



Compass Charter Schools:

CHARTER NAME

Charter Petition

July 1, 2017 – June 30, 2022

Submitted to the **DISTRICT NAME**

February 1, 2017

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i. Legal Assurances

As the authorized lead petitioner, I, J.J. Lewis, hereby certify that the information submitted in this petition for a California public charter school to be named Compass Charter Schools: CHARTER NAME (“CCS” or the “Charter School”), and to be authorized by the DISTRICT NAME (“District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

1. CCS shall meet all statewide standards and conduct the student assessments required, pursuant to EC Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. EC Section 47605(c)(1).
2. Compass Charter Schools declares that it shall be deemed the exclusive public school employer of the employees of CCS for purposes of the Educational Employment Relations Act. EC Section 47605(b)(6).
3. CCS shall be nonsectarian in its programs, admission policies, employment practices and all other operations. EC Section 47605(d)(1).
4. CCS shall not charge tuition. EC Section 47605(d)(1).
5. CCS shall not discriminate against any student on the basis of any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). EC Section 47605(d)(1).
6. CCS shall admit all pupils who wish to attend CCS; unless CCS receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to CCS shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of CCS in accordance with Education Code Section 47605(d)(2)(C). EC Section 47605(d)(2)(A)-(C).
7. CCS shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school (until the age of 22 years) and making satisfactory progress toward high school diploma requirements. EC Section 47605(d)(2)(A).

8. CCS shall not require any child to attend CCS or any employee to work at CCS. EC Section 47605(e)-(f).
9. In accordance with EC Section 47605(d)(3), if a pupil is expelled or leaves CCS without graduation or completing the school year for any reason, CCS shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC Section 47605(d)(3).
10. CCS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
11. CCS shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. Title 5, California Code of Regulations, Section 11967.5.1(f)(5)(C).
12. CCS shall ensure that teachers in CCS hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. EC Section 47605(l).
13. CCS shall at all times maintain all necessary and appropriate insurance coverage.
14. CCS shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by EC Section 47612.5(a)(1)(A)-(D).
15. CCS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. EC Section 47612.5(a)(2).
16. CCS shall, on a regular basis, consult with its parents and teachers regarding CCS's education programs. EC Section 47605(c).
17. CCS shall comply with any applicable jurisdictional limitations to the locations of its facilities. EC Sections 47605 and 47605.1.
18. CCS shall comply with all laws establishing the minimum and maximum age for public school enrollment. EC Sections 47612(b) and 47610.
19. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
20. CCS shall comply with the Public Records Act.

21. CCS shall comply with the Family Educational Rights and Privacy Act.
22. CCS shall comply with the Ralph M. Brown Act.
23. CCS shall meet or exceed the legally required minimum number of school days. Title 5, California Code of Regulations, Section 11960.

Submitted by: _____
Mr. J.J. Lewis, President & CEO

Date: _____

ii. Introduction

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

- Improve pupil learning
- Increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- Hold the schools accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Compass Charter Schools fully embraces the Legislative intent of the Charter Schools Act, and its mandate. The founders of Compass Charter Schools are determined to offer a quality, rigorous virtual educational experience to families in COUNTY and adjacent counties.

Founding Group

The petitioners for CCS are committed fulfill every student's individual potential. Below please find a summary of our founders' backgrounds and areas of expertise.

Meet the Founders:

Miriam Cohen, Board Secretary

Greatly involved in volunteer work, Dr. Cohen devotes her time assisting non-profit organizations including His Nesting Place (Long Beach, CA), The Handshake Foundation (Rolling Hills Estates, CA), and Fountain of Life (Long Beach, CA) through grant writing, fund raising, strategic planning, and teaching.

Dr. Cohen earned her Doctorate degree from Northcentral University and Master's Degree from Grand Canyon University.

Joe Cummings, Board Member

Joe Cummings started in the recruiting and staffing industry in 1988 as an Account Manager; placing his candidates to his developed client base on a direct hire basis. He learned the temporary placement side of the business while at the same firm. He moved on to Royal Associates / Royal Staffing Services in August of 1989. He had various job titles during his tenure at Royal; Personnel Supervisor, Outside Sales/Account Manager, Branch Manager and Vice President of Branch Operations. He purchased the company, which was founded May 1967, in July 2004. Royal has two locations: the corporate office is in Sherman Oaks and another branch is in Westlake Village, California.

Expanded the company operations internationally with clients in Dublin, Ireland. He trains the staff on recruiting methods, interviewing, establishing comp plans, on boarding as well as recruiting and placement.

Joe has over 28 years' experience within the recruiting and staffing industry. His personal network has developed throughout the United States, Ireland, the European Union and the United Kingdom.

Kathy Granger, Board Treasurer

Kathy Granger, Ed.D., currently serves as the Superintendent of Mountain Empire Unified School District located in southeastern San Diego County.

Kathy earned her Bachelor's degree in Mathematics from the University of the South. Her teaching career began in East LA working as a middle school math teacher for Los Angeles Unified School District. Several years later she moved to the Walnut Valley Unified School District where she served as teacher, instructional coach and curriculum coordinator. During this time, she earned her Master's degree in Educational Management through Chapman University.

Kathy continued her career path by serving as both site and district office level administrators for West Covina USD and Burbank USD. Kathy returned to Walnut Valley USD in 2008 where she served as Assistant Superintendent of Human Resources. She completed her Doctorate in Educational Leadership and School Improvement at La Sierra University in 2009. Kathy joined Mountain Empire USD in December 2013.

Kathy and her husband, Rob have four grown children and four grandchildren.

Matt Koblick, Board Member

Matt Koblick was raised in Los Angeles and attended Indiana University, Bloomington's Kelly School of Business. Over the past 20 years he has established himself as a successful entrepreneur and sales professional. The last 7 years, he has dedicated himself to the software consulting industry.

Matt has diverse experience as an individual contributor and as a board member, serving non-profits such as the Guardians, Laurel Palms HOA, Toastmasters and the Harmony Project.

Matt, his wife and two young children live in Studio City, CA.

Peter McDonald, Board Chair

Mr. McDonald was born and raised in the Los Angeles area attending both high school and university in the Southern California area. For 20 years, he has worked as an engineering geologist and project manager for an international engineering firm on large projects such as school construction, dams, freeways, stadiums, tunnels and infrastructure related projects. He has also worked for the largest contractor in California, managing the construction school buildings on both the UCLA and USC campuses.

As a member of the Board, Mr. McDonald hopes his experience in school construction and regulation will assist AAS during the growth of the organization.

Mr. McDonald lives in Los Angeles with his family and currently volunteers approximately 40 hours a month through coaching and board work.

Consultants:

Young, Minney & Corr, LLP

Young, Minney & Corr, LLP is proud to be California's most experienced, knowledgeable and respected firm working in the unique area of charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation – including charter school petitions, renewals and revocations, employment and labor law, non-profit incorporations, board governance, facilities, student issues, policy development and much more.

Charter Schools Management Corporation

I. Education Program

Governing Law: The educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. EC Section 47605(b)(5)(A)(i).

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by CCS, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. EC Section 47605(b)(5)(A)(ii).

Governing Law: If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. EC Section 47605(b)(5)(A)(iii).

Description of Program

Compass Charter Schools (CCS) CHARTER NAME shall be an innovative California independent study public charter school, open to scholars in grades Transitional Kindergarten through 12th grade. CCS shall attract scholars seeking an alternative educational program where parents have the role of "Learning Coach" and play an important role of partnering with CCS teachers to educate their children at home.

CCS shall offer two virtual educational program options for families: online and traditional home study. We recognize that in education one size does not fit all. CCS is designed and organized to serve scholars and families who have chosen an independent study program that can meet an individual scholar's unique needs. CCS educates scholars with a wide range of learning styles that allow for flexibility in pacing and that are aligned with Common Core standards. Enrollment in CCS is contingent on parent and scholar signing the Master Agreement in acknowledgement of the responsibilities as outlined in the Master Agreement. *See Appendix B for a copy of our Master Agreement.*

Our Mission and Vision describe our purpose and philosophy that shall guide our educational program.

MISSION STATEMENT

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

VISION STATEMENT

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

CORE VALUES

Achievement
Communication
Integrity
Respect
Teamwork

We will meet our scholars' needs by:

- Implementing an academically rigorous, 21st century, inquiry-based college preparatory curriculum which will meet Common Core standards.
- Combining cutting edge curriculum with a dynamic and innovative educational practices to meet the needs of our diverse scholars.

CCS has also developed Schoolwide Learning Outcomes (SLO's), which are closely aligned with our Mission, Vision, Core Values, and LCAP goals. The SLOs are representative of the characteristics and skills that we strive to teach, inspire, and instill in our scholars.

Effective Communicators
Academically Proficient
Collaboratively Minded
College and Career Ready

We will meet our families' needs by allowing them to:

- Create a compelling learning environment
- Provide challenging lessons on a daily basis
- Be a responsible and available learning coach.

A Day in the Life of a CCS Scholar

We encourage scholars to set a schedule for their day, one that works with their individual commitments and responsibilities. Some scholars receive and execute assignments early in the morning, much like the rhythm of a traditional brick and mortar school. Others find their productivity is best in the afternoon or evenings. At CCS, scholars learn at the times convenient to their schedules. Though scholars have the flexibility to choose the time frame in which they study, our courses are on a semester system. Scholars finish their courses within the semester by following the teacher-created pacing plan for each of course. This generally means scholars need to make daily progress in their courses to finish by the end of the semester.

Scholars may seek support and answers to questions either through email, telephone, or by attending their teacher’s weekly synchronous “Q and A” sessions. Every teacher holds “Q & A” sessions, using real time web conferencing software, two to three hours every week. Scholars may also schedule appointments with teachers to obtain help on coursework. Scholars can also communicate with their teachers by logging in to their account on our Learning Management System (LMS).

Regardless of when a scholar starts his or her daily learning, those utilizing our online program typically start by logging on to get assignments, networking with teachers and classmates, and checking for subject matter lesson sessions for their courses. Scholars turn in assignments daily or as appropriate, take tests and quizzes, and submit papers and projects through our secure LMS. Scholars’ progress and grades can be viewed 24/7 so that both scholar and Learning Coach are always aware of their progress.

Every CCS teacher conducts two, one-hour virtual classroom sessions of direct instruction for their class every week, known as “Learning Labs.” Scholars are required to attend these either synchronously or asynchronously. The combination of our Learning Labs and Q&A sessions allow our scholars to interact live with their teachers, up to five hours a week, and more if they schedule appointments with their teachers. Through their virtual interactions, scholars develop and pursue friendships, both during official virtual sessions and their participation in scholar-led clubs, monthly field trips, and school sponsored activities. Extracurricular school-sponsored events allow scholars to meet and build friendships based on mutual interests. In addition, many scholars pursue sports, music, and other activities in coordination with local organizations and local schools.

Scholars work collaboratively with their teachers and Learning Coach in creating a work flow plan that will allow them to complete all classes by semester’s end. Some scholars may spend an entire week concentrating on math or history; others work on all their courses throughout the week.

For those scholars using our home study option of independent study, scholars and Learning Coaches check-in with their Educational Facilitators on a consistent basis. Each day there is the expectation that work will be completed and that meetings with EFs will be kept.

Each and every day is unique for an CCS scholar – the flexibility we offer allows our scholars to, as our mission states, inspire and develop into innovative, creative, and self-directed learners.

See Appendix A for 2017-2018 School Calendar

Whom the School is Attempting to Educate

Our educational program is based on the instructional needs of our scholar profile, which is scholars from all backgrounds in grades TK-12. Our target scholar profile is not limited to any particular demographic. Instead, CCS is designed and organized to serve scholars and families who reside in COUNTY NAME County and its contiguous counties and have chosen an independent educational setting for any of the following reasons, or other reasons relevant to the individual:

- Individuals who are self-directed and choose a wider range of academic options.
- Family relationships, personal beliefs and values, and families who prefer virtual or home study instruction
- Family Schedules (i.e. sports, actors, military, extracurricular activities).
- High-risk/at-risk for successfully achieving high school graduation or equivalency.
- Health reasons prohibit them from attending normal classroom programs
- Scholars of all ability levels seeking additional academic and learning opportunities.
- Scholars that may have faced challenges such as bullying in traditional settings.
- Scholars with responsibilities such as work schedules that do not fit in an 8am-4pm schedule.
- Scholars from various backgrounds and ethnicities.
- Scholars that might otherwise choose to drop out of school due to scheduling issues.

In education, one size does not fit all and CCS is dedicated to providing scholars and families with an online or home study learning environment that can meet an individual scholar's needs.

21st Century Learner

Information is multiplying as quickly as it is becoming obsolete and ideas are continually revisited, retested and revised. At the same time, the world is becoming increasingly dependent on technology. These challenges mean that scholars must learn in a technological environment in order to participate effectively in the 21st century. As such, CCS believes an educated person in the 21st century has a mastery of 21st century learning skills and tools as well as a solid foundation in the state and common core standards, and core academic subjects.

CCS will prepare innovative, creative, self-directed learners for the 21st century. To do this CCS will employ a blend of independent study curriculum and methods to ensure all scholars gain the knowledge and skills that are valued in the modern world, and necessary for future success. As a result, scholars graduating from CCS will demonstrate the core characteristics of an educated person in the 21st Century:

1. Solid foundations in core academic subjects (Math, English, Science, History, Foreign Language)
2. 21st Century learning skills: Scholars will graduate with the following:
 - Research and Communication skills

- Thinking and problem solving skills
- Interpersonal and self-directional skills



3. **Mastery of 21st Century Tools:** According to Elizabeth Rich of EdWeek.org, “*The term ‘21st-century skills’ is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students thrive in today’s world*” (EdWeek, 2010). CCS scholars will graduate with a proficiency in the use digital technology and communication tools to access, manage, integrate, and evaluate information; construct new knowledge; and effectively communicate with others.

How Learning Best Occurs

CCS believes that effective application of instructional technology in independent study learning best serves to meet the learning needs of our scholars. CCS is structured to support high scholar achievement by creating a rigorous independent study environment in both our online and home study programs for all our scholars. CCS also firmly believes that learning occurs best through the application of INACOL’s five standards for quality online learning: Equity, Stakeholder Involvement, Continuous Improvement, Personalization, Scholar Engagement, and Collaboration.

Equity

Scholars enrolled at CCS shall have access to challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that prepare them for success at the next level. They shall be exposed to real world, scholar-centered, authentic, and inquiry-based learning experiences by teachers who utilize 21st century teaching practices.

Stakeholder Involvement

All stakeholders, not just teachers, shall be involved in the scholar’s educational experiences.

Continuous Improvement

Continuous improvement practices shall lead to improved scholar performance. Every staff member at CCS shall make performance goals that are tied to their job description, teaching practice, and CCS' LCAP goals. All staff members shall review progress towards their performance goals quarterly with their immediate supervisors in order to reflect, adjust and evaluate improvement goals. Teachers shall meet weekly by department, grade level, and/or subject as appropriate in order to analyze scholar work, collaborate on best teaching practices, and plan lessons and curriculum. This will allow our scholars to be offered a rigorous core curriculum. Teachers shall be observed regularly by their Coordinator, Instructional Services Manager, and Scholar Intervention Coordinator in order to continually improve our instructional practices.

Personalization

The scholar experience shall be personalized both in and out of the classroom. Teachers will get to know their scholars' learning needs through regular interaction with them. They will assist them with those needs through the LMS, Learning Labs, Q&A sessions, phone calls, and emails. Scholars shall have the opportunity to choose their time, their place, and their pace for studying, thereby empowering scholars to become independent, self-directed learners. Flexibility shall be offered to families as to how to educate their children.

Scholar Engagement

Research shows that scholar engagement has a positive effect on academic achievement (Heng, 2013; Leithwood & Jantzi, 2000; Skinner, Wellborn, & Connell, 1990). Because of the impact of scholar engagement on scholar achievement, scholars shall have additional opportunities in which to participate.

Scholars will be monitored and required to engage in their education. This will be accomplished through our virtual classrooms called "Learning Labs" which teachers conduct twice weekly, for scholars to participate in synchronous sessions in front of their computers with their teachers. Teachers also host regularly scheduled office hours for 1:1 or group tutoring through their virtual classrooms. Teachers will utilize a variety of teaching techniques, including Universal Design for Learning (UDL) to engage their scholars during instruction. Scholars will be held to high standards and expectations. The instructional techniques CCS will utilize are research-based. Quality instructional time will be devoted to working with individual scholar needs.

Additionally, CCS plans to have several scholar-led clubs, such as a Scholar Leadership Council and National Honor Society, that shall be created based on scholar interests. CCS will encourage our scholar clubs to meet and plan activities with a CCS staff member that shall serve as the advisor.

Collaboration

All stakeholders will have opportunities to collaborate. This involves hiring qualified staff, fostering scholar to teacher relationships, scholar to scholar relationships, teacher to learning coach relationships, and learning coach to learning coach relationships. One example of this is our

Learning Coach Lounge. Learning Coach Lounges shall be held weekly, either virtually through our web-based virtual software, or in-person at our Learning Center. These sessions will be hosted by CCS staff and attended by learning coaches. CCS staff will present a topic relating to increasing scholar success in a virtual environment and then give learning coaches time to ask questions or give comments.

A Challenging Learning Environment

CCS shall provide scholars with a demanding educational program and effective teachers. CCS is committed to establishing high standards and expectations for all scholars. Our courses are rigorous, requiring significant amounts of writing, and they provide scholars with opportunities to demonstrate higher-order thinking skills and apply concepts they have learned. CCS's courses have been designed to meet today's rigorous academic environment and follow an objective-based learning structure in accordance with the State Standards (including, but not limited to, the Common Core State Standards, Next Generation Science Standards, and California State Content Standards; collectively referred to herein as the "State Standards"). Scholars may have the opportunity to take AP courses as well as other traditionally rigorous courses.

Program Features

The following variety of strategies and features provide the best opportunities for all scholars to learn at high levels:

1. Virtual "Learning Labs" – uses a combination of synchronous and asynchronous learning environments.
2. Qualified teachers – subject-matter teachers, who are qualified and certified to teach in their content area, provide assignments, feedback and support to scholars on an individualized basis. Teachers have three days to return work with constructive feedback to scholars.
3. Regular and appropriate feedback on progress – Through regularly scheduled meetings for assessment and assignments, scholars receive feedback on their progress. Feedback is given to scholars and to parents frequently in a variety of ways:
 - Scholars receive written feedback from teachers on written assignments and tests.
 - Scholars and parents access this feedback in the grade book of the LMS.
 - Parents receive weekly emailed progress reports giving information on login times, course activity, assignments submitted, and grades.
 - Parents and scholars can get oral feedback virtually any time by calling or emailing the teacher of a course.
 - Teachers hold office hours where parents and scholars can log in to a virtual session and have real-time face-to-face communication with the teacher.
4. Flexible Course Scheduling – CCS scholars complete 10-12 semester long classes throughout the school year. This system allows scholars to progress at their own pace through a course, and to focus on fewer subjects at a time than they would in a traditional

school setting. Scholars complete the same amount of credits within a school year as in a traditional classroom setting, thus staying on track for high school graduation.

5. Technology – Technology underpins the pedagogical strategy of CCS. Our online scholars are taught virtually through asynchronous and synchronous interactive lessons.

CCS’s programs are designed using an independent, learner-centered model that helps scholars become more self-disciplined, better time managers, and more effective problem solvers. CCS’s courses make use of the latest educational techniques. CCS uses curriculum that integrates graphical enhancements, games, and multimedia activities with academic content.

Curriculum and Instructional Design

Overview of Learning Environment

CCS shall provide scholars with a demanding education program and qualified teachers. CCS is committed to establishing high standards and expectations for all scholars. CCS’s courses have been designed to meet today’s rigorous academic environment and follow an objective-based learning structure in accordance with state and common core standards. CCS will seek initial WASC accreditation. The high school curriculum is A-G accredited.

While some of the components of our program will be offered offline, such as coursework in grades TK-5 and our home study option, most of our curriculum will be delivered through an online LMS. CCS shall utilize an interactive, scholar centered, e-learning curriculum that builds on prior knowledge and cultivates higher-order thinking skills using instructional methods such as examples, practice, and feedback to promote learning.

Our self-paced virtual curriculum will foster and develop a love of learning in each scholar by providing an engaging State Standards-based curriculum with real world connections that is flexible enough to fit all schedules. This rigorous education shall provide a wide variety of content regardless of ability level, and strives to ready scholars for the next grade level.

CCS’ curriculum shall be effective in meeting the individual needs of its scholars because our teachers practice three key principles of effective virtual pedagogy.

1. Let the scholars do the work: First, our scholars work in a self-paced, independent study environment. During Learning Labs or Office Hours, you will rarely see our teachers practice “I talk, you listen.” Instead, CCS teachers are facilitators of learning. They are guides to helping their scholars learn for themselves and then demonstrate what they have learned. This helps keep the content relevant. Our teachers practice the following types of teaching strategies that model this principle: Scholar led discussions, Peer to Peer learning, Case study analysis, individual and group projects.
2. Interactivity is the heart and soul of asynchronous learning: Our scholars participate in an abundance of writing assignments and activities. Whether, it’s posting to message boards, microblogging, research papers, essays, or lab write ups, scholars are asked to interact in a variety of ways with their teacher, their peers, web browsing, and in small group break-out

sessions during learning labs. This type of interactivity allows scholars to learn in their own ways.

3. Create a sense of presence: Our teachers connect with their scholars by establishing a sense of community and trust. This is done by allowing scholars to get to know each other through assignments or class discussions or projects (*Three Principles of Effective Online Pedagogy, Journal of Asynchronous Learning Networks, (2010) Volume 14, Issue 1 Bill Pelz*)

Researchers advocate virtual learning for instructional effectiveness because scholars have 24/7 access to learning, are exposed to a variety of learning modes, and because scholars can control their pace of learning.

All of our unit lessons are followed by assessments, ensuring that each scholar has mastered content before moving on. The assessments are integrated with planning and progress tools, making it easy to find the right pace by subject and to stay on track. This unique, individualized approach allows each scholar to go as fast or slow as needed as long as they follow the pacing guides, keep track of semester end dates, and follow instructions provided by their teachers. Scholars in grades 6 through 12 will submit their assignments, tests, and quizzes online through our LMS. Both scholar and learning coach are able to see real time updates on progress and grades in all of their courses.

In Transitional Kindergarten through 5th grade, in addition to the online delivery of our program, each scholar will receive a physical box of materials in the mail, which includes textbooks, hands-on materials and assignments to complete. CCS believes this combination of interactive online lessons with offline materials fits the developmental needs and caters to a variety of learning styles.

Instructional Methods

Web-based Classrooms

Our teachers will host synchronous web-based classroom instruction, or Learning Labs, up to two hours a week for each subject to conduct standards based instruction. These lessons will be used to introduce new content, build on the prior knowledge of the self-paced work scholars are completing through the LMS, do test prep, review for tests, and answer scholar questions. Teachers will often conduct breakout sessions during the live sessions to allow scholars to participate in group activities, discussions, or projects. Parents of scholars in grades Transitional Kindergarten through 5th grade shall be encouraged to attend with them. In the elementary grades, these synchronous sessions will sometimes take the form of teacher and scholar guided reading groups. Teachers will also hold up to three office hours a week and be available to meet with scholars and learning coaches by appointment when necessary. This type of individualized assistance is what sets CCS apart from other virtual programs.

Learning Management System (LMS)

The school's LMS is designed to enable scholar learning and teacher support. The LMS is where the scholar and learning coach can log into their individual courses. The LMS includes web-style access and content is organized in courses by unit topics with clear instructions. Each lesson and unit has embedded multimedia, activities, and assignments. Teachers can imbed their own content as well.

Technology-based Skills Instruction

The use of instructional technology underpins the pedagogical strategy of CCS. Scholars will participate in Learning Labs either synchronously or asynchronously. Teachers will use web-based real time software to teach these lessons and record them for later use for scholars as needed. Teachers will also imbed content into the LMS using a variety of web 2.0 tools and scholars will submit their classwork through the LMS. Every math teacher at CCS will use a bamboo tablet to further enhance their math instruction during these live sessions. Every scholar in grades 6-12th will be assigned a Gmail account and be taught how to use the Google web 2.0 apps during his/her My Success introduction class. The use of these skills is an important part of 21st century learning and a part of the Common Core State Standards.

Digital Age Learning Practices

Our teachers will apply both Connectivism and Social Constructivism to their teaching practices. Connectivism explains how all the new technology available through the internet has created new opportunities for how people learn. Social Constructivism is scholar centered learning. At CCS, scholars will be allowed to discover meaning for themselves rather than being told what to learn. Scholars will build their own knowledge through social experiences using online resources. The application of these two digital age theories increases scholar satisfaction and therefore the effectiveness of online learning at CCS. Furthermore, the application of these learning theories allows for immediate feedback and progress reports, personalized learning, frequent checks for understanding, scholar led discussions during Learning Labs and the use of discussion boards, and the use of project based learning. (*Connectivism for the Digital Age (2005) George Siemens, International Journal of Instructional Technology and Distance Learning.*)

Regular feedback on progress

Feedback will be given to scholars and parents frequently in a variety of ways. CCS will have eight Learning Periods and scholars will be emailed an update on class progress using the following schedule:

- End of Learning Period 1 and 5: Scholars are emailed a "Snapshot" of current progress
- End of Learning Period 2 and 6: Scholars are emailed Quarterly Progress reports
- End of Learning Period 3 and 7: Scholar "Snapshot" and "At Risk" letters are emailed home
- End of Learning Period 4 and 8: Report cards are provided at the end of each semester

Additional feedback is provided in the following ways:

- Scholars receive written feedback from teachers on written assignments, tests and quizzes
- Scholars and parents access this feedback in the gradebook of the LMS
- Scholars and parent receive weekly progress reports
- Every teacher has a school provided cell phone. Scholars and parents can get verbal feedback by calling or emailing their teacher directly.
- Flexible Course Scheduling

Using the lesson content and assignments for each unit, each teacher will create an individualized pacing plan for their classes according to when the scholar starts the course. This will allow scholars to complete the courses they are placed in by the end of the semester. Scholars will be able to work at their own pace, work ahead, etc., as long as they finish their courses by the end of the semester.

Advantages of Virtual Learning

There are many benefits to virtual learning. Professionals that teach in an independent study environment are able to focus less on planning and content development, and more time to be spent on the other value-added tasks undertaken by highly effective teachers. In other words, more quality instructional time is spent working 1:1 with scholars or in small groups and interacting with them in the learning environment than on some of the behavioral and administrative tasks teachers typically assume. This enhances the learning experience for scholars and creates a clearer focus for teachers.

The table below describes six primary tasks executed by highly effective teachers and the differences between the independent study environment and a traditional classroom setting.

Task	Traditional Classroom	Virtual Classroom
Lesson Planning – Content Development	Lesson plan for daily teaching Prepare materials used for lessons Teach lessons Review lessons not learned	Material already planned and content already prepared – minimal planning and preparation required.
Grading	Grading all scholar work Short turnaround on math and daily assignments Longer turnaround times in Language Arts on research papers or essays Other subjects fall in the middle	Much scholar work graded automatically Math work done largely by computer with some answers graded by teachers Language Arts heavy on writing and require grading time equal to Face-to-Face More time available for “value-added” grading

Checks for Understanding	Must respond to scholars in the classroom Have one hour a day to answer questions	Questions come via email or in online chat sessions Can receive questions anytime Can respond to questions within 24 hours Many questions are repeats and teachers develop pre-arranged answers
Monitoring Scholar Achievement	Monitor in classroom Check grade book Respond to parent concerns Alert parents when problems arise Review scholar data and adjust teaching	Monitor online Refer to grade book Respond to parent/scholar concerns Alert parents when problems arise Review student data and coach student progress
Monitoring Behavior	Keep scholars in line with classroom rules	Keep scholars in line on chats

Curriculum

My Success/Start Up Course

All scholars in grades Transitional Kindergarten through 12th who are enrolling in CCS for the first will time take My Success, an introductory course designed to prepare scholars on how to be successful in independent study and online learning. This course will help scholars familiarize themselves with the CCS program, show them how to submit class work using their accounts in the school’s LMS, and teach them how to use Google apps such as Docs and Slide Show. The emphasis of this course is 21st century communication skills. This course also assists them in setting up daily routines and schedule to stay on track. Writing is an important communication skill and scholars are asked to complete a variety of types of writing and research throughout their courses. One of the lessons in My Success is how to prevent plagiarism. Scholars are exposed to plagiarism prevention during their core courses as well and teachers use “Safe-Assign” a plagiarism detection program imbedded into the LMS. Scholars also take the school’s benchmark test for math and reading using i-Ready in order to establish a baseline for where they are academically. Scholars must complete this course successfully before starting their general education curriculum.

Arts

The Arts provide the invaluable expressive element that connects and enhances all subject areas at CCS, and is an integral aspect to all learning at every level. Our mission is to inspire and develop innovative and learners. CCS believes that the arts nurture a curiosity for life-long learning. CCS will offer art electives at all grade levels. In grades TK-5, our program may partner with TEAL “Technology Enhanced Arts Learning Project” (www.tealarts.org), or another similar program. In the high school, scholars are required to take one year of Visual and Performing Arts (VPA) in

order to graduate. This is typically done through concurrent enrollment at a local community college.

Sciences

Like CCS's emphasis on the arts, our school also strives to inspire scholars to appreciate the ways in which the sciences nurture a curiosity for life-long learning. Science celebrates the wonder of human inquiry and facilitates seeking and finding deeper meaning in all aspects of life, often beyond the physical and sensory world. Our web based classrooms take on the feel of "labs" because of the investigative and inquiry based teaching practice that CCS emphasizes throughout its curriculum.

Blended Learning Wet Labs

CCS is one of the few independent virtual charter schools to have its biology and chemistry labs A-G accredited. As a result, our biology and chemistry courses offer a blended learning component. Scholars will complete their course work for their biology and chemistry courses as they do the rest of their classes. However, for the wet lab portion of the course, they will attend our real-time hands on labs. These labs will be taught virtually from our Central Offices. The goal of these labs is to provide scholars with the science lab experiences that will prepare them to meet the demands of university laboratory courses. Scholars living outside the local area may participate in the lab via a live stream of the lab.

Virtual Open House

Each year our scholars will participate in a Virtual Open House. The purpose of this is for scholars to showcase their classwork in selected courses. Scholars will demonstrate their learning by presenting an assignment or project of their choice, often in the arts or sciences. This will be conducted similar to a traditional Open House except that it is done virtually.

Scholar Engagement

As reflected in our LCAP goals, increasing scholar engagement is a priority for CCS. Our first step in this important endeavor was to have a Scholar Engagement Coordinator (SEC) join our leadership team. The Scholar Engagement Coordinator is responsible for overseeing all aspects of Scholar Engagement. From monthly Scholar Awards to our weekly Learning Coach Lounge, the SEC will research, plan, execute, and analyze the events and activities that we offer our scholars and families.

As will be outlined in our LCAP, our goal is to increase pupil engagement by offering more scholar specific activities, workshops, and live lessons and by tracking attendance and truancy rates. We will do this by offering college and career information sessions with our counselors, monitoring of weekly attendance by advisors, plan field trips and activities early in the year and make sure they are on our online master calendar, and enforce our truancy policy.

Additionally, as noted earlier, we will have several scholar-led clubs that will be created based on scholar interests as identified in family survey results, such as a Scholar Leadership Council,

Drama, Poetry, Photography, Creative Writing, and a National Honor Society program for our High School scholars.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section, “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities,” in Element II of this Charter for a description of CCS’ annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Independent Study Assurances and Attendance

CCS shall comply with all applicable independent study laws including, but not limited to, Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854. These laws require, among other things, that CCS shall operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and CCS must file for a funding determination as a condition of funding.

CCS will offer the same number of instructional minutes as set forth in Education Code Section 47612.5(a) for the appropriate grade levels and will operate for the required minimum of 175 days as set forth in the California Code of Regulations, Title 5, Section 11960. CCS will maintain written records that contemporaneously document all student attendance and make these records available for audit and inspection.

Master Agreement

Pursuant to Education Code Section 51747, enrollment in CCS is contingent on scholar, parent, and teacher signing a Master Agreement Form (MA) prior to the first day of class each year. This is a legal document and must be signed, dated, and returned to CCS. Parent and scholar will not have access to the curriculum until the MA is signed and returned. Failure to sign and return an MA within the first three (3) days of starting courses will result in the withdrawal of the scholar from CCS. The signed MA is the agreement that parent and scholar wish to continue enrollment in CCS. All scholars enrolled in Independent Study must sign a new Master Agreement each year. See *Appendix B for the Master Agreement*.

Excellence Pledge for Independent Study

A group of independent-study charter school leaders ... have signed an “Excellence Pledge,” and banded together to dispel what they say are myths about virtual charters they believe have been fueled by recent controversies involving legal battles, charter brokering and turf wars (The San Diego Union-Tribune, 2016).

The Pledge reads:

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

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

1. As operators of high quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the scholar where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
2. As operators of high quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that review our financial and operational activities annually and showcase reports that are exception---free. This speaks to the commitment that we hold on financial accountability and operational integrity.
3. As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.
4. As operators of high quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media draw comparisons speaks to the fact that they are unaware of what we do or are acting on rumor and misinformation.
5. As operators of high quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating scholars. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of scholars in our care. Our commitment to scholars does not center on money, influence, or politics.
6. As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that offer innovative and tested methods of instruction and self-paced learning. We are helping scholars to think, communicate, and achieve.
7. The undersigned represent schools and organizations serving scholars in 26 Counties. Our programs, events, and activities align with personalized and adaptive learning elements to meet scholars where they are educationally to promote and achieve their academic success.

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

Attendance

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

Work Samples

Independent study attendance credit is determined using the time value method which is based on assignments (work samples) given and evaluated by the certificated teacher and recorded by the school. (EC Section 51747.5, California Code of Regulations, Title 5, Section 11703.)

Attendance is determined by amount of work samples submitted rather than time in seat. Recorded attendance in days should not exceed more than five (5) days in one school week, unless on a specific attendance track. Attendance should be counted in days not hours.

Learning Periods

Learning periods will be less than 60 days or quarterly to minimize the amount of paperwork generated by independent study procedures. Attendance will be generated by the collecting of work samples during each learning period. (EC Section 517470(a).)

Virtual Classroom Attendance – Learning Labs

All CCS teachers host live synchronous web-based classes 1 hour a day, 5 days a week for their courses. Live teacher-led classroom instruction occurs in each of these classes 2-3 hours a week called “Learning Labs.” These sessions allow scholars to interact with their teachers and be taught in real time. All scholars are expected to participate in the sessions for each of their classes. Attendance to class connect sessions is part of the scholar’s participation grade for their classes.

Truancy Policy

Excessive absences are considered truant. In these cases, CCS may deem that enrollment at CCS is not in the best interest of a scholar. CCS will follow due process to determine if independent study is a good match for a child to succeed.

CCS scholars are considered truant if overall course work load completion is 10% or more below the weekly benchmark set by the school’s progress matrix.

Plan for Scholars that are Academically High Achieving

Scholars who are high achieving will thrive at CCS. This is because our curriculum is self-paced and highly personalized, allowing scholars to move ahead at their own pace. Teachers differentiate lessons and activities for high achieving scholars just as they do for low achieving scholars. Scholars will be encouraged to explore content in greater depth and incorporate scholar interests and strengths. CCS identifies high achieving scholars through the results of their I-Ready

diagnostic assessment, progress reports, and SBAC test results. Scholars in high school are able to take advantage of our Accelerated Course Options Program (ACOP; described below), concurrent enrollment at community colleges, and will have opportunities to take honors or other advanced courses.

Plans for Scholars that are Academically Low Achieving

Identification

We believe that early intervention is critical for all scholars who are in need of support. CCS will seek to quickly identify scholars who may be low-achieving in the first weeks of the academic year, and will implement an early intervention program. All scholars who are achieving substantially below grade level will be identified through multiple measures including diagnostic baseline testing for all scholars and regular performance measures in the classroom. As part of the enrollment process for each scholar, the past academic history will be reviewed and parents will be asked to provide information.

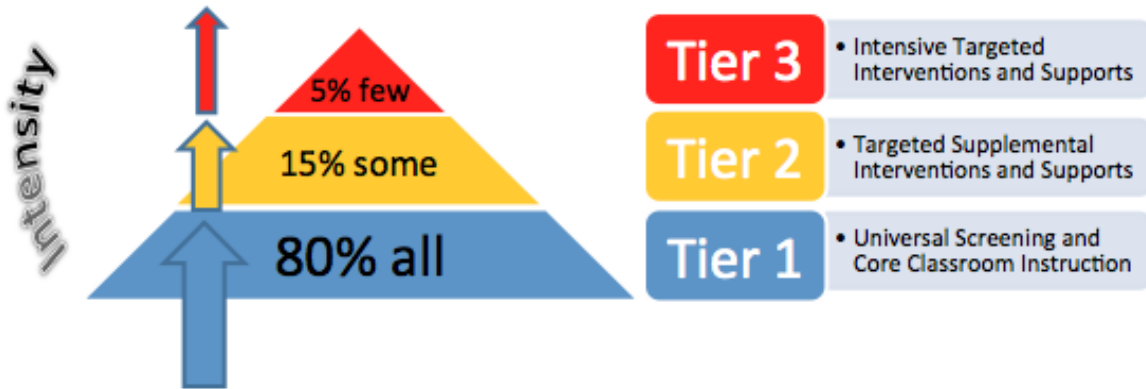
Parents will be asked to provide information on the scholar's past academic history for those who are identified as achieving substantially below grade level based on assessments and classroom performance. Written notification will be provided for parents of scholars who are identified as mildly experiencing an achievement gap, while a collaborative meeting will be scheduled with appropriate staff and parents to review the assessment data and develop a plan to support the scholar and close the achievement gap for those experiencing significant achievement gaps. Parents will continue to be actively involved in the process and kept up to date on the progress or lack of progress (which will require additional supports) of their scholars on a continuing basis. CCS believes strongly that a cohesive plan involving the scholar, parents or guardians and the school provides the best process to ensure scholar learning and achievement.

Support

CCS will provide all scholars identified as low achieving with an intervention program that best suits their needs and takes into consideration their individual learning styles.

CCS will implement the Response to Intervention model (RTI), a multi-tier system of supports to create an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, scholar-centered learning, individualized scholar needs, and the alignment of systems necessary for academic, behavior, and social success. CCS is committed to the success of ALL scholars and to training and maintaining staff that is knowledgeable and effective at achieving this goal.

At CCS, RTI is set up as a three-tier system of support.



Tier 1: Universal Screening and Core Classroom Instruction

Within Tier 1, all scholars receive high-quality differentiated instruction and are screened to determine an academic baseline and identify struggling learners.

- At all levels TK-12, teachers will provide small group instruction to meet the differentiated needs of scholars.
- Scholars who are not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Supplemental Interventions and Supports

Tier 2 Interventions will be provided in the areas of Math and Language Arts based on results from the i-Ready Diagnostic assessments, or referral through the SST process.

- Teachers will monitor and adjust the computer assisted instruction as appropriate for scholar needs.
- For scholars in Tier 2, progress monitoring will occur regularly (six weeks' maximum) to ensure that progress is being made with these interventions.
- Scholars who are not showing adequate progress are moved to Tier 3.

Tier 3: Intensive Interventions

We anticipate that a small percentage of scholars will require additional support beyond the Tier 2 intervention. Tier 3 scholars are provided the most intensive instruction, which typically means one-on-one intervention or working in very small groups (2-5 scholars).

- Skill-specific interventions are delivered by teachers to those small groups.
- Progress monitoring occurs more frequently (four weeks' maximum) to ensure progress is being made with the intervention.
- Scholars who do not achieve the desired level of progress may be referred for a comprehensive evaluation and may possibly be eligible for special education services under the Individuals with Disabilities Education Improvement Act of 2004.

Scholar Success Team Procedures

The purpose of a Scholar Success Team is to assist scholars who are performing below or above grade level or are academically challenged by developing a plan to address their individual needs.

An SST uses a systematic problem solving approach to assist scholars with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher, and scholar.

The function of the Scholar Success Team is to support the referring teacher, caregiver and student by looking at the strengths and concerns from each team member's unique viewpoint. The expectation is that teachers and other referring staff have attempted a variety of evidence-based interventions prior to an SST referral. The goal is to provide the referring parties with new interventions that address the concerns and tap into student strengths.

English Learners

CCS will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, scholar identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. CCS will implement strategies for serving English Learners which are research based and evaluated annually for effectiveness.

Home Language Survey and CELDT¹

Every scholar shall complete a Home Language Survey upon enrollment. The results will be reported to our Assessment Specialist who will arrange for and administer the California English Language Development (CELDT) or the English Proficiency Assessments for California (ELPAC) to those scholars that require it. All scholars who indicate that their home language is other than English will be assessed using the CELDT/ELPAC within thirty days of initial enrollment² and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

CCS will notify all parents of its responsibility for CELDT/ELPAC testing and of CELDT/ELPAC results within thirty days of receiving results from publisher. The CELDT/ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

¹ All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

English Language Instruction

CCS understands that we have obligations to our EL scholars, to provide a program for ELs designed to overcome language barriers and provide access to the core curriculum (Castañeda v. Pickard 648 F.2d 989, [5th Cir. 1981]). CCS has partnered with the El Dorado SELPA to train its teachers in the use of Universal Design for Learning (UDL) teaching strategies.

Reclassification Procedure

To be reclassified from an English Learner to a Reclassified Fluent English Proficient (RFEP), scholars must score in the intermediate to high range in all areas on the CELDT/ELPAC. Additionally, scholars need to be on track in their English classes with a completion rate/progress grade of at least a 75%. There must also be a recommendation from a teacher, as well as agreement by the parents. We will continue to monitor scholars that have been reclassified for an additional two years after qualifying.

Academic Dishonesty

Integrity and honesty are important traits in both 21st century learners and online learners. Because of this, CCS has a stringent Academic Dishonesty and Plagiarism Policy. Upon enrollment, scholars must read the Scholar Handbook and Academic Dishonesty and Plagiarism Policy. We want our scholars to know what our expectations and beliefs are on this subject.

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

Some examples of this include:

- Using another person's work and claim as your own
- Copying from text, web site or other course material
- Using or attempting to use unauthorized materials or information in any academic exercise
- Hiring someone to write a paper
- Buying a paper or project
- Sharing files
- Copying from another person's work
- Turning in another person's work and claiming it as your own
- Letting a friend or parent do the work for you

What is Plagiarism?

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

To Plagiarize means:

- to steal and pass off (the ideas or words of another) as one's own.

- to use (another's production) without crediting the source.
- to commit literary theft or fraud.
- to present as new and original an idea or product derived from another source.

How to Avoid Plagiarism?

Scholars must give credit to the source for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author. If a scholar borrows the exact words of another author, the scholar must cite the source. If scholars are unsure whether or not they should cite, they should to ask their teachers for guidance. Teachers will dictate which citation format should be used and what the guidelines are for their class.

Prevention of Plagiarism

1. All scholars and Learning Coaches are given a copy of the CCS Parent/Scholar handbook which outlines the school’s policy on plagiarism during enrollment. *See Appendix C for the Parent/Scholar Handbook.*
2. Scholars in grades 6-12 complete a lesson in My Success with the following objectives and outcomes.
 - a. Scholars review CCS policy on plagiarism
 - b. Plagiarism is defined and examples are given
 - c. Scholars complete an assignment demonstrating their understanding of how serious plagiarism is and the consequences of plagiarizing while at CCS
3. Complete a lesson on understanding plagiarism in during one of your core courses. 6-12 scholars complete a lesson on plagiarism during their first unit of a core course.
4. Teachers will use “safe assign,” a program embedded into the StrongMind curriculum or other recognized plagiarism detection program, to check for plagiarism as necessary.

If a scholar is found to have plagiarized, CCS will implement a series of consequences including parent conferences, Disciplinary Action Committee hearings, and failing of an assignment or class.

Course Placement and Graduation Requirements

Elementary School Program (TK-5)

Our elementary school program is a reflection of our school’s mission and vision. Our TK-5 grade classes are taught in self-contained virtual groupings by grade level. Each scholar is assigned grade

level specific math, language arts, social science, and science courses. The curriculum is aligned with the State Standards and teachers are assigned to specific grade levels. Teachers partner with their scholars' learning coaches by inviting them to attend the Learning Labs together. Teachers individualize learning by getting to know their scholars' interests and needs and by using the formative and summative assessment data and I-Ready data to inform instruction. The TK-5 teachers incorporate virtual "reading circles" and teacher-directed reading regularly throughout the year. Instruction is self-paced and scholars can work ahead. TK-5 scholars who are ahead of the pacing plan will be able to choose from a variety of electives such as art, music, and world languages such as Spanish, French, or Latin. There are varying levels of both Art and Music, depending on the scholar's grade, ability, and interest level.

Following is a brief description of the various elementary grade level curricula.

English Language Arts

Scholars receive structured lessons on readiness skills through emphasis on phonics, language skills, literature, and handwriting to help develop comprehension, build vocabulary, and promote a lifelong interest in reading. From there courses cover reading comprehension; analysis; composition; vocabulary; and grammar, usage, and mechanics, including sentence analysis and diagramming. Structured lessons on spelling enable scholars to recognize base words and roots in related words, while direct and explicit instruction in vocabulary teaches scholars to identify and clarify meanings of grade level-appropriate and domain specific words.

Math

The research-based math courses focus on computational fluency, conceptual understanding, and problem solving. Math courses also feature new graphics, learning tools, and games; adaptive activities that help struggling scholars master concepts and skills before moving on and more support for Learning Coaches to guide their scholars to success. Each math course builds on scholar's understanding of numbers and operations and makes connections from the previous year's content to the next level of math content.

Science

Scholars begin to develop observation skills as they learn about the five senses, the Earth's composition, and the basic needs of plants and animals. Scholars will also explore topics such as measurement (size, height, length, weight, capacity, and temperature), the seasonal cycle, our Earth (geography, taking care of Earth), motion, and astronomy. Each year will expand on the material introduced the previous year. As they progress, scholars learn to perform experiments, record observations, and understand how scientists see the natural world. They germinate seeds to observe plant growth, and make a weather vane. Scholars will also explore topics such as matter, weather, animal classification and adaptation, habitats, the oceans, plants (germination, functions of roots, stems), and the human body. Scholars will explore topics such as the metric system, force (motion and simple machines, physicist Isaac Newton), magnetism, sound, and geology. They will also learn to observe and analyze through hands-on experiments and gain further insight into how scientists understand our world. Scholars will develop scientific reasoning and perform hands on experiments in Earth, life, and physical sciences.

Social Studies

The beginning social study courses teach the basics of world geography through a storybook tour of the seven continents, and provides an introduction to American history and civics through a series of biographies of famous Americans. Spanning the elementary grades, courses will provide an overview of world geography and history from the Stone Age to the Space Age.

Middle School Course Placement and Course Scheduling

All middle school scholars are required to enroll in four (4) academic courses (English, Math, Science, Social Science), physical education, and one elective course each semester of the academic school year depending on the cohort start date.

Our middle school academic program utilizes semester scheduling for all tracks. This helps prepare them for the high school experience. The number of courses a scholar is eligible to enroll in is dependent upon the scholar start date.

Middle School Course Requirements

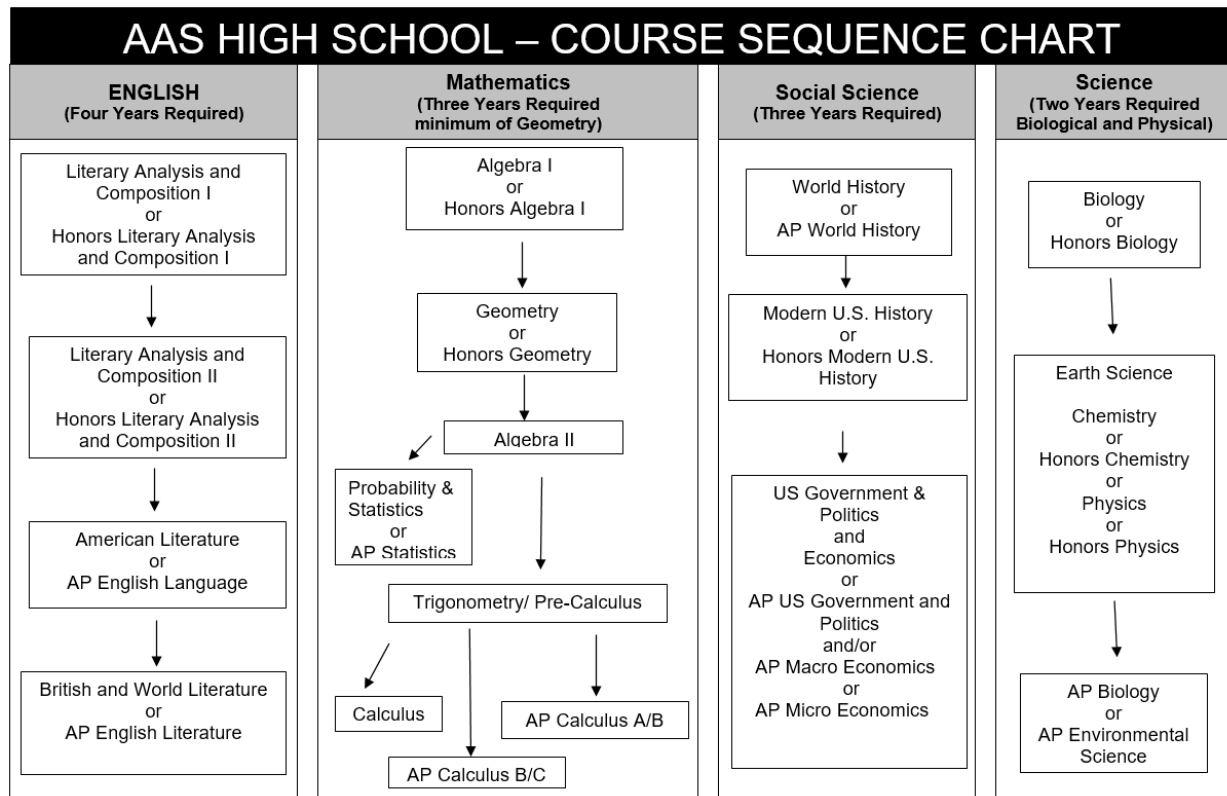
Subject	Course Requirements
English	Language Arts 6
	Language Arts 7
	Language Arts 8
Science	Earth Science 6
	Life Science 7
	Physical Science 8
Mathematics	Fundamentals of Algebra & Geometry 6
	Pre-Algebra 7
	Algebra 8
Social Science	Social Studies 6
	Social Studies 7
	Social Studies 8
Physical Education	Physical Education 6
	Physical Education 7
	Physical Education 8
	*Each scholar is required to complete 60 hours of physical activity each semester.

Electives

High School Course Placements and Graduation Requirements

High School Course Scheduling

Course selection is a team process that involves the scholar, learning coach and counselor to ensure proper placement. The number of courses and credits a scholar is eligible to enroll in is dependent upon the scholar start date.



ACOP – Accelerated Course Options Program

This program allows scholars to accelerate and advance academically or recover unearned credits in their high school courses by adding up to ten additional credits (two courses) to their schedule per semester.

High School Graduation Requirements

Subject Requirements	Total Credits	Course
English (4 years required)	40	Literary Analysis & Composition I, Literary Analysis & Composition II, American Literature, British & World Literature

Science (2 years required: Life Science & Physical Science)	20	Biology (Life) Earth Science or Chemistry (Physical)
Mathematics (3 years required minimum)	30	Algebra I, Geometry, Algebra II, Trig/Pre-Calculus, Consumer Math
History/Social Science (3 years required)	30	World History, Modern US History Government/Economics
Foreign Language (1 year required)	10	Spanish, French, Chinese, German
Visual and Performing Arts (1 year required)	10	3D Art, Digital Arts, Digital Photography, Fine Art, Music Appreciation, Art in World Cultures *Due to the virtual nature of our program, University of California and California State University does not recognize Visual/Performing Art courses as a-g approved. Scholars may take VPA courses concurrently at a local community college to meet eligibility requirements.
Physical Education (2 years required)	20	Physical Education I, Physical Education II *Each scholar is required to complete 60 hours of physical activity each semester.
Health (1 semester required)	5	Skills for Health
Electives	55	See Course List and/or Course Catalog for scholar elective options.
Total	220	

CCS's graduation requirements comply with the California Education Code. CCS offers the following two paths to graduation:

1. Post-Secondary Plan (Non A-G approved courses): 220 credits
2. Four-Year College Preparatory Plan (A-G approved courses): (220 credits)

See Appendix D for the Counseling Handbook

Course Transferability

CCS will seek WASC accreditation. High school scholars will receive information on the transferability of courses to other public high schools and how said courses meet college entrance requirements for the University of California and the California State Universities through regular meetings with the scholar's assigned counselor. The College and Career counselor will present information to parents and scholars during college workshops to make sure that our students are fully informed of their choices. CCS will inform parents of course transferability through the distribution of a parent/scholar handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all scholars and parents. Counselors will provide an A-G course list that meet University of California and California State University entrance requirements. The A-G course list and transferability off classes will be updated on an annual basis. A state-certified high school diploma will be issued to all scholars who meet the CCS graduation requirements.

Special Education

CCS shall comply with all applicable state and federal laws in serving scholars with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

CCS shall comply with all state and federal laws related to the provision of special education instruction and related services and all El Dorado Charter SELPA policies and procedures; and shall utilize appropriate El Dorado Charter SELPA forms. It is understood and agreed that all children will have access CCS and no scholar shall be denied admission nor counseled out of CCS due to the nature, extent, or severity of his/her disability or due to the scholar's request for, or actual need for, special education services.

CCS shall be solely responsible for its compliance with Section 504 and the ADA. Any facilities to be utilized by the school shall be accessible for all scholars with disabilities.

Services for Scholars under the "IDEIA"

The following description regarding how special education and related services will be provided and funded is being proposed by CCS for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of CCS and the SELPA. A copy of the MOU shall be made available to the District anytime upon request.

CCS will seek membership in the El Dorado County Charter Special Education Local Plan (SELPA) in accordance with EC Section 47641(a). As an LEA, CCS shall be solely responsible for IDEIA and state special education law compliance, including but not limited to child find; identification and referral; assessment, arranging IEP meetings; IEP development, and

implementation; interim placement; placement off campus as required by IEP; and defense or prosecution of complaints in accordance with policies and procedures of the SELPA in which the CCS is a member.

CCS will provide services for special education students enrolled in CCS. CCS will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

CCS agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to CCS students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at CCS will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA. CCS staff shall participate in SELPA in-service training relating to special education.

CCS will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. CCS shall ensure that all special education staff hired or contracted by CCS is qualified pursuant to SELPA policies, as well as meet all legal requirements. CCS shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to CCS students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

CCS shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. CCS will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

CCS shall have the responsibility to identify, refer, and work cooperatively in locating CCS students who have or may have exceptional needs that qualify them to receive special education services. CCS will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

CCS will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. CCS will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. CCS shall obtain parent/guardian consent to assess CCS students.

IEP Meetings

CCS shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the CEO and/or the CCS designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the student’s parent/guardian; and other CCS representatives who are knowledgeable about the regular education program at CCS and/or about the student. CCS shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

CCS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible CCS students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

CCS shall be responsible for all school site implementation of the IEP. As part of this responsibility, CCS shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. CCS shall also provide all home-school coordination and information exchange. CCS shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

CCS shall comply with Education Code Section 56325 with regard to students transferring into CCS within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in CCS from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, CCS shall provide the pupil with a free

appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time CCS shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into CCS from a district operated program under the same special education local plan area of CCS within the same academic year, CCS shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and CCS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to CCS with an IEP from outside of California during the same academic year, CCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until CCS conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by CCS, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

CCS shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to CCS and no student shall be denied admission nor counseled out of CCS due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

CCS shall adopt policies for responding to parental concerns or complaints related to special education services. CCS shall receive any concerns raised by parents/guardians regarding related services and rights.

CCS' designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

CCS may initiate a due process hearing or request for mediation with respect to a student enrolled in CCS if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, CCS shall defend the case.

SELPA Representation

CCS understands that it shall represent itself at all SELPA meetings.

Funding

CCS understands that it will be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

CCS recognizes its legal responsibility to ensure that no qualified person with a disability may, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of CCS. Any scholar, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

A 504 team will be assembled by the Director of Academic Affairs and shall include parents/guardians, the scholar (where appropriate), and other qualified persons knowledgeable about the scholar, such as the teacher, evaluators, and any other person deemed necessary, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the scholar's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the scholar has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The scholar evaluation shall be carried out by the 504 team who will evaluate the nature of the scholar's disability and the impact upon the scholar's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- c. Tests are selected and administered so as to ensure that when a test is administered to a scholar with impaired sensory, manual or speaking skills, the test results accurately reflect the scholar's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the scholar's impaired sensory, manual or speaking skills.

The final determination of whether the scholar will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the scholar in their primary language along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the scholar for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the scholar is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the scholar receives a free and appropriate public education (“FAPE”) at CCS. The 504 team shall determine which charter school staff member is responsible for providing services and/or accommodations under the plan. In identifying necessary accommodations and services to develop the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the scholar, drawing upon a variety of sources, including, but not limited to, assessments conducted by CCS’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program modification and services that may be necessary to allow the disabled scholar access to CCS. CCS understands it is entire responsible for compliance with Section 504, including by way of implementing 504 Plans.

All 504 team participants, parents, guardians, teachers and any other participants in the scholar’s education, including substitutes and tutors, must have a copy of the scholar’s 504 Plan. A copy of the 504 Plan shall be maintained in the scholar’s file. The scholar’s 504 Plan will be reviewed regularly to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of scholars with disabilities or suspected disabilities.

Notifications shall include a statement of their rights to: examine relevant records, have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel, have the right to file a Uniform Complaint pursuant to school policy, and seek review in federal court if the parents/guardians disagree with the hearing decision.

If a parent/guardian disagrees with the identification, evaluation or educational placement of a scholar with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The Section 504 Policy and Procedures shall outline the alternative dispute resolution process and the hearing process to deal with any such complaints.

II. Measurable Scholar Outcomes

***Governing Law:** The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. EC Section 47605(b)(5)(B).*

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), CCS' annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the tables below. Each of these goals addresses the unique needs of all scholars, including numerically significant scholar subgroups, as applicable. The metrics associated with these goals shall help CCS ensure that its scholar subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

Local Control and Accountability Plan (LCAP)

CCS shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. CCS reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the Charter through the annual LCAP update. CCS shall submit the LCAP to the District and COUNTY NAME County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by CCS.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

CCS' school goals shall be created via a collaborative effort involving all stakeholders. The goals shall contribute to our ability to meet of mission which is to inspire and develop innovative, creative self-directed learners, one scholar at a time.

Our annual school goals, which shall be finalized and stated in our LCAP, are:

Goal #1- Increase pupil engagement by offering more scholar specific activities, workshops, and live lessons and by tracking attendance and truancy rates.

Goal #2- Increase academic achievement by offering a variety of classes taught by credentialed teachers.

Goal #3- Increase parent participation and involvement by communicating with greater frequency, offering activities that appeal to a variety of people and collecting feedback in a safe environment

Goal #4- Utilize the Common Core aligned school-wide assessment system to efficiently and effectively evaluate scholar performance data in order to direct instruction, close the achievement gap, and ensure that all scholars are meeting or exceeding standards.

The following tables provide the actions, measurable outcomes, methods of assessment, and points of accountability that will guide CCS in achieving the goals set by California’s Eight State Priorities and our own LCAP goals.

<u>ACHIEVEMENT GOAL #1— BASIC SERVICES</u>		
95% of our teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))		
School Action	Method of Assessment	Person(s) Responsible
Credential Review	Credential Audit	Human Resource Generalist
Advertise for open positions in an educationally focused environment	Annually review advertising options	Director of Operations
Observation of Live class Sessions	Written observations	Coordinators

<u>ACHIEVEMENT GOAL #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u>		
100% of our courses will be aligned with Common Core Standards and we will see a 5% in scholars on task with course completion.		
School Action	Method of Assessment	Person(s) Responsible
Tracking of Standard Mastery	Universal Assessments SBAC Interim Assessments	Director of Academic Affairs, Instructional Services Manager
EL Intervention	Unit exams i-Ready	Scholar Intervention Coordinator, Assessment Specialist
Administration of SBAC Interim Assessment	Interim assessment reports	Assessment Specialist, Academic Affairs Coordinators
Monitoring of RFEP Scholars	i-Ready Course completion rates Final course grades	Assessment Specialist
Review of course offerings	Review of course catalogs	Counselors
Teacher observation	Written observations	Coordinators Managers
Train Science teachers on NGSS	Teacher observations	Academic Coordinators

Alignment of Curriculum Maps to CCSS	Completion of Curriculum Maps	Academic Coordinators
CCSS implementation	Teacher observations	Academic Coordinators

ACHIEVEMENT GOAL #3— PARENTAL INVOLVEMENT

CCS will conduct surveys, conferences, and school sponsored events that will result in an increase in parent involvement.

School Action	Method of Assessment	Person(s) Responsible
Learning Coach Lounges	Sign in sheets, log in records	Scholar Engagement Coordinator
Open House	Sign In Sheets	Scholar Engagement Coordinator
Bi-annual surveys	Number/percentage of completed surveys	Director of Information Services
Tracking of parent attendance at various events	Sign in sheets	Scholar Engagement Coordinator
Implementation of Parent Square Notification System	Tracking of number of opened/read messages	Scholar Engagement Coordinator
Offering Parent Information sessions	Track attendance via sign in sheets and webinar log ins	Counselors, Scholar Engagement Coordinator, Coordinators
Creation of Parent Advisory Committee	Advisory Committee meeting notes	President & CEO

ACHIEVEMENT GOAL #4— SCHOLAR ACHIEVEMENT

CCS has set a goal of an annual 5% increase in ELA and Math scores on the SBAC.

School Action	Method of Assessment	Person(s) Responsible
Reclassification of EL scholars	% of scholars Reclassified by the CELDT scores and our Tracking Rubric	Assessment Specialist
College and Career Readiness Report	SIS report of Scholars meeting/met A-G requirements and EAP program	Counseling Department
Offer AP courses	Review of AP scores	Instructional Services Manager, AP teachers
Take part in professional development regarding ESSA	Survey	All teaching staff, coordinators, managers, Director of Information Services, Director of Academic Affairs
Multi-tiered intervention system	SBAC Scores California School Dashboard Report cards	Director of Academic Affairs

1 st 30 day review of math progress	SBAC Scores Math Placement Policy	High School Coordinator Math teachers
Increase scholar benchmarking scores by assessing them 2 times a year	i-Ready Assessments	Director of Academic Affairs
Tracking of online synchronous attendance	Review log ins	Teacher
Concurrent enrollment in Community Colleges	Number of scholars concurrently enrolled	Counseling
Participation in EAP test for 11 th graders	EAP test scores	Assessment Specialist

ACHIEVEMENT GOAL #5— SCHOLAR ENGAGEMENT

CCS will establish a system for monitoring and resolving truancy and absenteeism to increase engagement rates fr

- A. Chronic absenteeism rates**
- B. Middle school dropout rates (EC §52052.1(a)(3))**
- C. High school dropout rates**
- D. High School graduation rates**

School Action	Method of Assessment	Person(s) Responsible
Meeting of attendance goals	Monthly attendance reports	Attendance Specialist
Decrease in dropout rate	Monthly review of dropout rates	Attendance Specialist Counseling Department
Enforce Truancy Policy	Monthly truancy reports	Advisors
Support scholar led clubs	End of year survey	Scholar Engagement Coordinator
Continue with Scholar of the Month awards	Coordinator and staff feedback	Scholar Engagement Coordinator
Hold College and Career Information Events	Sign in sheets	Counseling
Assign every 6-12 th grade scholar a counselor	Counseling rosters	Counseling Services Manager

ACHIEVEMENT GOAL #6— SCHOOL CLIMATE

CCS will have a positive school climate with active parents and effective communications.

School Action	Method of Assessment	Person(s) Responsible
Survey families on safety and school connectedness	Annual survey results	Director of Information Services
Maintain our 0% suspension and expulsion rate	Monthly reports	Attendance Specialist
Creation of a Scholar Leadership Council	Meeting minutes	President & CEO

Counsel scholars with chronic behaviors such as truancy	Monitor habitual truancy scholars' work progress	Advisors
Adoption of a Parent Square/Quarterly Newsletter	Number of participants in Parent Square	External Relations Coordinator, Communications Specialist

ACHIEVEMENT GOAL #7— COURSE ACCESS

CCS will meet the same standards AUTHORIZER schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated scholars (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and scholars with exceptional needs. “Broad course of study” includes the following, as applicable:
Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

School Action	Method of Assessment	Person(s) Responsible
Offer Common Core aligned courses	Audit course offerings	Instructional Services Manager
Supply computers when requested	Review of Computer Requests	IT Coordinator
A-G accreditation of courses	Acceptance by UC Doorways	Counseling
Concurrent Enrollment for VPA courses	Number of scholars enrolled in community college	Counseling

8 Other Student Outcomes

School Action	Method of Assessment	Person(s) Responsible
Universally assess all scholars twice a year	i-Ready	Director of Information Services
Monitor assessment scores to create small group instruction	i-Ready	Scholar Intervention Coordinator
Allow for flexible grouping	i-Ready curriculum completion rates	Scholar Intervention Coordinator
Create individual plans for each scholar outlining courses needed to graduate	Review of plans	Counseling
IEP Present levels of Performance	Annual IEPs	Special Education Manager
Entertainment and Work Permits	Number of entertainment and work permits issued	Counseling

III. Measuring Scholar Outcomes

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. EC Section 47605(b)(5)(C).

Measuring scholar outcomes is essential and allows us to reflect, analyze, and direct instruction regarding the skills and knowledge our scholars have gained.

In addition to the unit tests, quizzes, and writing assessment supplied by the curriculum provider, CCS shall use i-Ready, an adaptive assessment program that provides instruction and supplemental work based on scholar test results. Through these resources, CCS shall monitor and adjust instruction based on scholar, class, and grade level results.

ASSESSMENT	DESCRIPTION	ASSESSMENT SCHEDULE
State Required Tests	CAASPP, PFT, CELDT/ELPAC	Annually, as available
Placement Exams	i-Ready, CELDT/ELPAC, Placement	Annually, semester
School Designed Assessment	Tests, quizzes, Writing Prompts	As determined by Pacing Plans
Local Control Accountability Plan		Annually
Summative Assessments	Common Core aligned	Bi-annually
Teacher observations	Observations	As needed
High School Graduation	Number of scholars graduating	End of School Year
A-G Course Completion	A-G Course completion rates for High School scholars	End of the Year

State Required Tests

CCS will meet all statewide standards and conduct the student assessments required, pursuant to Ed Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools, as required by Education Code Section 47605(c)(1). CCS understands the importance of meeting achievement goals and the role it plays in charter renewal. To help us routinely meet our goals, CCS will use interim assessments provided by CAASPP to scholars in the appropriate grades. Additionally, CCS will administer the CELDT/ELPAC and the Physical Fitness Test. While the CAHSEE is no longer used, if a replacement is implemented, CCS shall administer that as well.

Other Assessments

CCS will have all new scholars take a diagnostic assessment during the beginning of My Success. Returning scholars will take the same diagnostic assessment during the first few weeks of school. This assessment will also be given one or more times throughout the year. The results from these assessments will be used to help guide instruction and monitor progress. As scholars take the assessment, i-Ready provides instructional assistance which is aligned with the scholar's diagnostic results. Teachers can use this instructional component as additional tools and resources for scholars.

Curriculum Assessments

Throughout the curriculum, there are quizzes after each section, and tests after each unit. These curricula based exams allow teachers to monitor for understanding and re-teach areas as necessary. Material used in Learning Labs can come from these exams. These tests and quizzes, along with writing prompts and samples, allow teachers to target areas for individualized instruction and assistance.

IV. Governance Structure

***Governing Law:** The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. EC Section 47605(b)(5)(D).*

Non-Profit Public Benefit Corporation

CCS CHARTER NAME will be operated by Compass Charter Schools, a California Nonprofit Public Benefit Corporation. *See Appendix E for the Board of Directors' Bios, Appendix F for the Articles of Incorporation, Appendix G for the Bylaws, and Appendix H for the Board Policy Manual.*

CCS will operate autonomously from AUTHORIZER, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between AUTHORIZER and CCS. Pursuant to EC Section 47604(c), AUTHORIZER shall not be liable for the debts and obligations of CCS, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by CCS as long as AUTHORIZER has complied with all oversight responsibilities required by law.

Board of Directors

Compass Charter Schools is governed by a Board of Directors who shall be selected, serve, and govern CCS in accordance with their adopted bylaws, which shall be maintained to align with the terms of this charter and applicable law.

In accordance with EC Section 47604(b), AUTHORIZER may appoint a representative to serve on the Board of Directors.

The Compass Charter Schools Board of Directors will have no less than five (5) and no more than seven (7) members who shall hold office for a three-year term, with no term limitations.

The Board of Directors meetings will be headed by a Board Chair, who will be elected annually by the Board at its Annual Meeting.

As long as quorum exists as defined by the bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of CCS, including but not limited to:

- Approval of the annual school budget
- Approval of discipline, dismissal and expulsions
- Approval of bylaws, resolutions, and policies of school operation

- Approval of all changes to the charter to be submitted to AUTHORIZER as necessary in accordance with applicable law
- Long-term strategic planning for CCS
- Participation as necessary in dispute resolution
- Monitoring overall scholar performance
- Monitoring the performance of CCS and taking necessary action to ensure that CCS remains true to its mission and charter
- Monitoring the fiscal solvency of CCS
- Participation in the CCS' independent fiscal audit
- Increasing public awareness of CCS

CCS will update AUTHORIZER of changes to the Board of Directors. *See Appendix E for the current composition of the Board of Directors.*

The Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

Board Meetings

The Compass Charter Schools Board of Directors will meet at least four (4) times yearly pursuant to the approved master calendar and shall set additional special board meetings as necessary. The Board shall comply with the Brown Act.

CCS shall adopt a Conflict of Interest Code which shall comply with the Political Reform Act, Government Code Section 87100, applicable conflict restrictions required by the Corporations Code, and Government Code Section 1090, and which shall be updated with any statutory or regulatory conflicts restrictions that may be adopted in the future as applicable to CCS.

Board Training

The Board of Directors shall participate annually in training regarding board governance, the Brown Act, and conflicts of interest rules.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of CCS any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of present Board members

President & Chief Executive Officer

The President & CEO will be the leader of CCS. The President & CEO will report directly to the Compass Charter Schools Board of Directors, and s/he is responsible for the orderly operation and fiscal affairs of CCS, including but not limited to:

- Provide leadership to CCS
- Attend meetings at AUTHORIZER as requested by AUTHORIZER and stay in direct contact with AUTHORIZER to assist AUTHORIZER in its oversight duties
- Supervise all employees of CCS
- Hire and fire employees as necessary
- Prepare proposals of policies for adoption by the Board of Directors
- Advise the Board of Directors and make written recommendations to the Board on programs, policies, budget and other school matters
- Communicate with CCS' legal counsel
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Provide all legally required financial reports to AUTHORIZER
- Compliance with the budget as approved by the Board in accordance with generally accepted accounting principles
- Provide assistance and coordination in the implementation of curriculum
- Oversee parent/scholar/teacher relations
- Oversee scholar disciplinary matters
- Attend all CCS Board of Directors meetings and attend as necessary AUTHORIZER Board meetings
- Foster an amicable relationship between AUTHORIZER and CCS and facilitate a sharing of resources between both entities
- Present Annual Report to the CCS Board and, upon review by the CCS Board, present report to the AUTHORIZER Board and the AUTHORIZER Superintendent

The above duties may be delegated or contracted as approved by the Board to another employee of CCS or to an appropriate third party provider as allowed by applicable law.

Parent Involvement

CCS will ensure parents have an opportunity to participate in governance of CCS through involvement in the Parent Advisory Council. The Parent Advisory Council shall be composed of parents who have children currently enrolled in CCS. The Parent Advisory Council shall meet regularly and shall make recommendations to the Board of Directors for all aspects of operation. The President & CEO or their designee shall attend all Parent Advisory Council meetings and shall report Parent Advisory Council recommendations to the Board of Directors.

V. Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. EC Section 47605(b)(5)(E).

President and Chief Executive Officer

Requirements, Qualifications, Responsibilities

- Minimum bachelor's degree.
- Minimum five (5) years relevant experience.
- Collaborative leader who demonstrates the ability to work with staff and community partners in a cohesive and integrated way by bringing people together. When appropriate provides opportunities for collaboration. Demonstrates compassion, but has the ability to make hard decisions.
- Strong experience in school finance and fundraising. This would include developing and monitoring the district budget while keeping the Board well informed.
- Be able to spearhead the development, communication and implementation of systemic growth strategies and processes that leverage cross-departmental assets and collaborations.
- Willing to create and articulate a vision for Compass Charter Schools which is aligned with a results orientated strategic plan that will move this charter to a new and improved level.
- Be able to use technology efficiently and effectively.
- Must be able to travel throughout the State of California for school-related activities.

The President & CEO will be the leader of CCS. The President & CEO will report directly to the Compass Charter Schools Board of Directors, and s/he is responsible for the orderly operation and fiscal affairs of CCS, including but not limited to:

- Provide leadership to CCS
- Hire or fire employees if necessary
- Attend meetings at AUTHORIZER as requested by AUTHORIZER and stay in direct contact with AUTHORIZER to assist AUTHORIZER in its oversight duties
- Supervise all employees of CCS
- Prepare proposals of policies for adoption by the Board of Directors
- Advise the Board of Directors and make written recommendations to the Board on programs, policies, budget and other school matters
- Communicate with CCS' legal counsel
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Provide all legally required financial reports to AUTHORIZER
- Compliance with the budget as approved by the Board in accordance with generally accepted accounting principles
- Provide assistance and coordination in the implementation of curriculum
- Oversee parent/scholar/teacher relations
- Oversee scholar disciplinary matters
- Attend all CCS Board of Director meetings and attend as necessary AUTHORIZER Board meetings

- Foster an amicable relationship between AUTHORIZER and CCS and facilitate a sharing of resources between both entities
- Present Annual Report to the CCS Board and, upon review by the CCS Board, present report to the AUTHORIZER Board and the AUTHORIZER Superintendent
- The above duties may be delegated or contracted as approved by the Board to another employee of CCS or to an appropriate third party provider as allowed by applicable law.

Director of Academic Affairs

Requirements, Qualifications, Responsibilities

- [INSERT]

Director of Operations

Requirements, Qualifications, Responsibilities

- [INSERT]

Director of Strategic Initiatives

Requirements, Qualifications, Responsibilities

- [INSERT]

Teacher

Requirements, Qualifications, Responsibilities

- Minimum bachelor's degree
- Valid California Single Subject Teacher Credential or California Multi Subject Teacher Credential
- California English Language Learner Authorization
- Online teaching experience and/or Online Teaching & Learning Certificate
- Must be able to travel throughout the State of California for school-related activities

In accordance with EC Section 47605(1), teachers of core, college preparatory subjects (i.e., English/language arts, math, science, history/social science) shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a noncharter public school would be required to hold. These teachers are responsible for overseeing the scholars' academic progress and for monitoring grading and matriculation decisions. As specified in EC Section 47605(1), CCS shall have flexibility regarding the qualifications needed for teachers in non-core, non-college preparatory subject areas.

A teacher is responsible for providing an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, physical, and psychological growth. This person is responsible for organizing and implementing an instructional program that will result in students achieving academic success and are in alignment with the policies, goals, objectives and philosophies of Compass Charter Schools and the State of California.

Teacher Recruitment

CCS will develop a comprehensive teacher recruitment policy to attract qualified, credentialed teachers. CCS' recruitment strategies for employing qualified teachers include using established teacher recruiting services, such as Ed Join, and other generally acceptable strategies.

Candidates are evaluated using these standards:

- Committed to scholars and learning
- Experience teaching in an online environment
- Technologically knowledgeable
- Skilled in management of learning
- Reflective in their practice
- Community-oriented

VI. Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. EC Section 47605(b)(5)(F).

In order to provide safety for all scholars and staff, CCS shall adopt and implement full health and safety policies and procedures and risk management policies in consultation with its insurance carriers and risk management experts. These policies shall be incorporated into the CCS Injury and Illness Prevention Program (I.I.P.P.) and be reviewed on an ongoing basis by the Director of Operations and President & CEO.

All non-certificated and certificated staff shall receive online compliance training annually on Child Abuse Reporting, Blood Borne Pathogens and Anti-Harassment through The Law Room. CCS shall ensure that staff is trained annually on its health and safety policies. A complete copy of the school's health and safety policies and procedures shall be made available upon request.

The following is a summary of the health and safety policies of CCS:

Procedures for Background Checks

Employees and contractors of CCS shall be required to submit to a criminal background check and to furnish a criminal record summary as required by EC Sections 44237 and 45125.1. CCS will comply with EC Section 44830.1 related to the hiring of persons who have been convicted of a violent or serious felony. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of Operations of CCS shall monitor compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All CCS employees shall be mandated child abuse reporters and shall follow all applicable reporting laws. CCS shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by EC Section 49406.

Drug Free/Alcohol Free/Smoke Free Environment

CCS shall function as a drug, alcohol and tobacco free environment.

Immunizations

All enrolled students and staff shall be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

CCS shall adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

Students shall be screened for vision, hearing and scoliosis. CCS shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by CCS.

Diabetes

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

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

Emergency Preparedness

CCS shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood borne Pathogens

CCS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Facility Safety

CCS shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. CCS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. CCS shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

CCS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. CCS shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at CCS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with CCS’ anti-discrimination and harassment policies.

VII. Means to Achieve Racial and Ethnic Balance of the District

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. EC Section 47605(b)(5)(G).

CCS is public charter school, open to all children with in grades TK-12 that live within COUNTY NAME County or an adjacent county, regardless of race or ethnicity. Achieving racial and ethnic balance is important in public education. To achieve this, CCS will market and recruit in areas that can assist in achieving a racially and ethnically diverse scholar body. Participating in community events and activities is useful in reaching multiple cultures and ethnicities. CCS will participate in community events and activities to reach multiple cultures and ethnicities, including but not limited to Farmers' Markets, street fairs, Harvest Festivals, and Holiday Open Houses. We will also work with military families and centers.

Additionally, CCS will utilize social media by announcing events and promoting activities in which we are taking part, which will allow CCS to stay active in groups that might benefit from our program and might not be aware of this option. CCS will work towards creating community partnerships that will allow us to reach scholars in the areas that we serve. Additionally, CCS' enrollment team will consists of a bilingual staff to allow for the answering of questions from perspective families in multiple languages.

CCS will implement a scholar recruiting strategy that includes but is not necessarily limited to the following elements or strategies to ensure a racial and ethnic balance among scholars that is reflective of the territorial jurisdiction of AUTHORIZER :

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in AUTHORIZER .
- Scholar recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted scholar populations to recruit scholars from the various racial and ethnic groups represented in AUTHORIZER .

VIII. Admission Requirements

Governing Law: Admission requirements, if applicable. EC Section 47605(b)(5)(H).

Compass Charter Schools will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

CCS shall comply with all applicable legally required minimum and maximum age requirements. To enroll in CCS, a scholar must be five (5) on or before September 1st in order to be admitted to Kindergarten at any time during the school year. For those young scholars that will turn five between September 1 and December 1, they can enroll in Transitional Kindergarten. A scholar's age cannot exceed 19 years for initial enrollment unless the scholar has been continuously enrolled in school; if a scholar was not attending school at any time after his/her 19th birthday he/she may not enroll with CCS.

Scholars must have a completed CCS Enrollment Packet, Master Agreement and applicable compliance documents. In accordance with Education Code Section 51747.3, scholars must reside within COUNTY NAME County, or a contiguous county, and provide proof of residency. If while attending CCS, a scholar moves, a new proof of residency must be submitted within 10 school days (EC 51748). Scholars may only be enrolled in CCS and not concurrently enrolled in another school, public or private (unless prior permission is given for a community college). At any time throughout the enrollment period with CCS parents/guardians may be requested to provide updated information. All scholars must have an email address to enroll with CCS. Upon enrollment the school will provide each scholar in grades 6-12 with a school email address.

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Completion of a Scholar Registration Form
- Proof of Immunization
- Proof of Residency
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum and maximum age requirements
- Execution of a Master Agreement as required by Ed Code
- Completion of Technology Use and Parent Permission Forms

All scholars who wish to attend CCS shall be admitted, subject only to capacity. Admission to CCS shall not be determined by the place of residence of the scholar or his or her parent in the State, except as provided in EC Section 47605(d)(2).

While we do not currently have an enrollment cap, we do have a procedure in place if a cap were ever imposed. If the number of scholars who wish to attend the school exceeds the school's

capacity, admission, except for existing scholars of CCS, shall be determined by a public random drawing. In the case of a public random drawing, the following will be given preference for admission to the school:

1. Existing scholars enrolled in CCS
2. Siblings of existing scholars enrolled in CCS
3. Children of school staff
4. Scholars who reside in the boundaries of AUTHORIZER

All applications drawn after reaching capacity will be placed on a wait list, in order in which they are drawn. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on CCS' website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. CCS will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

IX. Independent Financial Audit

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. EC Section 47605(b)(5)(I).

An annual independent fiscal audit of the books and records of CCS will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of CCS will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

The CCS Board of Directors shall have a Finance Committee to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The auditor will have, at a minimum, a CPA and educational institution audit experience and shall be included by the State Controller's Office on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year. CCS will ensure that a copy of the auditor's findings is forwarded to AUTHORIZER, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The President & CEO, along with the Finance Committee, will review any audit exceptions or deficiencies and report to CCS Board of Directors with recommendations on how to resolve them. The Board will submit a report to AUTHORIZER describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of AUTHORIZER along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of CCS is public record to be provided to the public upon request.

X. Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled. EC Section 47605(b)(5)(J).

The Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all scholars at CCS. In creating this policy, CCS has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* CCS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a scholar from CCS. This policy shall serve as CCS' policy and procedures for scholar suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comply with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all scholars. This policy and its procedures will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling scholars. Corporal punishment shall not be used as a disciplinary measure against any scholar. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a scholar. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, scholars, staff or other persons or to prevent damage to school property.

CCS administration shall ensure that scholars and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Suspended or expelled scholars shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A scholar identified as an individual with disabilities or for whom CCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education scholars except when federal and state law mandates additional or different procedures. CCS will follow all applicable federal and state laws, including the IDEIA, Section 504, implementing regulations and implementing state law and regulations, when imposing any form of discipline on a scholar identified as an individual with disabilities or for whom CCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such scholars.

A. Grounds for Suspension and Expulsion of Scholars

A scholar may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

(1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be

considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
- (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the President & CEO or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the President & CEO or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph

- (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
- (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the President & CEO or designee’s concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had

obtained written permission to possess the item from a certificated school employee, with the President & CEO or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the President & CEO or designee with the scholar and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the scholar to the President & CEO. The conference may be omitted if the President & CEO or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of scholars or school personnel. If a scholar is suspended without this conference, both the parent/guardian and scholar shall be notified of the scholar's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the President & CEO or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a scholar is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the scholar. In addition, the notice may also state the date and time when the scholar may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the President & CEO or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the President & CEO or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A scholar may be expelled either by the Governing Board following a hearing before it or by the Governing Board upon the recommendation of an Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any scholar found to have committed an expellable offense.

E. Expulsion Procedures

Scholars recommended for expulsion are entitled to a hearing to determine whether the scholar should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the President & CEO or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the scholar and the scholar's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based
3. A copy of CCS' disciplinary rules which relate to the alleged violation
4. Notification of the scholar's and/or parent/guardian's obligation to provide information about the scholar's status at the school to any other school district or school to which the scholar seeks enrollment
5. The opportunity for the scholar or the scholar's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the scholar's behalf including witnesses

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CCS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. CCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, CCS must present evidence that the witness' presence is both desired by the witness and will be helpful to CCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the scholar committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Governing Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in EC Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board who will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The President & CEO or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The President & CEO or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

CCS shall maintain records of all student suspensions and expulsions at the Charter School. Such

records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from CCS as the CCS Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. CCS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from CCS shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to CCS for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the President & CEO or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The President & CEO or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the CCS' capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

CCS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that CCS or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, CCS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If CCS, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If CCS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and CCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If CCS, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then CCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or CCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or CCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and CCS agree otherwise.

5. Special Circumstances

CCS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The President & CEO or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated CCS' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CCS had knowledge that the student was disabled before the behavior occurred.

CCS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CCS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other CCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CCS supervisory personnel.

If CCS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If CCS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. CCS shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by CCS pending the results of the evaluation.

CCS shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

XI. Retirement Benefits

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. EC Section 47605(b)(5)(K).

CCS's certificated staff shall participate in the California's State Teacher Retirement System (STRS), and non-certificated staff shall participate in the Social Security and/or the school sponsored 403(b) plan, a U.S. tax-advantaged retirement savings plan available for public education organizations according to the employee's position and eligibility. CCS shall participate in Social Security as required by law. As shall be arranged with the County, CCS shall pay the County a reasonable percentage for the provision of such services. The CCS President & CEO shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all CCS employees.

The CCS Board of Directors has adopted the attached teacher/administrator salary schedule (see Appendix). The Board of Directors may revise the salary schedule from time to time. CCS does not use a formal salary schedule. CCS recognizes that many of our teachers and staff members might also be considering positions in surrounding school districts; CCS will therefore meet or exceed salary levels offered by these surrounding districts. Additional salary increases and bonus compensation may be provided to employees. CCS is prepared to attract the most desirable candidates to the school by offering some individuals higher compensation than they would receive from local districts, if this is necessary to attract them to our program. The President & CEO has the authority to determine salaries, benefit levels and work year characteristics (e.g., length of year and day, vacation policies, etc.) for all employees.

See Appendix J for Staff Handbook

XII. Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school who choose not to attend charter schools. EC Section 47605(b)(5)(L).

No student may be required to attend CCS. Students who reside within the District who choose not to attend CCS may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in CCS will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in CCS, except to the extent that such a right is extended by the local education agency.

XIII. Employee Return Rights

Governing Law: The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. EC Section 47605(b)(5)(M).

No public school district employee shall be required to work at CCS. Employees of the District who choose to leave the employment of the District to work at CCS will have no automatic rights of return to the District after employment by CCS unless specifically granted by the District through a leave of absence or other agreement. CCS employees shall have any right upon leaving the District to work in CCS that the District may specify, any rights of return to employment in a school district after employment in CCS that the District may specify, and any other rights upon leaving employment to work in CCS that the District determines to be reasonable and not in conflict with any law.

All employees of CCS will be considered the exclusive employees of CCS and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to CCS. Employment by CCS provides no rights of employment at any other entity, including any rights in the case of closure of CCS.

XIV. Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. EC Section 47605(b)(5)(N).

Disputes Between the Charter School and the District

CCS recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. CCS is willing to consider changes to the process outlined below as suggested by the District.

CCS and AUTHORIZER will be encouraged to attempt to resolve disputes between them amicably and reasonably without resorting to formal procedures.

In the event of a dispute between CCS and AUTHORIZER, CCS agrees to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent of AUTHORIZER and President & CEO of CCS. In the event that the AUTHORIZER Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with EC 47607, the matter shall be handled in accordance with EC Section 47607 and its implementing regulations, and shall not be subject to this dispute resolution process.

The CCS President & CEO and AUTHORIZER Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement.

If this informal meeting fails to resolve the dispute, the Superintendent and the President & CEO, or their respective designees, shall meet to jointly identify and agree upon a neutral third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and President & CEO, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split between AUTHORIZER and CCS. All timelines and procedures in this dispute resolution procedure may be revised if mutually agreed upon by AUTHORIZER and CCS.

If the dispute remains unresolved after mediation, both CCS and AUTHORIZER shall be deemed to have exhausted their administrative remedies, thus, allowing either party to pursue any further available legal remedy under the law.

Internal Disputes

CCS shall have an internal dispute resolution process to be used for all internal disputes related to CCS’ operations, and shall adopt and maintain a Uniform Complaint Policy and Procedures in accordance with state law. Parents, students, Board members, volunteers, and staff at CCS shall be provided with a copy of CCS’ policies and internal dispute resolution process. The District shall refer all disputes not related to a possible violation of the charter or law to CCS.

XV. Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. EC Section 47605(b)(5)(O).

Closure of CCS will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

CCS will promptly notify parents and scholars of CCS, AUTHORIZER, the COUNTY NAME County Office of Education, the School's SELPA, the retirement systems in which CCS' employees participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

CCS will ensure that the notification to the parents and scholars of CCS of the closure provides information to assist parents and scholars in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close CCS.

CCS will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, CCS will provide parents, scholars and AUTHORIZER with copies of all appropriate scholar records and will otherwise assist scholars in transferring to their next school. All transfers of scholar records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. CCS will ask AUTHORIZER to store original records of CCS scholars. All scholar records of CCS shall be transferred to AUTHORIZER upon school closure. If AUTHORIZER will not or cannot store the records, CCS shall work with the COUNTY NAME County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, CCS will prepare final financial records. CCS will also have an independent audit completed within six months after closure. CCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by CCS and will be provided to AUTHORIZER promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including

accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to CCS.

CCS will complete and file any annual reports required pursuant to EC section 47604.33.

On closure of CCS, all assets of CCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by scholars attending CCS, remain the sole property of the CCS non-profit public benefit corporation and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity which has established its tax 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 educational purpose. Any assets acquired from AUTHORIZER or AUTHORIZER property will be promptly returned upon school closure to the AUTHORIZER . The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CCS shall remain solely responsible for all liabilities arising from the operation of the school.

As CCS is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the school, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in the Appendix, CCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

A. Budgets and Financial Reporting

***Governing Law:** The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. EC Section 47605(g).*

Attached in the Appendix, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first three years of operation

CCS will annually prepare and submit to AUTHORIZER and the County the following reports in accordance with EC Section 47604.33, and shall provide additional fiscal reports as requested by the County:

- On or before July 1st, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
- On or before July 1st, an annual update (LCAP) required pursuant to EC Section 47606.5.
- On or before December 15th, an interim financial report which reflects changes to the final budget through October 31st. Additionally, on December 15, a copy of the CCS' annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education, and County Superintendent of Schools.
- On or before March 15th, a second interim financial report which reflects changes to the final budget through January 31st.
- On or before September 15th, a final unaudited financial report for the prior full fiscal year. The report submitted to the District shall include an annual statement of all CCS' receipts and expenditures for the preceding fiscal year.

CCS shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

CCS agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, CCS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Insurance and Indemnification

CCS shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance using recommendations from CCS and AUTHORIZER 's insurers. The AUTHORIZER Board of Trustees shall be named as an additional insured on all policies of CCS and to the extent CCS is named as an additional insured pursuant to a contract between CCS and a service provider, CCS shall ensure the extension of the "additionally insured" to AUTHORIZER as well. Prior to opening, CCS shall provide evidence of the above insurance coverage to AUTHORIZER .

CCS shall hold harmless, defend, and indemnify AUTHORIZER , its Board members, officers and employees, from and against any and all actions, claims, damages, demands, and liabilities, regardless of forum, which relate to or arise out of any acts, debts, obligations, errors, or omissions of the Charter School, its Board members, officers, employees, vendors, affiliates or agents. To the extent CCS is indemnified in a contract between a service provider and CCS, CCS shall ensure the extension of the indemnification to AUTHORIZER as well.

C. Transportation

No transportation to and from school will be provided for scholars by CCS except as required by law.

D. Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. EC Section 47605(g).

CCS will provide or procure its own administrative services through an appropriately qualified third-party contractor. CCS currently contracts with Charter School Management Corporation (CSMC), a business and development company specializing in charter schools, for administrative and "back office" services including, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- STRS Setup and Management
- Planning & Management
- Payroll Tax Payments
- Audit Preparations & Support

- LEA Plans
- Compliance Reporting to County & State Grantors
- Attendance Reporting
- Food Program - Implementation & Claims Reporting
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

CCS reserves the right to contract with another appropriately qualified back-office provider or vendor as approved by the CCS Board of Directors.

E. Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. EC Section 47605(g).

As an independent study program, CCS requires limited facilities to operate its program. At this time, CCS does not anticipate requiring additional facilities or resource center locations. Should CCS wish to add, change, or remove resource center locations in the future, it will enter into and/or revise a separately-executed memorandum of understanding with AUTHORIZER, which shall state that such changes require notice to AUTHORIZER and no material revision of the CCS charter. All administrative services for CCS shall be conducted at the CCS Central Office, which is located at 850 Hampshire, Suite P, Thousand Oaks, California 91361.

F. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. EC Section 47605(g).

CCS shall be operated by Compass Charter Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). The specific purposes for which the corporation is organized are for the operations of public charter schools for educational services in accordance with the EC Section 47600 *et seq.*

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. As stated in the Governance Section of this Charter, the Compass Charter Schools Articles of Incorporation and bylaws are enclosed in the Appendix. CCS shall work diligently to assist AUTHORIZER in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure AUTHORIZER shall not be liable for the operation of CCS.

Further, CCS anticipates entering into a memorandum of understanding with AUTHORIZER , wherein CCS shall indemnify AUTHORIZER for the actions of CCS under this Charter. Any indemnification or additionally insured “assurance” made by an CCS contractor on behalf of CCS shall also extend to AUTHORIZER .

The bylaws of Compass Charter Schools shall provide for indemnification of CCS’s Board of Directors, officers, agents, and employees, and CCS will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. AUTHORIZER shall be named an additional insured on the general liability insurance of CCS.

As stated above, insurance amounts will be determined by recommendation of CCS’ insurance company for schools of similar size, location, and scholar population.

The Board of Directors of Compass Charter Schools shall institute appropriate risk management practices, including screening of employees, establishing codes of conduct for scholars, and dispute resolution.

Appendices

- Appendix A 2016-2017 School Calendar
- Appendix B Master Agreement
- Appendix C Scholar Handbook
- Appendix D Counseling Handbook
- Appendix E Board of Directors
- Appendix F Articles of Incorporation
- Appendix G Board By-Laws
- Appendix H Board Policies
- Appendix I Parent Involvement Policy
- Appendix J Staff Handbook
- Appendix K Middle School Course Catalogs
- Appendix L High School Course Catalogs
- Appendix M Budget Report
- Appendix N Organization Chart
- Appendix O Elementary School Course Catalog