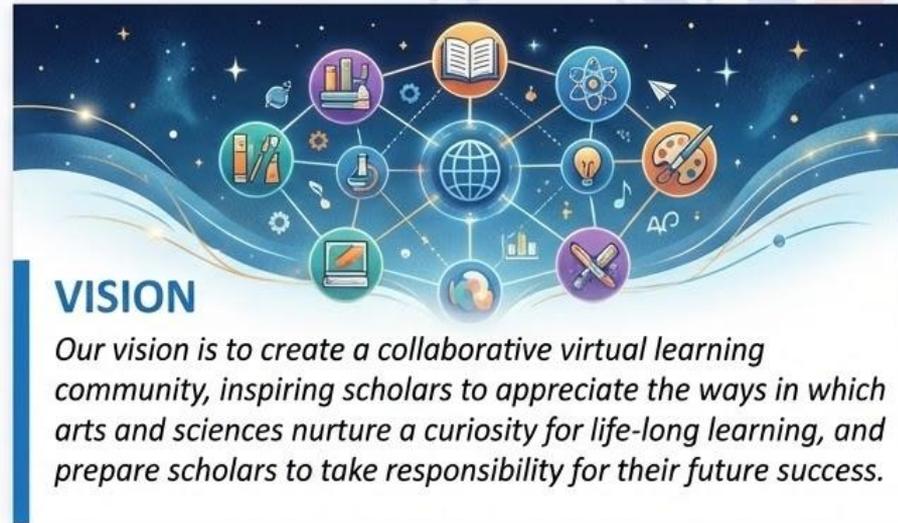
11

Mission · Vision · Values



MISSION

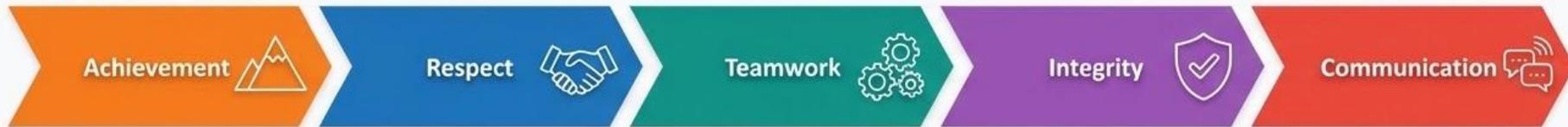
Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.



VISION

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

CORE VALUES



- Achievement** 
- Respect** 
- Teamwork** 
- Integrity** 
- Communication** 

A Word From our Superintendent and Board Chair

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

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

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

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

Kind regards,



Elizabeth Brenner, Superintendent & CEO



Thomas Arnett, Board President

LEADERSHIP & GOVERNANCE

Organizational Leadership and Oversight



GOVERNING BOARD

Compass Charter Schools is governed by a California nonprofit public benefit corporation and has an independent Board of Directors who meet regularly to oversee the school's management, operation, activities, and affairs.

Thomas Arnett | Board Chair

Therese Christopher | Board Secretary

Minita Clark | Board Treasurer

Heather Hardy | Board Member

Samantha Herrod | Parent Representative

Corey Riley | Board Member

William Stinde | Board Member



LEADERSHIP TEAM



Elizabeth Brenner

Superintendent & CEO



Gregory Cohen

Chief Academic Officer



Dr. Danielle Gamez

Chief Operations Officer



Sophie Trevino

Chief People Officer

OUR TEACHERS & STAFF

100% credentialed,
dedicated to personalized learning

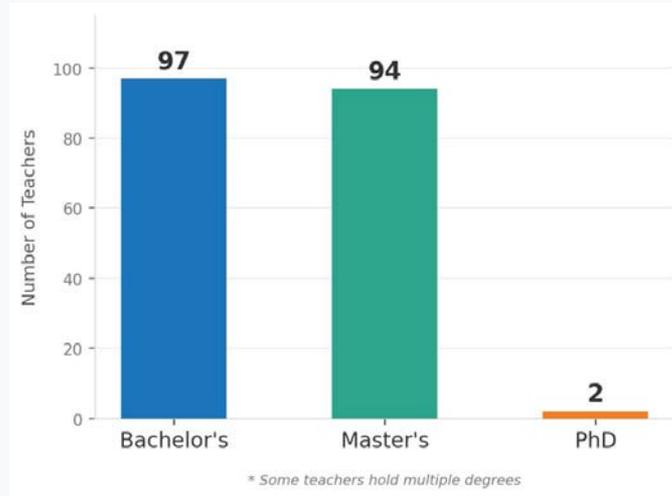


OUR TEACHERS & STAFF

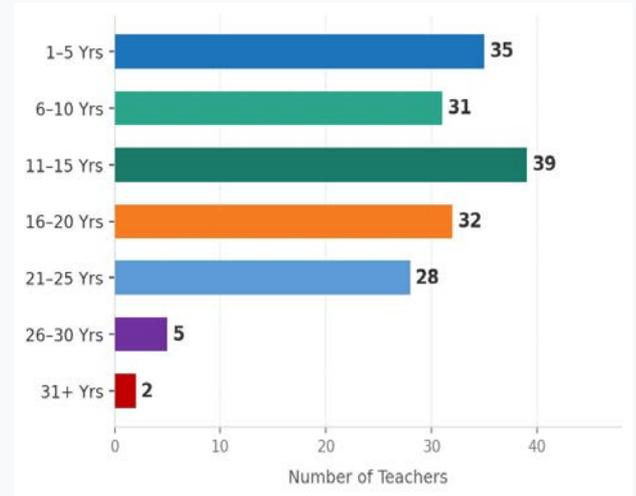
100%

Credentialed
Teachers

Staff Education



Years in Education



OUR SCHOOLS

Los Angeles · San Diego · Yolo



SCHOLAR ENROLLMENT OVERVIEW

As of Census Day, October 2024

2,264

Total Scholars
Enrolled · 2024–25

Compass Los Angeles

1,032

scholars enrolled

Online
263

Options
769

Compass San Diego

842

scholars enrolled

Online
183

Options
659

Compass Yolo

389

scholars enrolled

Online
55

Options
334

1,032

Scholars Enrolled

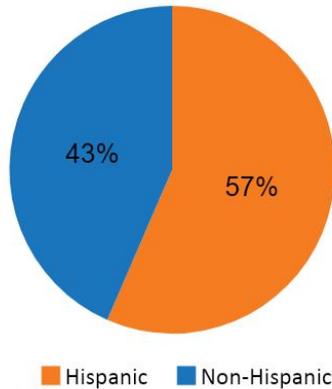
263

Online Program

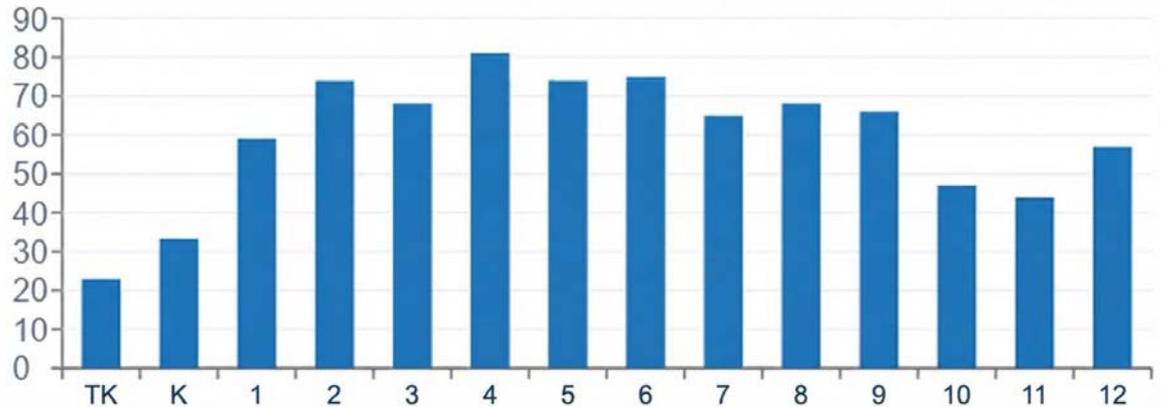
769

Options Program

Enrollment by Ethnicity



Enrollment by Grade Level



Special Populations: EL: 39 | Experiencing Homeless: 49 | SPED: 159 | 504: 29 | Armed Forces: 17

842

Scholars Enrolled

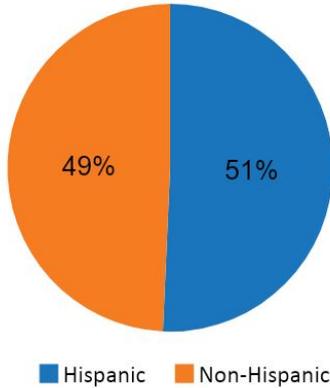
183

Online Program

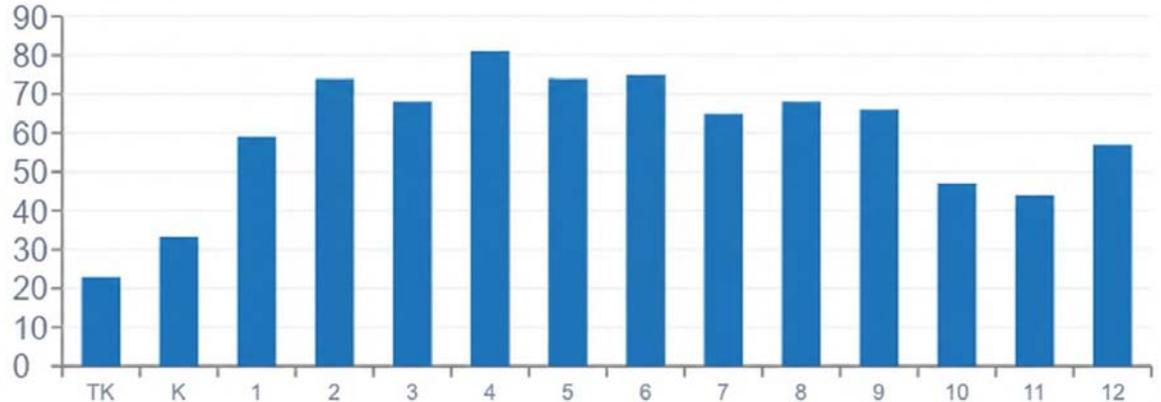
659

Options Program

Enrollment by Ethnicity



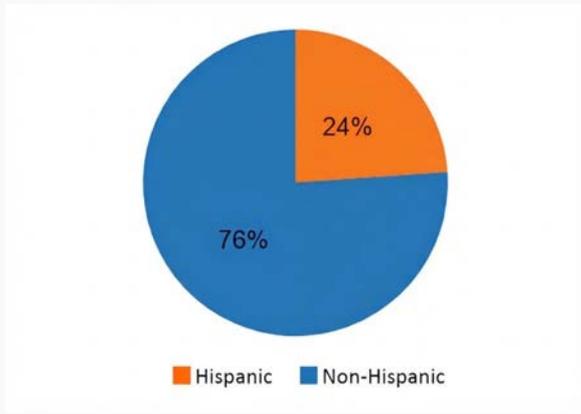
Enrollment by Grade Level



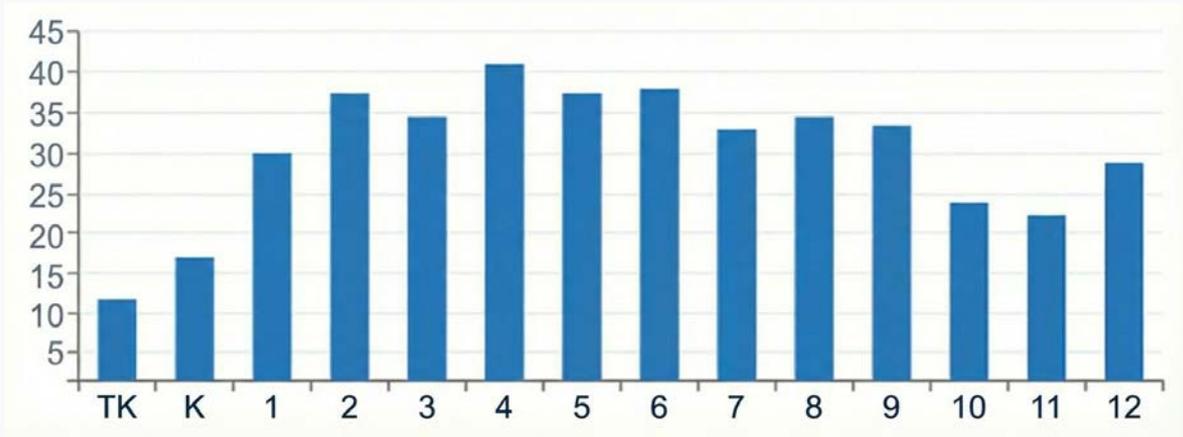
Special Populations: EL: 86 | Experiencing Homeless: 111 | SPED: 113 | 504: 35 | Armed Forces: 27



Enrollment by Ethnicity



Enrollment by Grade Level



Special Populations: EL: 6 | Experiencing Homeless: 14 | SPED: 51 | 504: 12 | Armed Forces: 21

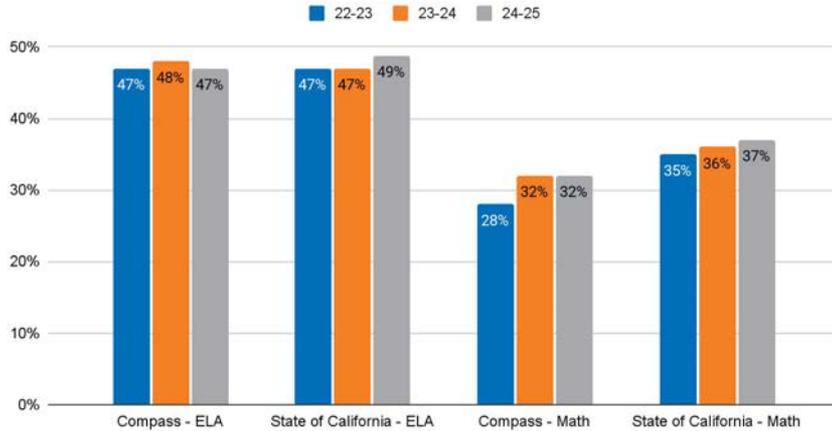
SCHOLAR SUCCESS

Academic achievement, growth & graduation

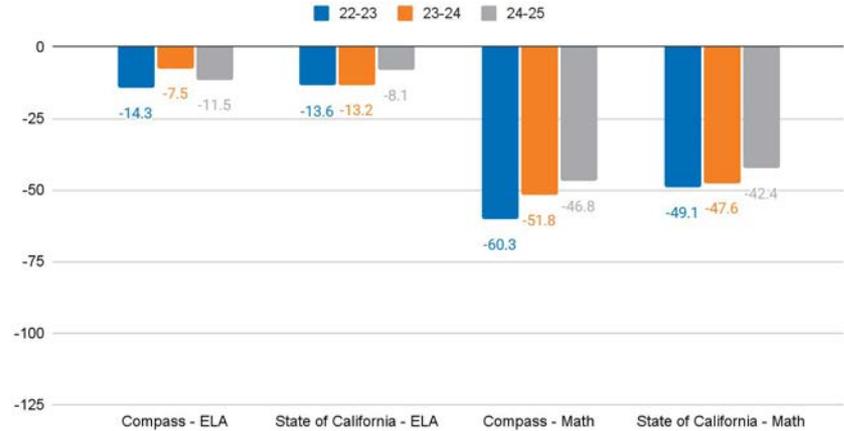


2024-2025 CAASPP Results

Percentage of Students Meeting/Exceeding Standard

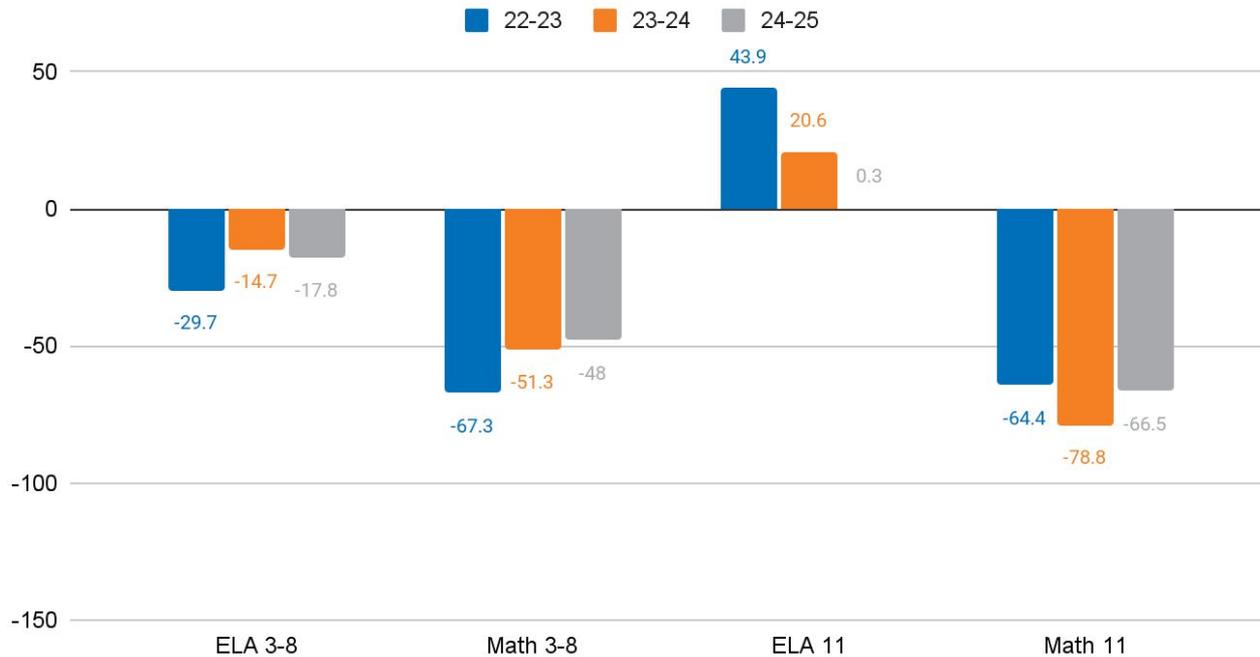


Average Distance from Standard



2024-2025 CAASPP Results for Compass Los Angeles

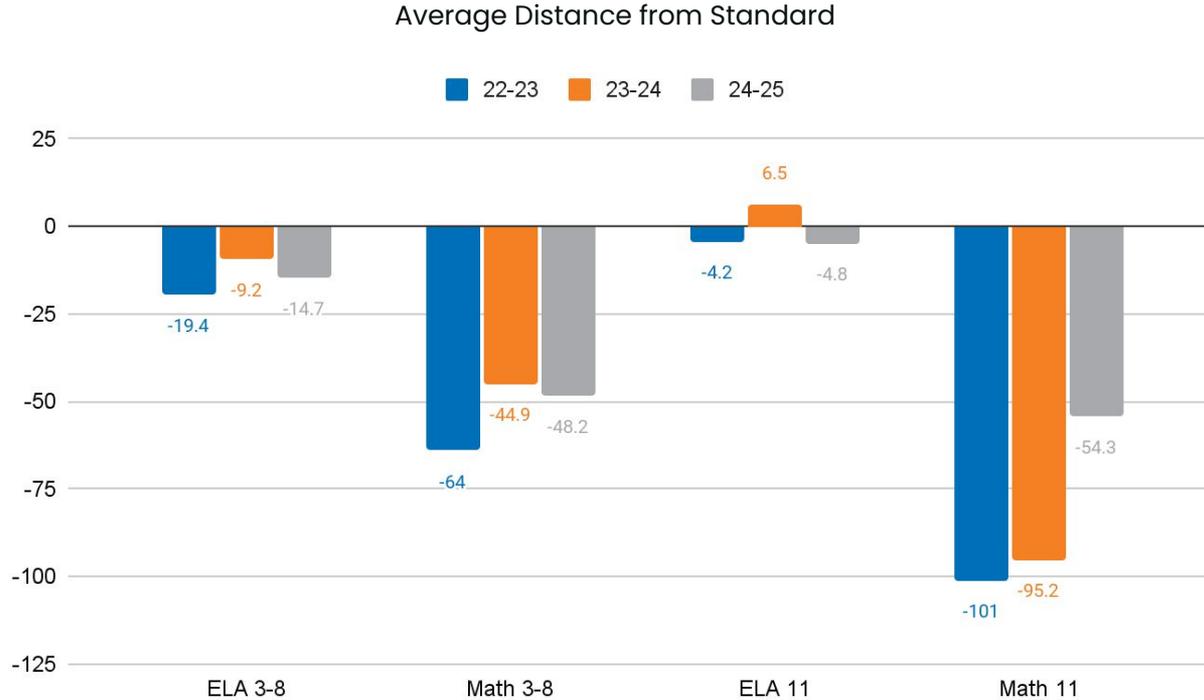
Average Distance from Standard



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



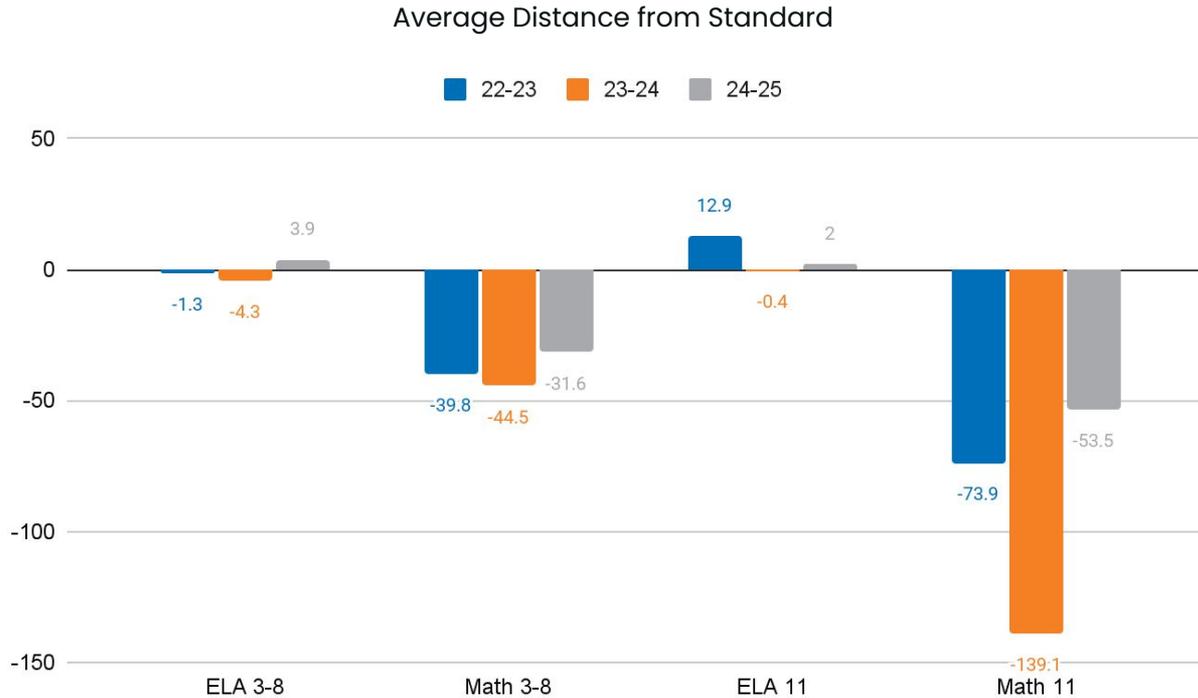
2024-2025 CAASPP Results for Compass San Diego



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



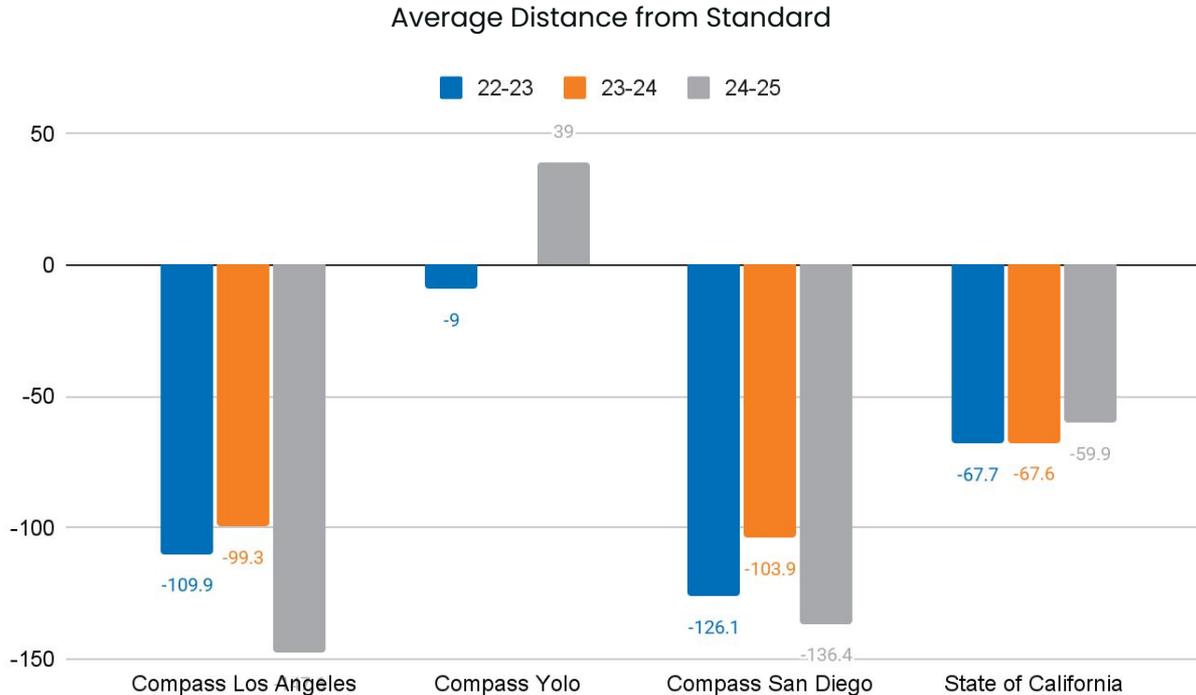
2024-2025 CAASPP Results for Compass Yolo



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



English Learner ELA Performance

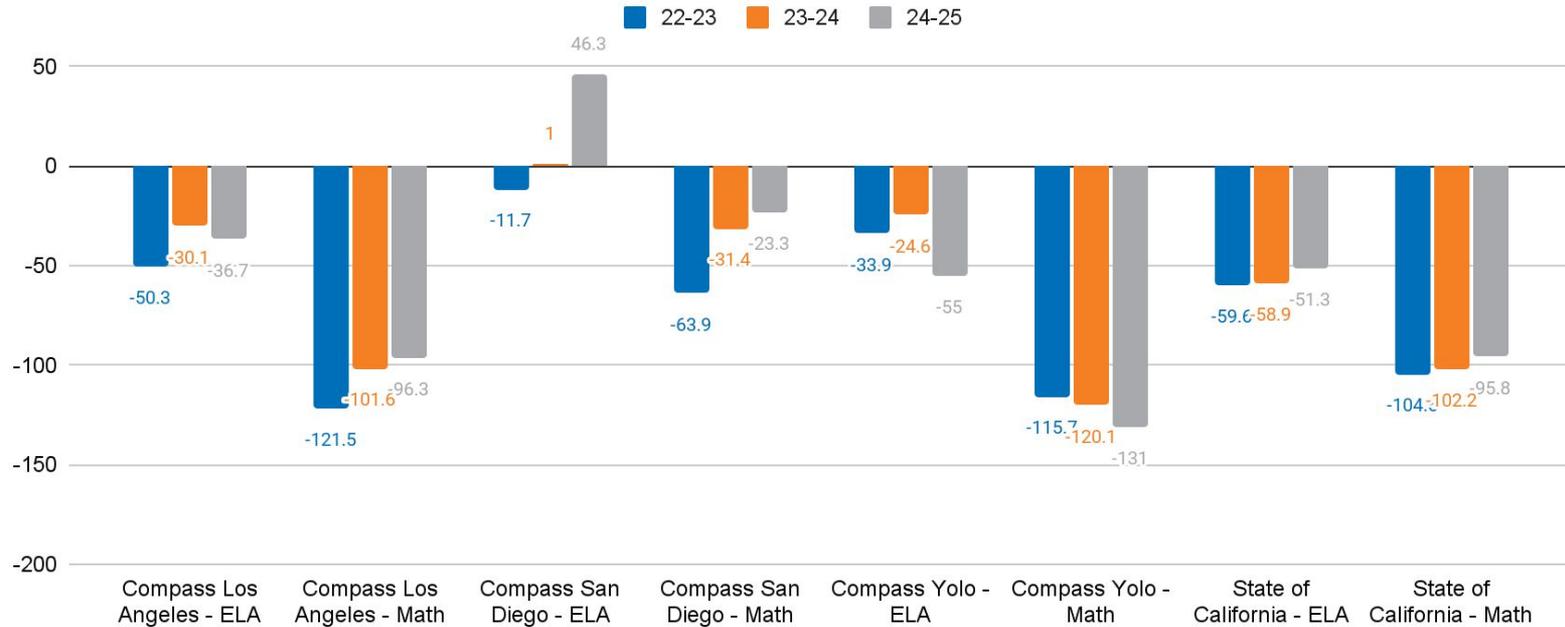


All data comes from ParsecGo, this data does not take the Loss Penalty into account.



African American Student Performance

Average Distance from Standard



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



Student Success: Renaissance

Renaissance Growth Data

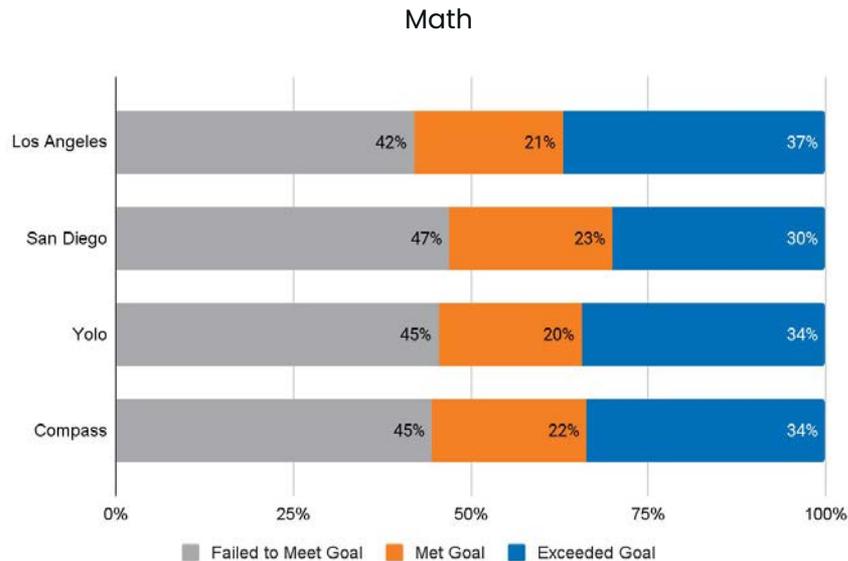
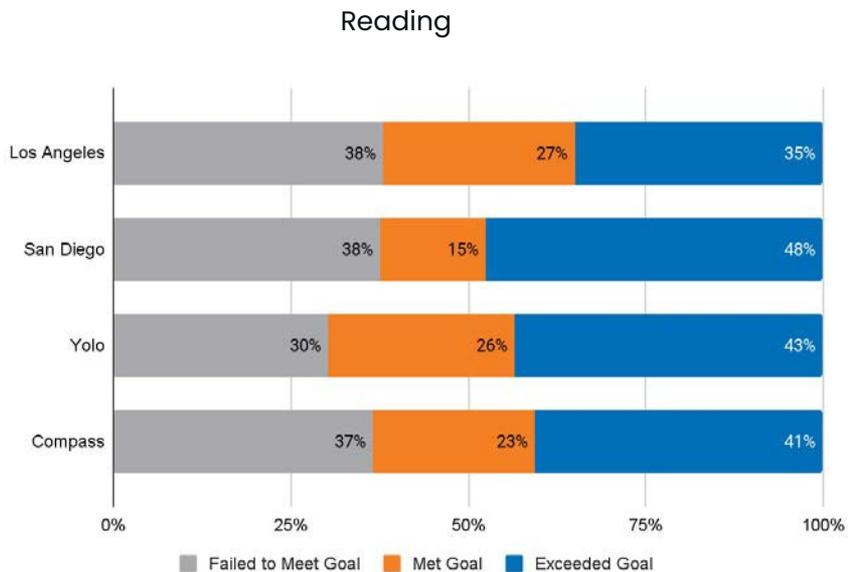
Measured as Student Growth Percentile (SGP)

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

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

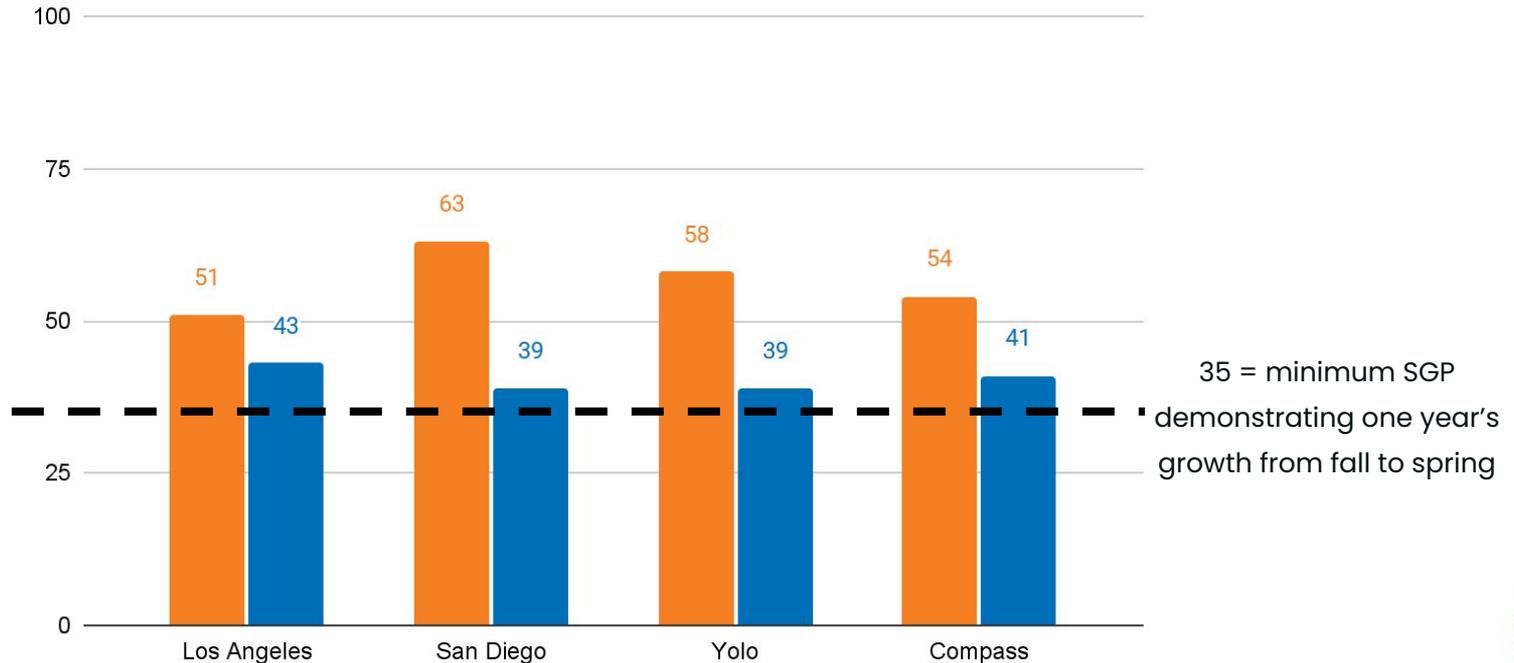
Growth Data by Location

Fall 24 – Spring 25



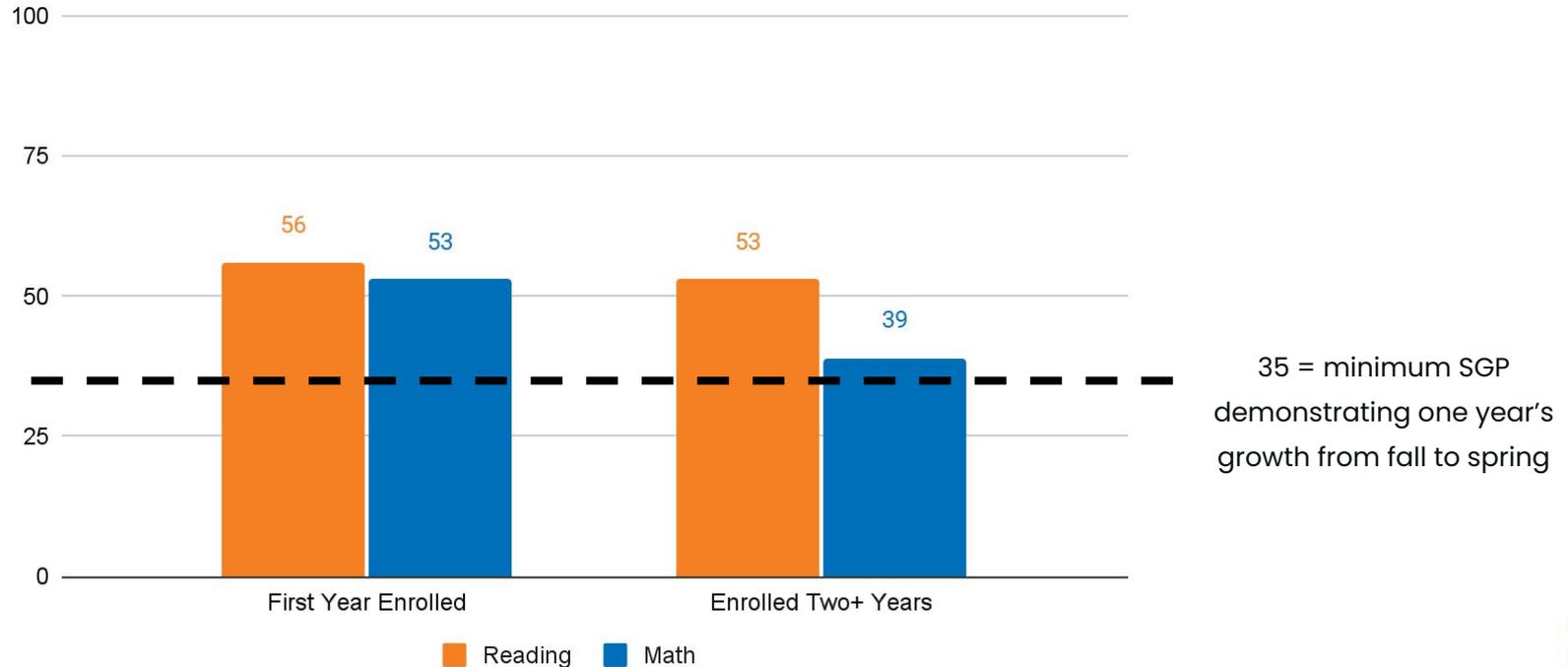
Median Student Growth Percentile by Location

Fall 24 - Spring 25



Median Student Growth Percentile by Enrollment Length

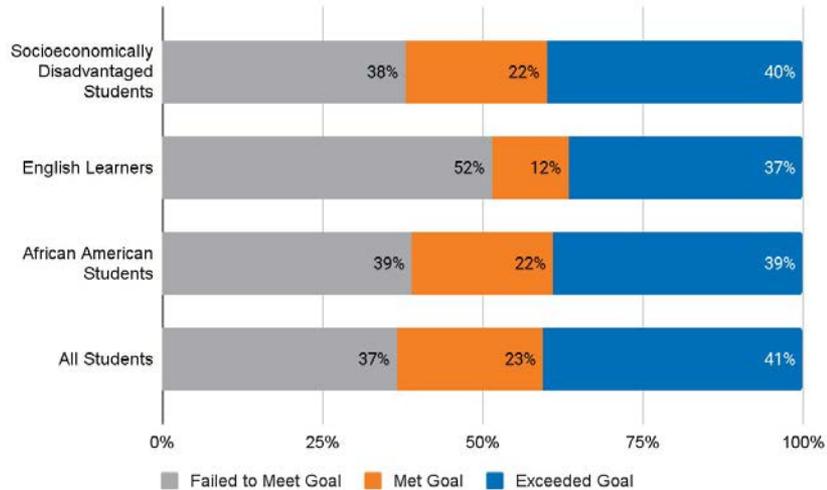
Fall 24 – Spring 25



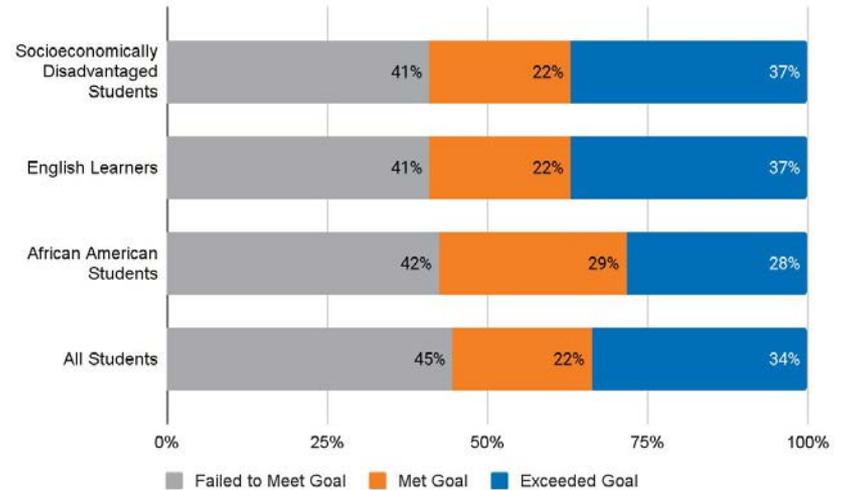
Growth Data by Student Group

Fall 24 – Spring 25

Reading



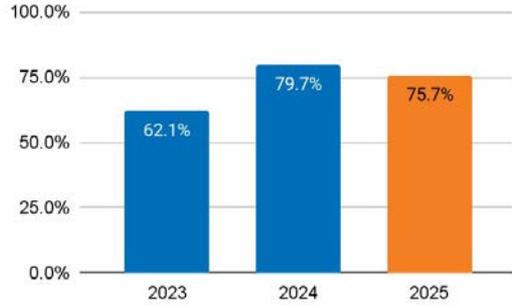
Math



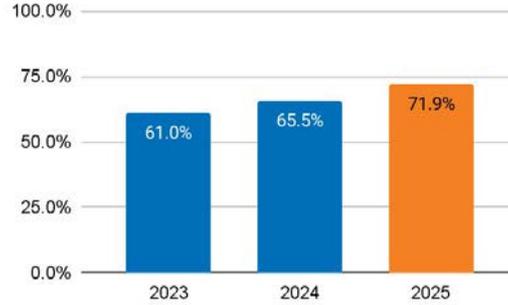
Student Success: Graduation Rate

Graduation Rate Trends 2023-2025

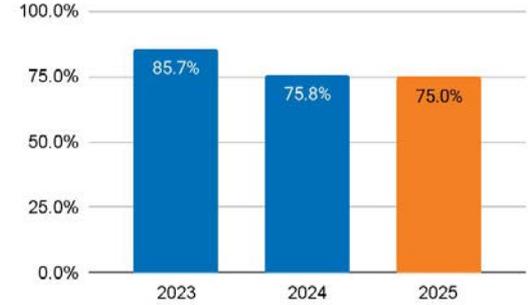
Los Angeles



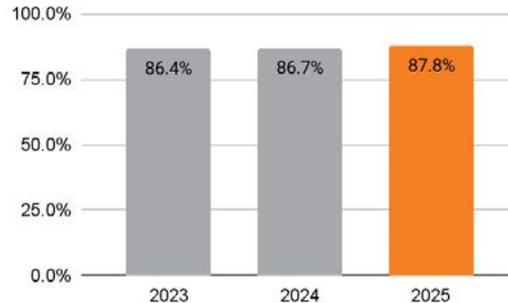
San Diego



Yolo

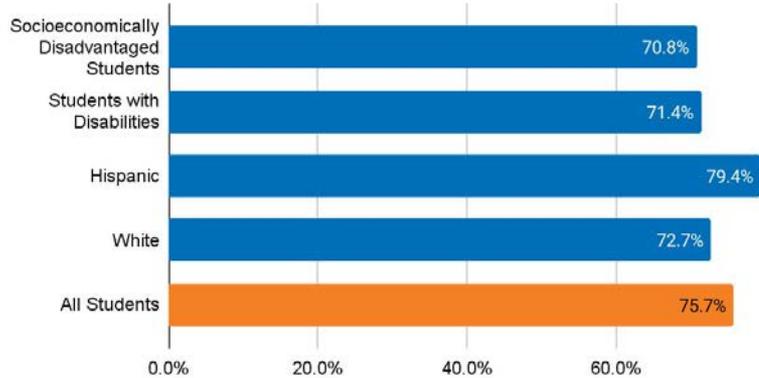


State of California

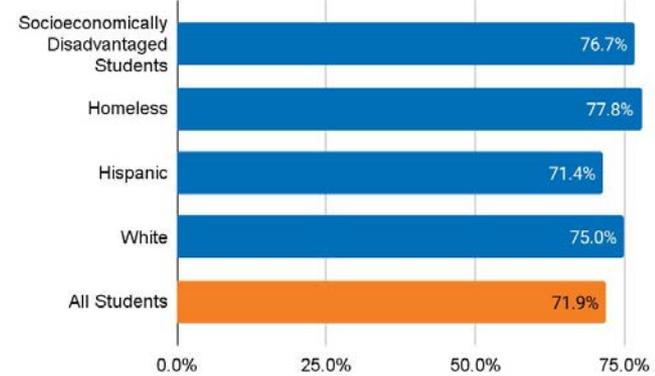


2025 Graduation Rates by Student Group

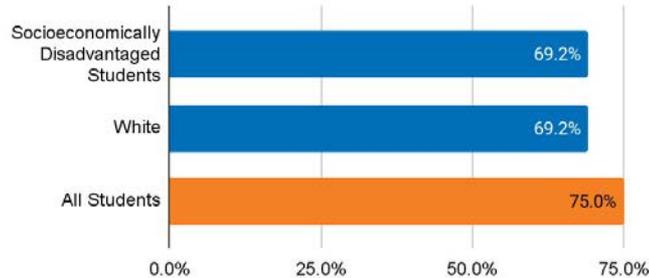
Los Angeles



San Diego



Yolo



AWARDS & ACCOLADES

Celebrating the scholars, staff, and families of Compass



AWARDS & ACCOLADES 2024-2025

Purple Star School

Compass Charter Schools is proud to be a 2024-2025 California Purple Star School, honoring our commitment to military-connected students and families.

Rising Firebird Scholarship

Los Angeles: Amy F. | San Diego: Skylar T. | Yolo: Valerie P.

Learning Coaches of the Year

Online — LA: Mary Salinas | SD: Kimberly Mitchell
Yolo: Casandra Kirkpatrick
Options — LA: Corine Cheese | SD: Sarah Ballesteros
Yolo: Clarissa Thomas

Employees of the Year

Corey Reynoso —Supervising Teacher (Certificated)

Nora Barnhart — Attendance Coordinator(Classified)

Teachers of the Year - by Parent/Scholar Vote

Online: Autumn Mendoza Montgomery

Options: Jan Marquez

Good Samaritan Award

Amy F. | Ruth M. | Beauty P.

Joshua V. | Rebekah V. | Ivy Ng.

AFFILIATED ORGANIZATIONS



Compass Charter Schools is proudly affiliated with the following organizations.



Coversheet

Continued Board Workshop

Section: X. Board Business

Item: A. Continued Board Workshop

Purpose: Discuss

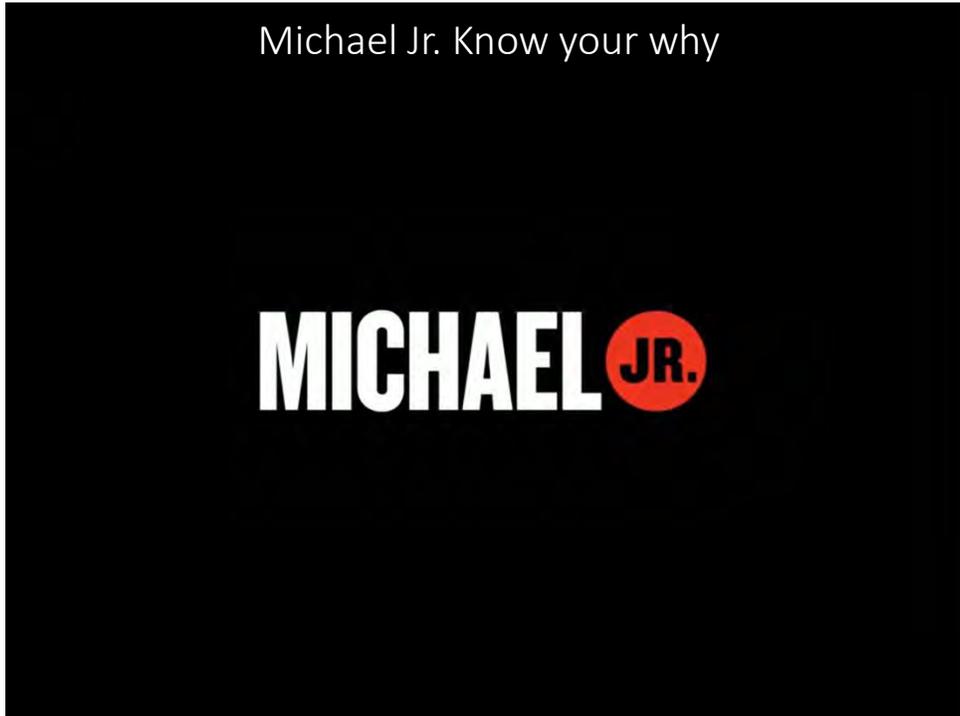
Submitted by:

Related Material:

26-01-27__Virtual_Evening_Board_Governance_Team_Building_Workshop_Compass_Charter_R.pdf



1



2

Introductions



- What is one thing most people would be surprised to learn about you?
- What is your why for being on the Board?
- What do you hope to get out of today's workshop?
- What is one thing you hope to achieve or contribute during your time on the Board?

3



Not finance. Not strategy. Not technology. It is teamwork that remains the ultimate competitive advantage, both because it is so powerful and so rare.

-Patrick Lencioni

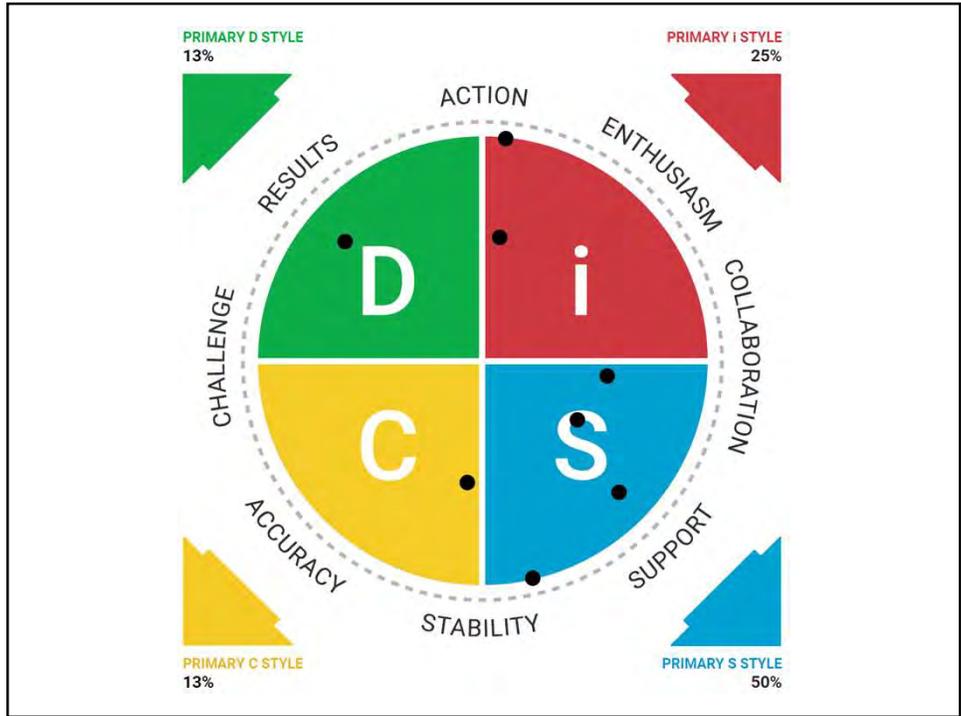
4



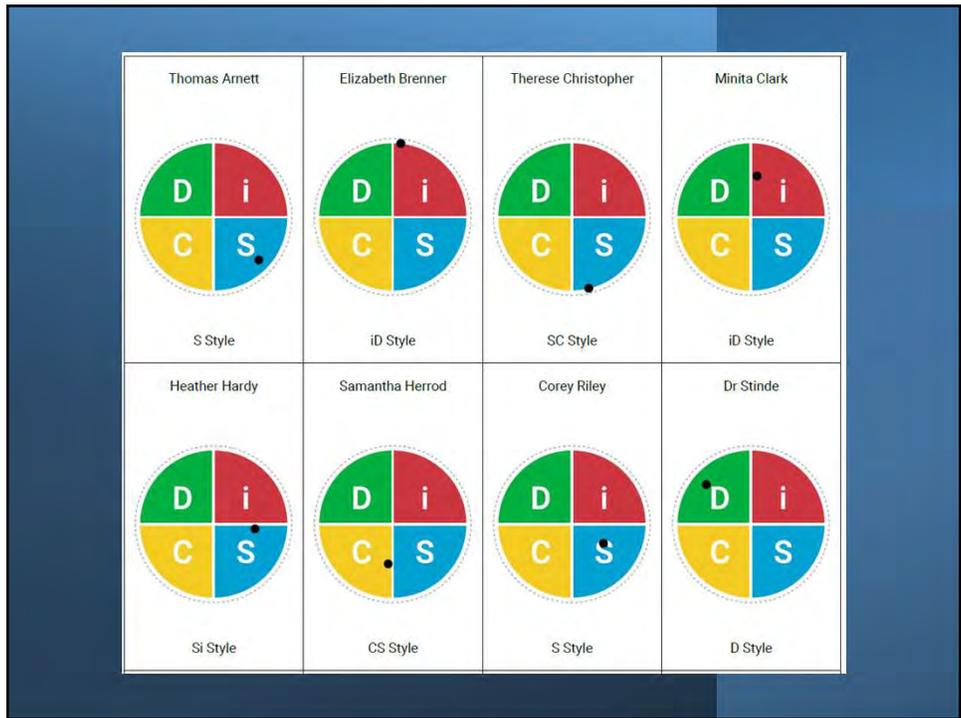
5



6



7



8



Board Protocols

9

Board Protocols



10

“Developing Protocols”

Effective teams discuss and agree on the formal structures and processes used by the superintendent and the board in their functioning as a team – how the board will operate, how members agree they will do business in order to govern effectively.

11



What is a protocol?

A protocol provides sufficient detail to clarify a Board procedure so that it is clearly understood and practiced in a manner consistent with the Board bylaw and Charter policy. Ideally, it also strengthens the team!

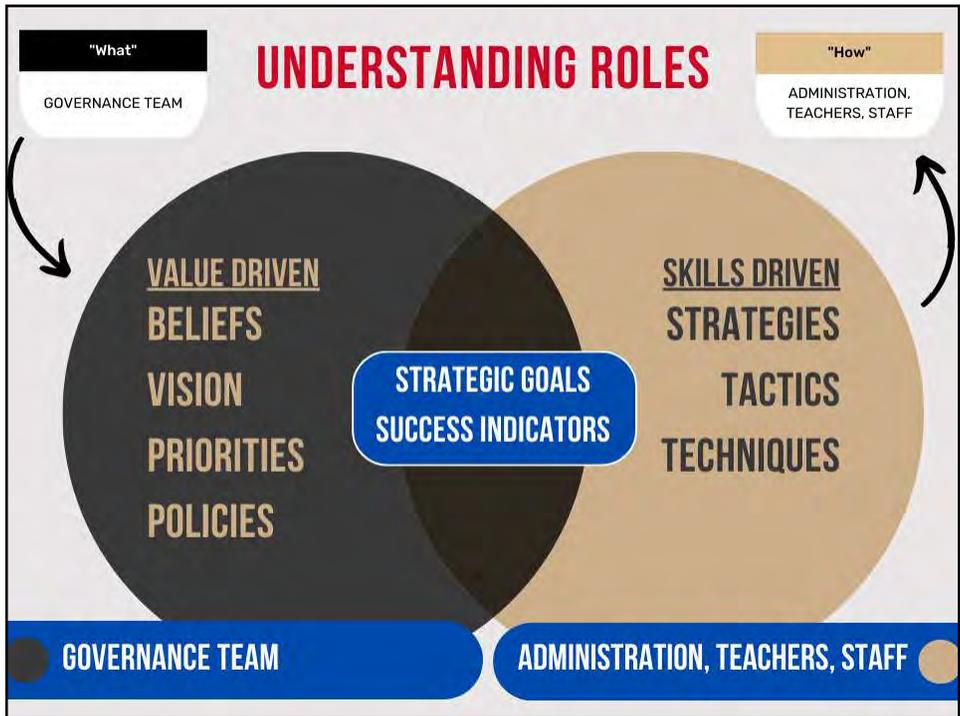
12



Formalizing the Protocols

Writing the specific language of a protocol in a way the Board can agree to is extremely important. Protocols should not be adopted with majority/minority votes (3-5) since the entire Board is expected to operate within the protocol scope.

13



14

If you know
your “what”,
the “how”
will happen
almost on its own.

15

Leadership Responsibility and Roles of the Board

Board members carry authority only as Board, not as individuals. Individuals can request action by bringing up a new idea, explaining their interest in a particular course of action and working to get a Board majority to support moving in that direction. When a majority of the Board, sitting in a formal meeting, requests action, that request should be made in the context of the intended results (what is to be accomplished), not the methods used to achieve those results.

To be effective representatives of the Board and Charter, members will:

- Always behave in a manner that reflects positively on the Charter.
- Refrain from obligating the Board and/or administration by actual speech or implication, unless authorized to do so by the Board.
- Represent the Board at various Charter related events.
- Refer any concerns, questions, or comments to the Superintendent as specified in the protocol on Responding to Concerns.
- Reinforce with the community the key messages agreed upon by the Board.

16

Leadership Responsibility and Roles of the Board

Responsibilities of Individual Board Members

- Attend all board and committee meetings and functions, such as special events.
- Be informed about the organization's mission, services, policies, and programs.
- Review agenda and supporting materials before board and committee meetings.
- Help promote the Charter.
- Follow conflict-of-interest and confidentiality policies.
- Refrain from individually contacting staff members about school business.
- Assist the board in carrying out its fiduciary responsibilities, such as reviewing the annual budget and audit.

17

Leadership Responsibility and Roles of the Board

- In responding to email concerns regarding the work of the Charter, Board members will:
 - *Receive* the information, **remembering that only one side of the story is being presented (listening).**
 - *Report* – Promptly, forward the email to the Superintendent with no comments, with a Cc to the other Board members, with the Superintendent appropriately responding to the individual and/or Board member and blind copying the whole Board as appropriate. Board members agree that the Superintendent will be the respondent to the concern and not individual Board members.
 - In order to avoid a Brown Act violation, if a Board member wants to give their perspective on an emailed concern, they will email or contact the Superintendent individually.

18

Leadership Responsibilities of the Board

As a Board, we recognize that no individual member of the Board, by virtue of holding office, shall exercise any administrative or investigatory responsibility with respect to the schools; nor as an individual, command the services of any employee. Board members are to channel their requests and/or concerns directly to the Superintendent (and, if **necessary**, through the Board Chair).

19

Leadership Responsibility and Roles of the Board

Anonymous Complaints:

As a standard practice, the Board and Superintendent do not consider anonymous complaints unless they involve a safety concern. If an anonymous complaint is received by the Superintendent's office or Board, the Superintendent will evaluate the matter on a case-by-case basis. The Superintendent may consult with the Board President to determine the appropriate course of action.

20

Board Meetings and the Agenda

Meetings of the Board are held in public but **are not open-forum town hall meetings**. Meetings will be conducted in such a way as to allow the public to provide input in the time allotted to ensure that multiple voices of the community inform Board deliberations; however, when the Board deliberates, it will be a time for the Trustees to listen and learn from each other, taking public input into consideration without re-engaging the public.

21

Board Meetings and the Agenda

- Board meetings will be scheduled as follow:
 - September meeting, on the 3rd or 4th week
 - December meeting, on the 1st or 2nd week
 - January meeting, the 4th week
 - March meeting, in the middle of the month
 - May meeting, the 3rd week of the month
 - June meeting, the 3rd or 4th week of the month, but not on Father's Day weekend.

The Regular Public Meeting will begin at 6:00 pm. Study Sessions may be scheduled and shall be scheduled at the discretion of the Board.

22

Board Meetings and the Agenda

The design of the Board agenda will follow the historical structure utilized by the Board. The design of the agenda may only be altered with the approval of the Board.

23

Board Meetings and the Agenda

Board members will review the information provided to them and be open to ongoing professional development and training.

24

Board Meetings and the Agenda

With staff support, the Superintendent will create each Board Agenda. In advance of the preparation of the Board Agenda, Board members may request items to be placed on the agenda. Before the Board Meeting, the Board President and the Superintendent will discuss the contents of the agenda and the process that will be followed at the meeting.

25

Board Meetings and the Agenda

The Superintendent and Board believe the need for information and/or clarification on agenda items is best accomplished by the submission of written questions/requests for such ahead of meetings. This will allow for in-depth consideration of items without unduly lengthening the meeting time.

26

Board Meetings and the Agenda

Board Members will make every effort to submit to the Superintendent, before the meeting, questions they intend to ask so that the Superintendent and Charter staff can prepare to answer Board members' questions at Board meetings.

When an individual Board member requests information, that information will be provided to all Board members.

If unforeseen questions arise during the meeting, Trustees will acknowledge their question or comment as spontaneous and that they understand that staff may not have the information on hand to answer the question.

27

Steps to Consider in a disruptive meeting

•**Respectfully address the disruptive behavior**

•Ask the member to refocus and participate constructively.

•**Provide a clear warning**

•Explain that continued disruptions may result in dismissal from the meeting.

•**Call for a brief recess**

•Take a 5-minute break to allow for de-escalation.

•**If necessary, ask the member to leave**

•If disruptions continue, direct the individual to exit the meeting.

•**Limit public attendance if disruptions persist**

•If the disruption involves multiple attendees, dismiss the public while allowing press to remain.

•**Adjourn and reschedule if needed**

•If order cannot be restored, adjourn the meeting to a future date and time.

28

Board Meetings and the Agenda

Individual Board members are expected to self-monitor compliance to Public Meeting laws, including limiting Closed Session to the legally appropriate agenda item(s).

29

Board Meetings and the Agenda

Public Participation

Since the Public Meeting Law (Brown Act) expressly prohibits discussion leading to action from being conducted **unless agendized**, Board members are strongly encouraged to refrain from engaging members of the public in dialogue about issues not on the agenda.

In general, citizens and residents wishing to “dialogue” with members will be encouraged to contact individual members and discuss issues of importance with them or the Superintendent as appropriate.

As a result of a public comment, a Board member may ask the Superintendent to briefly comment for clarity or correction. The Board member may also ask that the Superintendent follow up on the matter.

30

Board Meetings and the Agenda

Public Comment:

Time limits, generally 2 minutes per speaker and, 15 minutes per subject will be imposed by the Board President.

The Board President may rule on the appropriateness of a topic.

31

Board Meetings and the Agenda

During the portion of the meeting reserved for Board Member Reports/Communications, Board Members shall only provide information (i.e. activities or professional development they have attended as a Board Member). They may request items to be placed on future agendas, but due to the Brown Act, they shall not make statements affecting pupils, employees, or services provided by the Charter. It is important that this time in the agenda not be used to engage in discussion on items not on the agenda or for partisan political statements.

32

Board Meetings and the Agenda

Board members shall maintain the confidentiality of Closed Session and shall not release confidential information unless the release of said information is directed by the action of the Board. Further discussion should not occur outside of Closed Session.

33

Board Meetings and the Agenda

The use of social media by Board members will be limited to personal topics not related to the Charter except in the case where the Board member is reposting informational items published by the Charter and about the Charter, including Charter approved organizations such as Parent Teacher Associations/Boosters, etc.

34

Board Meetings and the Agenda

The governance team will strive for brevity in deliberations, keeping remarks brief and to the point so that all opinions can be expressed, and meetings can be efficient. Addressing each agenda item the Board shall, normally, adhere to the following process:

1. Input from the Community
2. Staff Presentation/addressing questions from the Board
(Staff members, when presenting items to the Board, are to provide appropriate back-up material for the Board to review before the Board meeting. If it is necessary to provide a presentation to the Board, presentations are to be limited to not more than 10 minutes, unless prior approval of the President is received.)
3. Board Discussion and Deliberation

35

“Coffee Break”

36



“Coffee Break”

- Ethically, what did Andy do wrong?
- How could Andy’s actions impact future discussions that are held in Closed Sessions?

37

Board Meetings and the Agenda

Board members individually and collectively demonstrate confidentiality as appropriate and as outlined through the mandates of the California Education Code, the Brown Act, and other compliance criteria established by law or legislation. Respecting the confidentiality of information maintains the Board’s judicial review role.

38

Board Meetings and the Agenda

The use of email and social communication is subject to the Public Meeting Law. The Superintendent shall forward questions and answers to all Board members. Board members, when responding, may not “reply to all.”

39

Board Meetings and the Agenda

The Board wishes to maintain a culture of professionalism, stay focused, and respect the need of trustees to be available to their families:

- Electronic Devices will be set for ‘silent’ or vibrate.
- Trustees will be discreet in checking cell phones if necessary.
- When meeting virtually, whenever possible, Trustee’s cameras will be on during the meeting.

40

Board Meetings and the Agenda

The Board believes that when no legal reason exists of a conflict of interest, its members have a duty to vote on issues before them.

When a member abstains, their abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action

41

Board Meetings and the Agenda

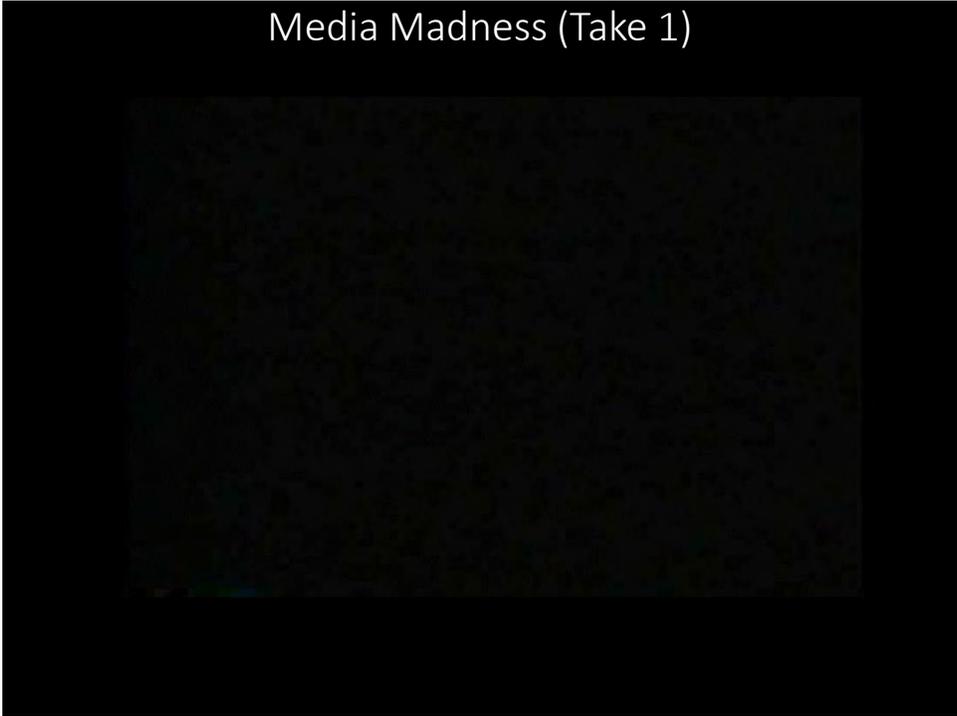
Abstentions are most appropriate in cases where there is a personal relationship between a litigant and a Board Member (perception of bias), a decision that financially impacts the Board Member or their immediate family (legal conflict), or a personal connection to the Board Member that may bias a decision on discipline.

When abstaining because there may be a perception of bias, the Board Member is encouraged to state the bias.

When an actual legal conflict of interest exists, the Board Member must publicly declare the conflict and recuse themselves from voting at all.

When a Board Member abstains, their abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action

42



43

“Media Madness”

- Attacking fellow team members
- Use the media and creating controversy to pressure fellow Board members.
- Board members are “wishie/washie” when they don’t agree with the Board member.
- Only one with good sense.

The image shows two logos side-by-side. On the left is the logo for KIEM-TV Eureka, featuring a large yellow number '3' inside a blue circle, with the NBC peacock logo below it and the text 'KIEM-TV EUREKA' at the bottom. On the right is the logo for NorthCoast News, with the text 'NorthCoast NEWS' in white on a blue background.

44

Board Meetings and the Agenda

Board members will model professional behavior by being polite and respectful of the points of view held by their fellow Governance Team members. The Governance Team will address one another by their first name.

45

Board Meetings and the Agenda

Each Board member respects the right of other Board members to vote in the minority position. In so doing, each Board member agrees, as a courtesy to the team, to explain the reason for their minority vote, either during deliberation or after casting the vote.

46

Board Meetings and the Agenda

Parliamentary procedures are to be utilized as a guide to ensure for the most effective and efficient Board meeting possible. Accordingly, the Board utilizes Rosenberg's parliamentary procedures as its guide to managing the agenda of each Board meeting.

47

Board Meetings and the Agenda

Upon the request of an individual Board member, a roll call vote will be taken.

The protocol for recording the votes of the individual Board members shall follow the rotation established by the Board.

48

Board Meetings and the Agenda

Decisions of the Board

Governance Team members are reminded that policy and decisions reserved to the Board must be made as a Board. Except where otherwise indicated in the Education or Government Codes, a majority consists of **3 of 5 members** of the Board voting for an item. Once the decision has been made, it becomes the decision of "the Board."

Under the concept of majority rule, each member is compelled to support the successful implementation of a policy decision, program, or procedure even when he or she does not agree with the decision.

If a member of the Governance Team cannot support the decision of the Board because it offends a moral/personal code, the member is expected, at a minimum, to refrain from undermining the decision or directive.

49

Board Meetings and the Agenda

Whenever Board members are appointed or elected to serve on the Board, the Superintendent shall administer the Oath Office at a meeting of the Board.

50

Board Meetings and the Agenda

Recognizing that the Community elects leaders to serve as Board members, it is assumed that each Board Member has the ability to serve as Board President. Unless there are extraordinary circumstances, the practice to be used to elect the officers of the Board will follow a seniority rotation into the leadership roles of the Board. Seniority is determined by the year in which an individual is elected. If multiple members are elected in the same year, then the greater number of votes received in the election establishes seniority. Due to personal circumstances (e.g., medical reasons), a Board member who is next in line to serve as Clerk, Vice President, or President, may elect not to rotate into the Clerk, Vice President, or President position at an organizational meeting. If this occurs, (due to medical reasons) the member would remain in the order of succession with future first right of refusal. The rotation will start with the current Vice President rotating into the President role, the Clerk into the Vice President role, and the next senior Trustee into the Clerk role.

51

Board Meetings and the Agenda

Chart of Policy Revision Process –

Step 1

- Charter Receives Policy Update Packet from the Charter's attorney.

Step 2

- Administrative Assistant Prints Policies for Superintendent Review and Comments. The Superintendent will work with staff for appropriate review and comments.

Step 3

- Superintendent Reviews Updated Recommended Policy Changes Superintendent provides to the Board at Board Meeting 1 appropriate comments and edits.

Step 4 - Board Meeting 1

- The Packet of Updated Policies comments from the Superintendent, is placed on the Board Agenda (Board Meeting 1), under Reports and Information, and is considered as First

52

Board Meetings and the Agenda

Step 5 – Board Meeting 1

If a Board member or Community Member would like to discuss one or more of the policies provided, they will request specific said policies be pulled for discussion at the next Board Meeting (Board Meeting 2) and placed under the Action Section of the Agenda.

The polices presented to the Board, on which they have no concerns or questions, will be placed under the Consent Agenda (Second Reading and for Approval) at the next Board Meeting (Board Meeting 2) for action

Step 6 - Board Meeting 2

- The policies requested by individual Board members to be discussed shall be place under the Action Section of the Board Agenda (Second Reading and Approval) Discussion will take place prior to a motion to approve said policies.

53

Board Meetings and the Agenda

The Governing Board recognizes the importance of developing a system of internal control procedures in order to help fulfill its obligation to monitor and safeguard Charter resources and to ensure that invoices are paid expeditiously.

The warrant process protocol is as follows:

Step 1 - The Board shall receive, via email, each warrant register.

Step 2 - Each Board member shall review the warrant register, within 72 hours of receipt.

Step 3 - Each Board member shall communicate, via email, to the Superintendent the warrants that are of concern. Said warrants shall be held by the Superintendent and placed under a separate action item for the next Board meeting.

Step 4 - Staff will mail the remaining (not held) warrants to each vendor, in advance of the next Board meeting. Said register of "not held warrants" shall be placed and formally approved under the Consent Agenda of the next Board meeting.

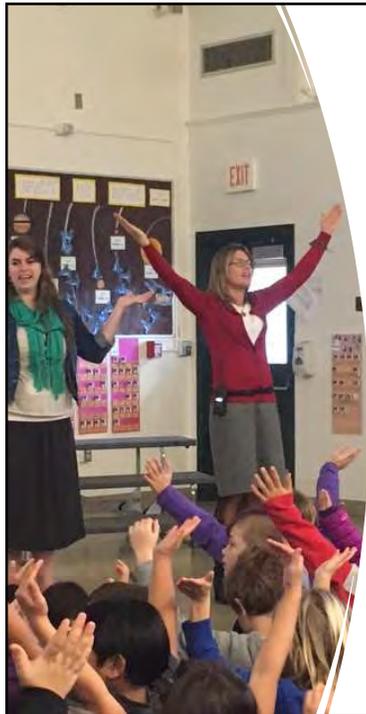
As a general practice, any non routine expense in excess of \$75,000, shall be approved by the Board in a separate agenda item from the warrants.

54

Board Meetings and the Agenda

Any non-routine expense in excess of \$75,000, shall be pre-approved by the Board prior to the Superintendent committing the Charter to the Expense.

55



The Board's Role and Relationship with the Staff and Community

56

The Board's Role and Relationship with the Staff and Community

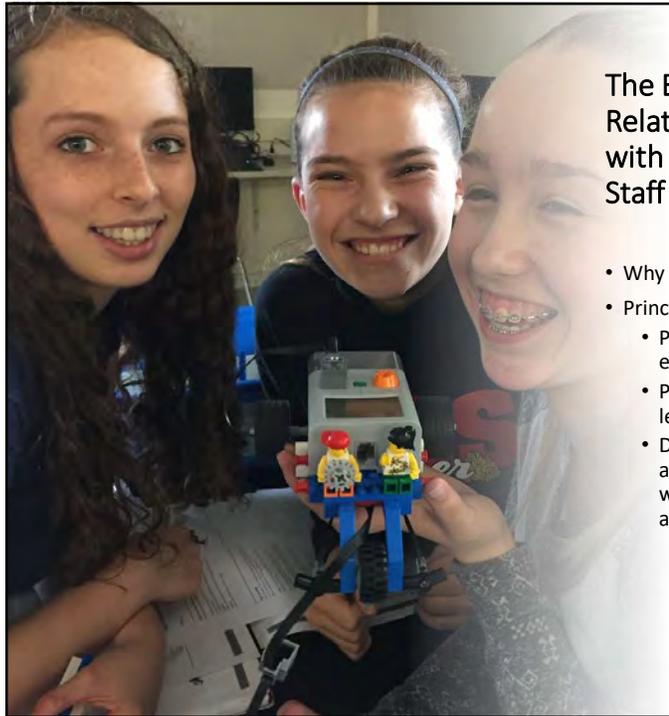
Board members will be actively involved in the Charter through observations and individual stakeholder engagement. The involvement of individual Board members on committees shall only be on external committees and by official appointment by the Board. (An example of a Board Committee would be a 2+2+2 Committee with the City and School Charter.)

57

The Board's Role and Relationship with the Staff and Community

When interacting with the public and their constituents, Board members will hold to the highest level of professional and ethical conduct, including emphasizing the positive aspects of the Charter.

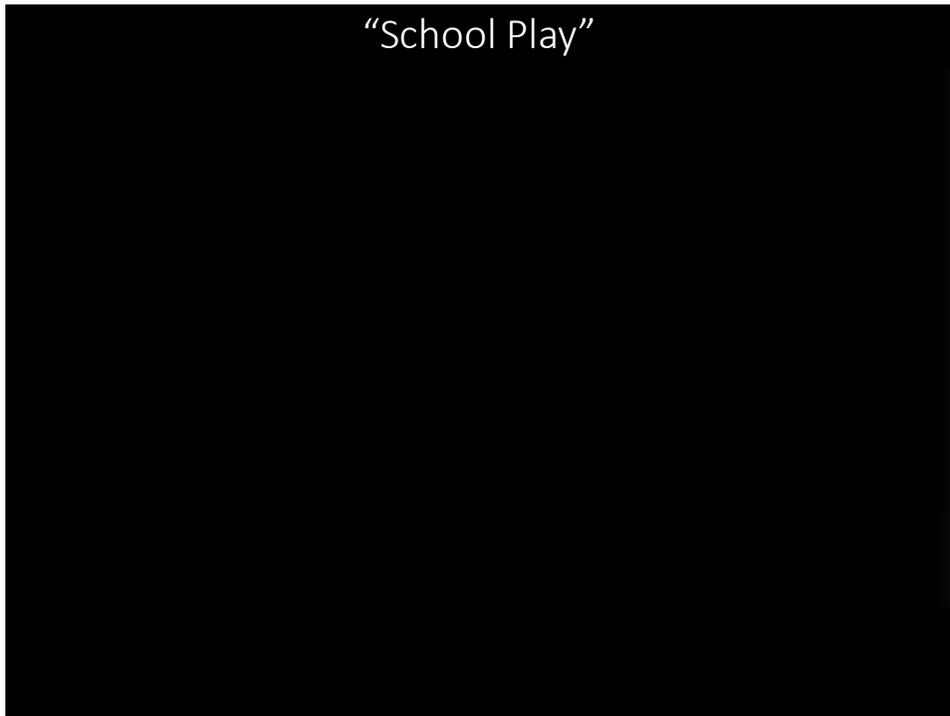
58



The Board's Role and Relationship with the Staff and Community

- Why do we visit schools?
- Principles
 - Provide support and encouragement
 - Professional courtesy to leadership
 - Demonstrate interest in and support for the work of the students and staff

59



60



“School Play”

- Does Andy have the right to speak to Ms. Johnson regarding his concerns for his daughter
- What did Andy do wrong?
- How would you suggest Andy handle the problem, if he asked you?

61

The Board’s Role and Relationship with the Staff and Community

- When individually visiting schools or departments in your capacity as a Board member, as a professional courtesy, Board members are encouraged to notify the Superintendent that they will be visiting a school or department and may provide input to the Superintendent on issues or concerns that may arise from such a visit.
- At no time, while visiting schools shall a member make promises, either overt or implied, interfere with administration, or involve him or herself in personnel issues, student records, or union activities.
- To assist in this matter, the Superintendent will ensure that principals and teachers know that a teacher does not need to interrupt his/her lesson when a visitor is in his/her classroom.

62

The Board's Role and Relationship with the Staff and Community

Board members shall not request any information from staff beyond that which would be provided to any regular community member. Staff members are directed to relay requests from Board members to their supervisor to ensure that appropriate information is provided to all Board members.

Management staff are directed to relay requests from Board members to the Superintendent to ensure that appropriate information is provided to all Board members.

This protocol does not imply a censoring of any private and informal conversations.

63

The Board's Role Bargaining



64

The Board's Role in Bargaining

Board members will be actively involved in the bargaining process to ensure that the Charter is represented well by those selected to negotiate on behalf of the Board. The involvement of the Board will be to:

- Ensure the ethical, fiscal and educational goals of the Community are represented in the actions taken throughout the bargaining process;
- Participate by providing direction and guidance to those selected to represent the Board (Charter Negotiation Team). Board members do not attend at-the-table negotiations.
- Establish the bargaining approach to be utilized by its negotiation team;
- Set the Charter's collective bargaining parameters for its negotiation team;

65

The Board's Role in Bargaining

- Expect, as the representative of the Board, that the Superintendent will ensure that the Board, collectively and individually, is informed on the issues and strategies implemented within the bargaining process.
- The Superintendent is the Bargaining Spokesperson for the Board.

66

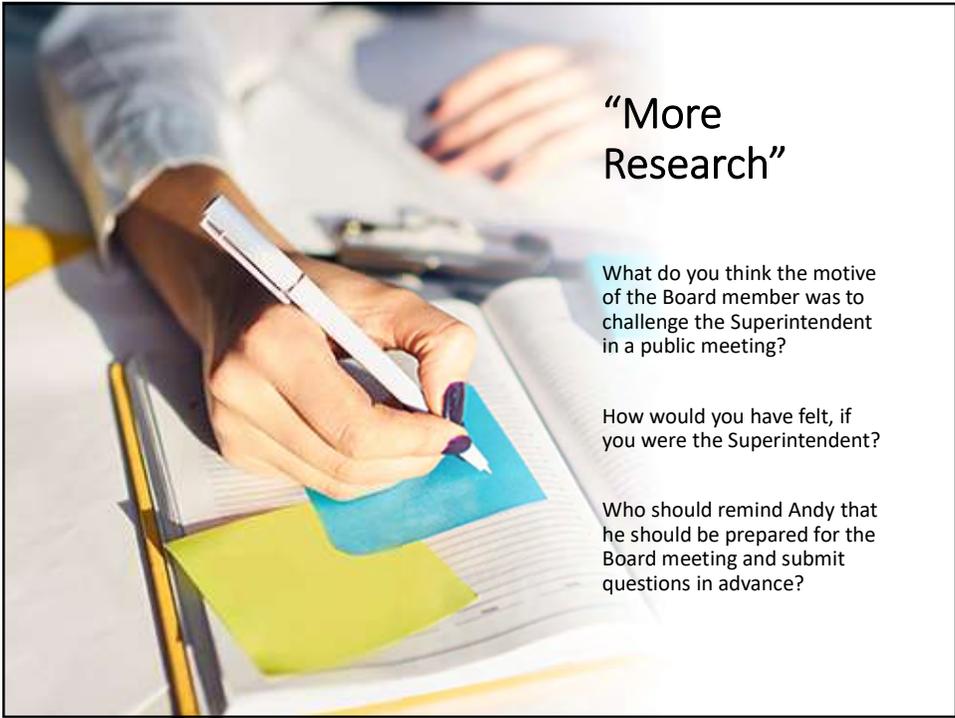
The Board's Relationship with the Superintendent



67

“More Research”

68



“More Research”

What do you think the motive of the Board member was to challenge the Superintendent in a public meeting?

How would you have felt, if you were the Superintendent?

Who should remind Andy that he should be prepared for the Board meeting and submit questions in advance?

69

The Board’s Relationship with the Superintendent

The Board will commit to work through and with the Superintendent on issues regarding the running of the Charter. The Superintendent will inform the Board as soon as possible of:

- ✓ serious safety concerns
- ✓ serious disciplinary action
- ✓ serious/unexpected personnel changes or disciplinary issues
- ✓ Serious illness or death of a student, a staff member, or members of the staff member’s immediate family
- ✓ legal or liability concerns
- ✓ notable achievements

In all matters, the Board and Superintendent are expected to protect confidential information.

70

The Board's Relationship with the Superintendent

It is the Superintendent's responsibility to organize the staff in the manner that best serves the needs of the Charter. As a professional courtesy, the Superintendent shall provide appropriate notice to the Board in advance of action being taken.

71

The Board's Relationship with the Superintendent

It is the Superintendent's responsibility to work with and be the primary contact for the Charter's attorney. Board members will work with the Superintendent with any legal questions.

Individual Board members will only contact the Charter's attorney with the authority of the majority of the Board. In the case of a serious or legal concern about the Superintendent's actions, the Board President may contact the Charter's attorney.

72

The Board's Relationship with the Superintendent

The Board recognizes the success of the Superintendent is critical to the success of students and the Charter. As such, the Board believes the Superintendent should have an experienced professional mentor/advisor who is not affiliated with the Charter.

73

The Board's Relationship with the Superintendent

As the norm, the Superintendent speaks on behalf of the Board. The Board President is authorized to speak on behalf of the Board, when necessary.

The Superintendent will inform the Board when media contacts the Superintendent.

74

The Board's Relationship with the Superintendent

All conflicts between the Superintendent and the Board will be handled in Closed Session, with the Superintendent being in attendance, when appropriate and necessary.

Conflicts between individual Board members and/or the Superintendent will be addressed privately between those who hold the conflict and will not involve other members of the Board or the public (community, staff, media etc.).

75

“Fine Job”

76



“Fine Job!”

What criteria should the Board use to determine the Superintendent’s job performance?

If “every teacher likes him” a good reason to extend the Superintendent’s contract?

77

How Can I Avoid Getting Fired: Who do I please?

You have enough money and time to do anything you want,
not enough to do everything you want!

Activity – Prioritizing Objectives



(Handout)

78

National Center Ranked Objectives		
Name of Individual (Please print your name)		
Prioritize 1-20	Objective	Task
	English	Knowledge of, and appreciation for literature and the language; skills of speaking, reading, listening, spelling, and composition.
	Math	Concepts, operational skills, and problem-solving.
	Science	Earth, physical, and life aspects, with emphasis on the processes of experimental inquiry and on the place of humans in the ecological systems.
	Social Science	Drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the students. Foundation for understanding the history, resources, development, and government of the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.
	World Language	Modern and world languages are any human languages that are currently in use, and classical languages such as Latin, Sanskrit, and Classical Chinese, which are studied for their cultural or linguistic value.
	Physical Education	Emphasis on physical activities for students that may be conducive to health and vigor of body and mind.
	Visual and Performing Arts	Instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation, and the skills of creative expressions.
	Career and Technical Education (CTE)	The program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.
	Human Resources	Teachers are recruited, appropriately assigned, and fully credentialed in the subject areas for which they are teaching.
	Technology and Equipment	Maximizing federal, state, and local resources to provide new and modernized technology and equipment to address the needs of the Students and Staff, in the most efficient and effective manner possible. Examples would include new or modernized hardware, software, transportation vehicles, tractors, saws, and copiers, etc. (The applied use of the technology hardware and software noted within this objective is to be identified, where appropriate, within the other ranked objectives. Additionally, stand-alone technology courses will be implemented within the Career and Technology Objective.)
	Mental and Socio-emotional Wellness	Mental and socio-emotional wellness is the full realization of one's mental, and social-emotional potential, which is attained to wellness attitudes and practices. Instruction will focus on the principles and practices of individual, family, and community health.

Community Outreach and Partnerships	Community outreach and involvement in providing support to the district and/or each school site. Examples of such involvement include: governmental partnerships, grant development, political action committees, district educational foundations, and community sponsored clubs and activities for students and families.
Student Decision Making	Student decision making and behavior are the core of school/district culture, as demonstrated by students making choices, setting goals, gathering information, and assessing/selecting the best choice for the desired outcome, resulting in safe, respectful, and responsible actions. A district's culture is measured and defined by its student attendance, suspension, and expulsion rates, and by the surveying of the attitudes demonstrated by each student.
Family Engagement	Promotion of families in participation, input, and involvement in the activities and decision-making taking place at the district, and school-site levels.
Clean, safe, functional, attractive classrooms, facilities, and grounds.	Facilities and grounds maintained in good repair that are clean, safe, functional, and attractive.
Student Extracurricular Activities	Extracurricular activities are designed to "connect" students to their school and to provide motivation for the student to succeed in school. Extracurricular activities fall outside the realm of the normal curriculum of school. Examples of such activities include clubs, athletic teams, and leadership involvement.
Educational Options	Programs beyond the core comprehensive program (TK-12) which are designed to provide options for students and families. Examples include charter schools, preschool, adult education, summer school, after school enrichment and tutorial programs, and before/after school childcare.
Physical Health	Physical health is defined as the condition of the body, taking into consideration everything from the absence of disease to fitness level, lifestyle, diet, level of physical activity, behavior (for instance, smoking) and nutritional health. Nutrition education curriculum content may focus on students' eating behaviors, be based on theories and methods proven effective by published research, healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling, and storage.
New and Modernized Facilities	Maximizing state and local resources to provide new and modernized facilities to accommodate growth and improve the appearance and conditions of the present facilities.
Student Transitions	Movement, passage, or change from one stage in the educational process to the next. Typical transition stages are Home to Preschool, Preschool to Kindergarten, Kindergarten to First Grade, Third Grade to Fourth Grade, Elementary School to Middle, Middle School to High School and High School to College and Careers.

79



Setting the Course: The Road Map LCAP or Local Control – A Choice

A Strategic Plan, adopted by the Board of Trustees, is the management plan for the Charter.

*The Plan is developed in collaboration with stakeholder groups within the Charter. An effective Strategic Plan is a **political, accountability, compliance, and inspirational document** that serves three main purposes.*

- 1) First, the plan engages stakeholders and provides accountability and the Board's **political** direction in addressing the Charter's vision, mission, ranked objectives, metrics, expected annual outcomes, and actions.
- 2) Second, the Strategic Plan provides the source document used in addressing State and Federal **compliance** requirements.
- 3) Lastly, the Strategic Plan, with action taken by the Board in the ranking of the objectives, provides clarity **and inspiration** to the Superintendent and staff in addressing the priorities of the Board and community.

80

The Board's Relationship with the Superintendent

The Board commits to complete an annual evaluation of the Superintendent. The Board will set aside at least one special meeting in October for the purpose of completing the annual evaluation of the Superintendent. In consultation with the Superintendent, the evaluation process and associated documents will be developed and approved by the Board, not later than the first Board meeting in **November**.

81

Evaluation and Objectives

[Sample Objectives](#)

[Sample Board Evaluation](#)

Please pull out the Superintendent's contract, objectives and her evaluation tool.

82

The Board's Relationship with the Superintendent

The evaluation process and instrument is designed to bring about the collective view of the Board. Thus, the evaluation will reflect the majority view of the Board, as a whole. To better attain this majority view, the Board will work with a professional from outside the Charter to facilitate the evaluation process and the composing of the Superintendent's evaluation.

83

The Ongoing
Implementati
on of Board
Approved
Protocols



84

CODE COMPLIANCE

NOTICE OF VIOLATION

What do we do when someone violates one of the protocols?

Principles/Assumptions

- We should expect that we will make mistakes.
- Self-monitoring our own behavior can be very difficult.
- Behavior in conflict with agreements erodes trust.
- Behavior that is not challenged is condoned.
- Confronting another team member can:
 - Be difficult. If done poorly, it can be damaging.
 - If done correctly, it demonstrates that the Board is a highly functional team!



85

The Ongoing Implementation of Board Approved Protocols

New Board Members (Elected or Appointed)

An administrative orientation by the Superintendent and senior staff will be provided to new members of the Board. Training may be provided by County and State organizations, consultants, or led by staff. The training shall, whenever possible, take place prior to first Board meeting of the new Board member.

The orientation is intended to be a conversation and overview of the things members need to know immediately. Questions will be answered, and the Board meeting structure, Superintendent contract, Superintendent objectives, Board policies, overview of the services and programs, and the major challenges being faced will be outlined and discussed.

Each orientation may be slightly different depending on the needs and interests of the incoming members and the major issues before the Board.

86

The Ongoing Implementation of Board Approved Protocols

Within 90 days of the election/appointment of a new Board member or appointment of a new superintendent , a Study Session of the whole Board will be held for the purpose of reviewing/updating the governance protocols of the Board.

Upon the request of two or more Board members, a special study session will be called for the purpose of reviewing/updating of the governance protocols of the Board.

87



Fred Van Vleck, Ed.D.
Chief Executive Officer
fvanvleck@nationalleadership.net
Phone: 707-599-0032
nationalleadership.net

88

Coversheet

Board Member Compensation

Section: X. Board Business
Item: C. Board Member Compensation
Purpose: Discuss
Submitted by:
Related Material: Board Compensation overview.pdf

Board Policy 7001.1: Board Remuneration and Reimbursement Rationale and overview

The Board of Directors of Compass Charter Schools recognizes that effective governance requires a significant commitment of time, expertise, and personal resources. To support this commitment while maintaining the school's fiscal health, this policy establishes a framework for "just and reasonable" compensation as authorized by Article VII, Section 13 of the corporate bylaws. By providing clear guidelines for remuneration, the Board seeks to balance the professionalization of governance roles with the strategic necessity of transparency and fiscal responsibility to the public. Establishing a formal structure for these payments is essential for administrative clarity, ensuring that every disbursement is documented, justified, and aligned with the school's mission.

1. General Remuneration Structure

Each member of the Governing Board may receive monthly compensation as provided for in Education Code 35120. The Board has established a tiered compensation model for participation in regular meetings, whether attended in person or virtually. This structure acknowledges the differing levels of responsibility and administrative oversight required by leadership roles.

The distinction between the compensation for the Board President and general members reflects the increased leadership accountability inherent in the presidency. This hierarchy incentivizes strong leadership and recognizes the additional time required for agenda setting, presiding over sessions, and serving as the primary liaison between the Board and school administration. By setting monthly maximums, the school ensures that compensation remains predictable and sustainable.

2. Required Training Stipends

Incentivizing specific legal and financial training serves as a proactive strategy to mitigate institutional risk. Ensuring that every Board member is well-versed in the Brown Act and Public School Finance enhances the Board's fiduciary oversight, protecting the school from legal challenges and ensuring that public funds are managed with the highest degree of professional competence.

3. Reimbursement of Actual and Necessary Expenses

Separate from stipends, Board members may be reimbursed for "Actual and Necessary" expenses incurred while performing official duties. It is a critical distinction of legal policy that the reimbursement of these actual costs—unlike stipends—does **not** jeopardize a director's immunity under Corporations Code Section 5047.5. Authorized purposes include attendance at educational seminars, conferences, and meetings with state or federal officials regarding community concerns.

A robust reimbursement policy encourages Board members to represent the school at regional and national levels. This ongoing education ensures the Board remains current on educational trends and legislative changes, allowing them to advocate effectively for the district's interests without being personally burdened by the costs of professional development or losing their "volunteer" status.

4. Voluntary Waiver of Compensation

Board members are not required to accept payment for meetings attended. Any member may choose to waive their compensation. The voluntary waiver of compensation serves as an important tool for fiscal conservation, particularly during periods of budgetary constraint. It allows Board members to demonstrate a "volunteer-first" ethic, preserving their legal immunity status while ensuring that school funds remain directed toward student services and classroom needs.

The Board reserves the right to decline payment for any session or to adjust these rates as necessary to maintain the fiscal integrity of the organization.

5. Legal Implications and Personal Liability Protections

From our legal counsel: On the board member compensation issue -- you can provide stipends and compensation for your board members without making them employees. However, if you compensate your board members for anything more than reasonable expenses to attend meetings, you eliminate one of the highest levels of immunity that nonprofit charter school board members have in the Corporations Code. Section 5047.5 grants immunity from civil liability to unpaid directors of nonprofit public benefit corporations for acts or omissions in the performance of their duties, provided the director acted in good faith, in a manner the director believed to be in the best interests of the corporation, and without willful, wanton, or grossly negligent conduct. The immunity is conditioned on the director being a "volunteer" — meaning no compensation beyond reimbursement of actual expenses. Once a board member receives compensation beyond that narrow allowance, § 5047.5 protection is forfeited for that individual. Corporations Code Section 5047.5 requires that a general liability insurance policy provide coverage of at least \$1,000,000.00 of coverage if the nonprofit corporation's annual budget equals or exceeds \$50,000.

Moreover, we have had granting agencies criticize charter schools for compensation paid to nonprofit board members.

For these reasons, we generally recommend against providing compensation to Board members, as the amounts usually do not warrant eliminating this level of protection for them from personal liability.

Liability Requirements: Compass Charter Schools currently maintains a general liability insurance policy of over **\$1,000,000.00** these policies also cover board members

[Excess Policy](#)

[Package Policy](#)

Board members must weigh the benefits of receiving a monthly stipend (ranging from \$250 to \$350) against the potential loss of personal liability protection. By accepting compensation beyond "reasonable expenses," a director may forfeit their status as a "volunteer" under the Corporations Code. The school provides these stipends as "just and reasonable" compensation for services, but directors should be aware that this can impact the level of immunity they hold in the event of civil litigation.

Coversheet

Approve Changes to Bylaws

Section: X. Board Business
Item: D. Approve Changes to Bylaws
Purpose: Vote
Submitted by:
Related Material: CCS Bylaws - Draft March 10 2026.docx
CCS Bylaws - Draft March 10 2026 Redline.docx

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

CCS Bylaws

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

ARTICLE I

Section 1. NAME.

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

ARTICLE II

Section 1. PRINCIPAL OFFICE OF THE CORPORATION.

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

Section 2. OTHER OFFICES OF THE CORPORATION.

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

ARTICLE III

GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES.

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

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

CCS Bylaws

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS.

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

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS.

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

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS.

This corporation shall have no members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS.

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

Section 2. SPECIFIC POWERS.

Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject

CCS Bylaws

to the same limitations, the Board of Directors shall have the power to:

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

Section 3. DESIGNATED DIRECTORS AND TERMS

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

- (a) Parent representatives: Directors may be selected from parents/guardians of scholars currently enrolled in the charter schools operated by the corporation. When selecting parent representatives to sit on the CCS Board, the Nominating Committee shall take into consideration the potential candidate's skillsets/experiences with the following subject matters: school administration experience, familiarity with the Education Code, legal experience, human resources knowledge, financial or budget experience, construction or real estate experience, and/or fundraising.
- (b) Community representatives: Directors may be selected from the CCS community, except that parents of CCS scholars shall count as a parent representative.
- (c) Pupil member: A currently enrolled scholar in a charter school managed by the Corporation in ninth through twelfth grade who is active in the Scholar Leadership Council.

CCS Bylaws

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

Consistent with Education Code Section 47604(c), each chartering authority may appoint a representative as a Director to sit on the board. Any representative appointed in this fashion shall not count toward the Board membership minimum or maximum.

In addition to the number of Directors otherwise prescribed by these bylaws, pursuant to Education Code section 47604.2, the Board composition shall also include a seat reserved for a pupil member. All Directors, except for the pupil member, shall have full voting rights, including any representative appointed by a chartering authority as consistent with Education Code Section 47604 (c). The pupil member shall have preferential voting rights. Preferential voting means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board of Directors, but that shall not serve in determining the final numerical outcome of a vote.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.

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

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

Section 5. DIRECTORS' TERM.

Each director, except for the pupil member, shall hold office for three (3) year terms or until a successor Director has been designated and qualified. There is no limit as to the number of terms a Director may serve. The three (3) year term limit shall not apply to the representative a chartering authority may appoint. The term of the pupil member shall be one (1) year commencing on July 1 each year.

Section 6. NOMINATIONS BY COMMITTEE.

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

CCS Bylaws

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.

No corporation funds may be expended to support a nominee.

Section 8. EVENTS CAUSING VACANCIES ON BOARD.

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

- (a) the death or resignation of any Director;
- (b) the removal of a Director with or without cause, by resolution of the Board as noted below; the declaration by resolution of the Board of Directors of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3;
- (c) the increase of the authorized number of Directors; and
- (d) failure to meet the qualifications established by these bylaws.

Any Director, except for a representative appointed by a chartering authority, may be removed, with or without cause, by a vote of the majority of the members of the entire Board of Directors at a Special Meeting called for that purpose, or at a Regular Meeting, provided that notice of that meeting and of the removal questions are given as provided in Section 13. Any vacancy caused by the removal of a Director shall be filled as provided in Section 11.

A representative appointed by a chartering authority will be automatically removed from the Board of Directors if that chartering authority no longer authorizes any charters held by CCS. Additionally, any representative appointed by a chartering authority may be removed with or without cause by the chartering authority or with the written consent of the chartering authority.

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

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

Section 9. RESIGNATION OF DIRECTORS.

Except as provided below, any Director may resign by giving written notice to the Chair of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Director's resignation is

CCS Bylaws

effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.
Except on notice to the California Attorney General, no Director may resign if the corporation would be left without a duly elected Director or Directors.

Section 11. VACANCIES FILLED BY BOARD.

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

A vacancy in the seat of the representative appointed by a chartering authority shall be filled by the chartering authority.

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

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS.
Meetings shall be held at any place within the physical boundaries of the county in which the greatest number of scholars who are enrolled in the charter schools operated by the Board are located that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation (“Brown Act”), and Education Code Section 47604.1.

Section 14. TELECONFERENCE MEETINGS¹.
Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- (a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the greatest number of pupils enrolled in the charter schools managed by Board are located;
- (b) All votes taken during a teleconference meeting shall be by roll call;
- (c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- (d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda, and members of the public

¹ Pursuant to Government Code Section 54953, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Section 54953(e).

CCS Bylaws

shall be provided with an opportunity to address the Board of Directors directly at each teleconference location;²

- (e) Members of the public must be able to hear what is said during the meeting; and
- (f) Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.³

Section 15. ANNUAL AND REGULAR MEETINGS.

The Board shall adopt a regular Board meeting schedule at the annual Board meeting. The regular Board meeting schedule may be revised as necessary by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The Chair shall have the authority to reschedule a regular meeting as necessary to establish a quorum of directors. Notice of the agenda will be posted physically in a location within the Charter Schools' jurisdictions that can be accessed at all times and on the Charter School's website homepage with a prominent and direct link. The Board of Directors shall hold an Annual Meeting for purposes of organization, election of officers, adoption of the regular Board meeting schedule, and transaction of other business. The Board may hold regular, special and emergency meetings. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act, and Education Code Section 47604.1.

Section 16. AUTHORITY TO CALL SPECIAL MEETINGS.

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

Section 17. NOTICE OF SPECIAL MEETINGS.

In accordance with the Brown Act, Special Meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to the public through the posting of an agenda. Notice of the agenda will be posted physically in a location within the Charter School's jurisdiction that can be accessed at all times and on the Charter School's website homepage with a prominent and direct link. Notice of the time and place of special meetings shall be given to each Director by:

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

² This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

³ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

CCS Bylaws

- (e) facsimile;
- (f) electronic mail; or
- (g) other electronic means.

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

Section 18. QUORUM.

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

Section 19. ADJOURNMENT.

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

Section 20. COMPENSATION AND REIMBURSEMENT.

The Board of Directors may receive compensation for their services in accordance with EC 35120 and reimbursement of expenses as determined by the Board;. . Directors may be reimbursed for reasonable expenses incurred in the conduct of the Corporation's business, including travel, lodging, and training related to governance responsibilities. All reimbursements must be approved in accordance with the Corporation's fiscal policies and supported by appropriate receipts or documentation.

Section 21. CREATION OF POWERS OF COMMITTEES.

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

CCS Bylaws

- (a) Fill vacancies on the Board of Directors or any committee of the Board;
- (b) Fix compensation of the Directors for serving on the Board of Directors or on any committee;
- (c) Amend or repeal bylaws or adopt new bylaws;
- (d) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- (e) Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- (f) Expend corporate funds to support a nominee for Director if more people have been nominated for director than can be elected; or
- (g) Approve any contract or transaction to which the corporation is a party and in which one or more of its Directors has a material financial interest.

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

Section 22. MEETINGS AND ACTION OF COMMITTEES.

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

Section 23. NON-LIABILITY OF DIRECTORS.

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

Section 24. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.

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

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD ON THE BOARD.

The officers of this Board of Directors shall be a chair, a secretary, and a treasurer. The corporation, at the Board's direction, may also have a Superintendent & CEO. The Superintendent & CEO shall have the administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS.

CCS Bylaws

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

Section 3. ELECTION OF BOARD OFFICERS.

The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract. Officers' terms may be staggered to provide continuity of leadership.

Section 4. APPOINTMENT OF OTHER OFFICERS.

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

Section 5. REMOVAL OF BOARD OFFICERS.

The Board of Directors may remove any Board officer with or without cause.

Section 6. RESIGNATION OF BOARD OFFICERS.

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

Section 7. VACANCIES IN OFFICE.

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

Section 8. CHAIR OF THE BOARD.

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

Section 9. SUPERINTENDENT & CHIEF EXECUTIVE OFFICER.

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

Section 10. SECRETARY.

The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of

CCS Bylaws

meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of persons present at Board of Directors and committee meetings and the vote or abstention of each Board member present for each action taken. The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of members of the Board of Directors, and of committees of the Board of Directors, that these bylaws require to be given. The secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or bylaws may require.

Section 11. TREASURER.

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

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS.

The corporation shall not enter into a contract or transaction in which a Director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the corporation's Directors are Directors and have a material financial interest). The prohibition does not include remote interests or non-interests as those terms are defined in the Government Code. The Board shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.

The corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest in compliance with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, unless all of the requirements in the corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS.

This corporation shall not lend any money or property to or guarantee the obligation of any Director or officer; provided, however, that the corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in

CCS Bylaws

the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. INDEMNIFICATION.

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

ARTICLE XIII INSURANCE

Section 1. INSURANCE.

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

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

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

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

ARTICLE XV INSPECTION RIGHTS

Section 1. DIRECTORS’ RIGHT TO INSPECT.

Every Director shall have the right at any reasonable time to inspect the corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and Federal law. The inspection may be made in

CCS Bylaws

person or by the Director's agent or attorney. The right of inspection includes the right to

CCS Bylaws

copy and make extracts of documents as permitted by California and Federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or Federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES.

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

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.

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

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS.

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

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursements for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.

The Corporation will comply with Corporations Code section 6322.

ARTICLE XVII AMENDMENT TO BYLAWS

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

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Compass Charter Schools, a California Non-Profit Public Benefit Corporation; that these bylaws, consisting of 16 pages, are the bylaws of this corporation as adopted by the Board of Directors on Sept. __, 2024; and that these bylaws have not been amended or modified since that date.

Executed on Sept. __, 2024 in Thousand Oaks, California.

[INSERT NAME], Secretary

4887-4158-3588, v. 4

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

CCS Bylaws

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

ARTICLE I

Section 1. NAME.

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

ARTICLE II

Section 1. PRINCIPAL OFFICE OF THE CORPORATION.

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

Section 2. OTHER OFFICES OF THE CORPORATION.

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

ARTICLE III

GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES.

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

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

CCS Bylaws

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS.

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

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS.

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

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS.

This corporation shall have no members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS.

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

Section 2. SPECIFIC POWERS.

Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject

CCS Bylaws

to the same limitations, the Board of Directors shall have the power to:

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

Section 3. DESIGNATED DIRECTORS AND TERMS

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

- (a) Parent representatives: Directors may be selected from parents/guardians of scholars currently enrolled in the charter schools operated by the corporation. When selecting parent representatives to sit on the CCS Board, the Nominating Committee shall take into consideration the potential candidate's skillsets/experiences with the following subject matters: school administration experience, familiarity with the Education Code, legal experience, human resources knowledge, financial or budget experience, construction or real estate experience, and/or fundraising.
- (b) Community representatives: Directors may be selected from the CCS community, except that parents of CCS scholars shall count as a parent representative.
- (c) Pupil member: A currently enrolled scholar in a charter school managed by the Corporation in ninth through twelfth grade who is active in the Scholar Leadership Council.

CCS Bylaws

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

Consistent with Education Code Section 47604(c), each chartering authority may appoint a representative as a Director to sit on the board. Any representative appointed in this fashion shall not count toward the Board membership minimum or maximum.

In addition to the number of Directors otherwise prescribed by these bylaws, pursuant to Education Code section 47604.2, the Board composition shall also include a seat reserved for a pupil member. All Directors, except for the pupil member, shall have full voting rights, including any representative appointed by a chartering authority as consistent with Education Code Section 47604 (c). The pupil member shall have preferential voting rights. Preferential voting means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board of Directors, but that shall not serve in determining the final numerical outcome of a vote.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.

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

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

Section 5. DIRECTORS' TERM.

Each director, except for the pupil member, shall hold office for three (3) year terms or until a successor Director has been designated and qualified. There is no limit as to the number of terms a Director may serve. The three (3) year term limit shall not apply to the representative a chartering authority may appoint. The term of the pupil member shall be one (1) year commencing on July 1 each year.

Section 6. NOMINATIONS BY COMMITTEE.

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

CCS Bylaws

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.

No corporation funds may be expended to support a nominee.

Section 8. EVENTS CAUSING VACANCIES ON BOARD.

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

- (a) the death or resignation of any Director;
- (b) the removal of a Director with or without cause, by resolution of the Board as noted below; the declaration by resolution of the Board of Directors of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3;
- (c) the increase of the authorized number of Directors; and
- (d) failure to meet the qualifications established by these bylaws.

Any Director, except for a representative appointed by a chartering authority, may be removed, with or without cause, by a vote of the majority of the members of the entire Board of Directors at a Special Meeting called for that purpose, or at a Regular Meeting, provided that notice of that meeting and of the removal questions are given as provided in Section 13. Any vacancy caused by the removal of a Director shall be filled as provided in Section 11.

A representative appointed by a chartering authority will be automatically removed from the Board of Directors if that chartering authority no longer authorizes any charters held by CCS. Additionally, any representative appointed by a chartering authority may be removed with or without cause by the chartering authority or with the written consent of the chartering authority.

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

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

Section 9. RESIGNATION OF DIRECTORS.

Except as provided below, any Director may resign by giving written notice to the Chair of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Director's resignation is

CCS Bylaws

effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.
Except on notice to the California Attorney General, no Director may resign if the corporation would be left without a duly elected Director or Directors.

Section 11. VACANCIES FILLED BY BOARD.

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

A vacancy in the seat of the representative appointed by a chartering authority shall be filled by the chartering authority.

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

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS.
Meetings shall be held at any place within the physical boundaries of the county in which the greatest number of scholars who are enrolled in the charter schools operated by the Board are located that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation (“Brown Act”), and Education Code Section 47604.1.

Section 14. TELECONFERENCE MEETINGS¹.
Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- (a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the greatest number of pupils enrolled in the charter schools managed by Board are located;
- (b) All votes taken during a teleconference meeting shall be by roll call;
- (c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- (d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda, and members of the public

¹ Pursuant to Government Code Section 54953, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Section 54953(e).

CCS Bylaws

shall be provided with an opportunity to address the Board of Directors directly at each teleconference location;²

- (e) Members of the public must be able to hear what is said during the meeting; and
- (f) Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.³

Section 15. ANNUAL AND REGULAR MEETINGS.

The Board shall adopt a regular Board meeting schedule at the annual Board meeting. The regular Board meeting schedule may be revised as necessary by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The Chair shall have the authority to reschedule a regular meeting as necessary to establish a quorum of directors. Notice of the agenda will be posted physically in a location within the Charter Schools' jurisdictions that can be accessed at all times and on the Charter School's website homepage with a prominent and direct link. The Board of Directors shall hold an Annual Meeting for purposes of organization, election of officers, adoption of the regular Board meeting schedule, and transaction of other business. The Board may hold regular, special and emergency meetings. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act, and Education Code Section 47604.1.

Section 16. AUTHORITY TO CALL SPECIAL MEETINGS.

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

Section 17. NOTICE OF SPECIAL MEETINGS.

In accordance with the Brown Act, Special Meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to the public through the posting of an agenda. Notice of the agenda will be posted physically in a location within the Charter School's jurisdiction that can be accessed at all times and on the Charter School's website homepage with a prominent and direct link. Notice of the time and place of special meetings shall be given to each Director by:

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

² This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

³ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

CCS Bylaws

- (e) facsimile;
- (f) electronic mail; or
- (g) other electronic means.

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

Section 18. QUORUM.

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

Section 19. ADJOURNMENT.

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

Section 20. COMPENSATION AND REIMBURSEMENT.

The Board of Directors ~~may shall not~~ receive ~~any~~ compensation for their services in accordance with EC 35120 and reimbursement of expenses as determined by the Board; ~~however, Directors may receive such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted. Directors may be reimbursed for reasonable expenses incurred in the conduct of the Corporation's business, including travel, lodging, and training related to governance responsibilities. All reimbursements must be approved in accordance with the Corporation's fiscal policies and supported by appropriate receipts or documentation.~~

Section 21. CREATION OF POWERS OF COMMITTEES.

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

CCS Bylaws

the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- (a) Fill vacancies on the Board of Directors or any committee of the Board;
- (b) Fix compensation of the Directors for serving on the Board of Directors or on any committee;
- (c) Amend or repeal bylaws or adopt new bylaws;
- (d) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- (e) Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- (f) Expend corporate funds to support a nominee for Director if more people have been nominated for director than can be elected; or
- (g) Approve any contract or transaction to which the corporation is a party and in which one or more of its Directors has a material financial interest.

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

Section 22. MEETINGS AND ACTION OF COMMITTEES.

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

Section 23. NON-LIABILITY OF DIRECTORS.

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

Section 24. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.

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

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD ON THE BOARD.

The officers of this Board of Directors shall be a chair, a secretary, and a treasurer. The corporation, at the Board's direction, may also have a Superintendent & CEO. The Superintendent & CEO shall have the administrative duties as set forth in any applicable

CCS Bylaws

contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS.

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

Section 3. ELECTION OF BOARD OFFICERS.

The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract. Officers' terms may be staggered to provide continuity of leadership.

Section 4. APPOINTMENT OF OTHER OFFICERS.

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

Section 5. REMOVAL OF BOARD OFFICERS.

The Board of Directors may remove any Board officer with or without cause.

Section 6. RESIGNATION OF BOARD OFFICERS.

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

Section 7. VACANCIES IN OFFICE.

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

Section 8. CHAIR OF THE BOARD.

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

Section 9. SUPERINTENDENT & CHIEF EXECUTIVE OFFICER.

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

Section 10. SECRETARY.

The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of

CCS Bylaws

meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of persons present at Board of Directors and committee meetings and the vote or abstention of each Board member present for each action taken. The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of members of the Board of Directors, and of committees of the Board of Directors, that these bylaws require to be given. The secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or bylaws may require.

Section 11. TREASURER.

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

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS.

The corporation shall not enter into a contract or transaction in which a Director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the corporation's Directors are Directors and have a material financial interest). The prohibition does not include remote interests or non-interests as those terms are defined in the Government Code. The Board shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.

The corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest in compliance with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, unless all of the requirements in the corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS.

This corporation shall not lend any money or property to or guarantee the obligation of any Director or officer; provided, however, that the corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in

CCS Bylaws

the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. INDEMNIFICATION.

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

ARTICLE XIII INSURANCE

Section 1. INSURANCE.

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

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

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

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

ARTICLE XV INSPECTION RIGHTS

Section 1. DIRECTORS’ RIGHT TO INSPECT.

Every Director shall have the right at any reasonable time to inspect the corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and Federal law. The inspection may be made in

CCS Bylaws

person or by the Director's agent or attorney. The right of inspection includes the right to

CCS Bylaws

copy and make extracts of documents as permitted by California and Federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or Federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES.

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

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.

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

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS.

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

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursements for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.

The Corporation will comply with Corporations Code section 6322.

ARTICLE XVII AMENDMENT TO BYLAWS

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

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Compass Charter Schools, a California Non-Profit Public Benefit Corporation; that these bylaws, consisting of 16 pages, are the bylaws of this corporation as adopted by the Board of Directors on Sept. __, 2024; and that these bylaws have not been amended or modified since that date.

Executed on Sept. __, 2024 in Thousand Oaks, California.

[INSERT NAME], Secretary

4887-4158-3588, v. 4

Coversheet

Board Member Compensation Policy

Section: X. Board Business
Item: E. Board Member Compensation Policy
Purpose: Vote
Submitted by:
Related Material: Section 1- Governance Policy 45.pdf

Section 1- Board Governance

Board Policy #45: Board Remuneration and Reimbursement

Adopted/Ratified: March 28, 2021

Revision date:

The Board of Directors of Compass Charter Schools recognizes that effective governance requires a significant commitment of time, expertise, and personal resources. To support this commitment while maintaining the school's fiscal health, this policy establishes a framework for "just and reasonable" compensation as authorized by Article VII, Section 21 of the corporate bylaws.

1. General Remuneration Structure

Each member of the Governing Board may receive monthly compensation as provided for in Education Code 35120 which states: "In a school district in which the average daily attendance for the prior school year was 10,000 or less, but more than 1,000, each regular member of the city board of education or the governing board of the school district who attends all meetings held may receive as compensation for the regular member's services a sum not to exceed one thousand two hundred dollars (\$1,200) in any month." The Board has established a tiered compensation model for participation in regular meetings, whether attended in person or virtually. This structure acknowledges the differing levels of responsibility and administrative oversight required by leadership roles.

Maximum Compensation for Meetings:

- **Board Members:**
 - \$250 per regular meeting
 - \$100 per special or committee meeting
- **Board President:**
 - \$350 per regular meeting
 - \$150 per special or committee meeting

To qualify for a stipend, Board members must attend the meeting and demonstrate active engagement.

2. Required Training Stipends

Board members are required to complete specialized training to enhance their oversight capabilities. A stipend of \$100 per training session is provided for the following mandatory sessions:

- Mandated Reporter Training
- Brown Act Compliance

- Ethics in Public Service
- TK-12 Public School Finance Training (2027)

3. Reimbursement of Actual and Necessary Expenses

Separate from stipends, Board members may be reimbursed for "Actual and Necessary" expenses incurred while performing official duties. Authorized purposes include attendance at educational seminars, conferences, and meetings with state or federal officials regarding community concerns.

4. Voluntary Waiver of Compensation

Board members are not required to accept payment for meetings attended. Any member may choose to waive their compensation.

The Board reserves the right to decline payment for any session or to adjust these rates as necessary to maintain the fiscal integrity of the organization.