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# HIGH SCHOOL SCHOLAR HANDBOOK 2017-18

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## Letter from the CEO

Dear Scholars and Learning Coaches:

We are happy you have chosen to make Compass Charter Schools (“CCS”) your school of choice. I am proud to be the President & CEO of CCS, and am looking forward to working with our staff to provide a quality independent study program to every scholar we serve. Everyone here at CCS is committed to creating a nurturing environment as we work with you to meet the learning needs of your scholar(s).

### CCS Vocabulary

Like any school, Compass Charter Schools has its own unique culture. To help you understand part of the culture of CCS it is important you understand our use of the following key terms:

#### **Learning Coach**

Parents and guardians are known as the “Learning Coach” for their children and they are an integral part of their children’s success at CCS. Since we are an independent study school, much of the learning is facilitated by the Learning Coach.

#### **Scholar**

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

We have a great High School team led by Mrs. Janae Smith, our High School Coordinator, who manages the High School Academic Program. I encourage you to visit our website, under Meet Our Team, to learn more about our terrific teachers, along with great support staff who are here to help guide your educational experience at Compass Charter Schools!

Thank you again for choosing CCS. We look forward to being part of you and your scholar’s educational journey!

Respectfully,

J.J. Lewis, M.Ed.

President & CEO

## 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 lifelong learning, and prepare scholars to take responsibility for their future success.

## Core Values

Achievement

Communication

Integrity

Respect

Teamwork

## Pledge of Excellence

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

All members adhere to the provisions of the pledge. Commitment to ethical professional conduct is the goal of these schools. The Code is intended to serve as a basis for ethical decision in the running of these charter schools.

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 student 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 reviews our financial and operational activities annually and showcase reports that are exception--free. This speaks to the commitment that we hold on financial accountability and operational integrity.

3. As operators of high quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.
4. As operators of high quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
5. As operators of high quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating students. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of students in our care. Our commitment to students does not center on money, influence, or politics.
6. As operators of high quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping students to think, communicate, and achieve.
7. As operators of high quality public charter schools offering independent study, we stand united in following the state law in the operation of resources centers and school sites.

## Description of Program

Compass Charter Schools ("CCS") is one of California's leading public charter schools serving scholars throughout the state in kindergarten and grades one through twelve. We are an independent study program. We recognize that, in education, one size does not fit all and have two great programs to serve scholars. CCS is designed and organized to serve scholars and families who have chosen a unique educational setting that can meet an individual scholar's needs.

## Enrollment Requirements

### General Requirements for 9-12th Grade

- A scholar's age cannot exceed twenty-two (22) years. If a scholar has not been continuously enrolled in a public school and making satisfactory progress toward a high school diploma at any time after his/her 19th birthday, he/she may not enroll with CCS.
- A scholar must have a completed CCS enrollment process and signed a Master Agreement prior to starting courses.
- A scholar must reside within the county in which CCS is authorized, or a contiguous county to the county in which CCS is authorized, and provide proof of residency annually. If, while attending CCS, a scholar moves, a new proof of residency must be submitted within five (5) school days.
- A scholar may only be enrolled in CCS and not concurrently enrolled in another school, public or private (unless prior permission is given for a community college).

### Immunization Requirements

Learning Coaches are required to provide proof of immunizations upon registration in order to maintain updated records. For more information about the required number of doses and the ages at which



vaccines must be given, please see the included handout in appendix. The School's verification of immunizations is through written medical records from your doctor or immunization clinic.

Exceptions are allowed under the following conditions:

- The Learning Coach provides a signed doctor's statement verifying that the scholar is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- No child with an Individualized Education Program will be denied a Free and Appropriate Public Education ("FAPE") due to lack of immunizations.
- If a Learning Coach had a personal beliefs exemption request on file before December 31, 2015, it will remain valid until the scholar enters the next grade span (kindergarten or seventh grade). No new personal beliefs exemptions will be honored after December 31, 2015.
- If a scholar is enrolled in independent study and will not receive classroom based instruction at the learning center.

### Leaving the Country

Any scholar leaving the United States for a visit to any country considered by the Center of Disease Control and Prevention to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic for a TB Screening upon return.

### Master Agreement

To attend CCS, each scholar, Learning Coach, and supervising teacher shall sign a Master Agreement Form (MA) prior to the first day of class each school year. This is a legal document and must be signed, dated, and returned to CCS. No scholar or Learning Coach will have access to the curriculum until the MA is signed and returned. Failure to sign and return an MA within the first three (3) days of starting classes will result in a mandatory meeting with the President and CEO or his/her designee to determine whether independent study is an appropriate placement for the scholar and to discuss any concerns of the Learning Coach. The signed MA is the agreement that the scholar and Learning Coach sign to demonstrate their intention to continue enrollment in CCS. All scholars enrolled in CCS must sign a new Master Agreement each school year. No scholar may be denied special education or related services identified in the scholar's Individualized Education Program due to a lack of a signed MA.

An updated MA must be submitted if changes are made in classes, coursework, and/or advising teacher(s) to be completed during the school year.

### Internet Service

Participation in CCS requires an Internet connection. Basic Internet service is available for all enrolled scholars who wish to utilize it. This Internet connection or one provided by the Learning Coach (at their option) is to be established and maintained by the family with the enrolled scholar(s). The nature of the CCS program requires that scholars and Learning Coaches log onto the online school each day to receive curriculum, lesson plans, school communications, and other necessary resources, as well as to log attendance and submit assignments.

### Computers

CCS has computers available for loan to all Learning Coaches seeking a computer for their scholars. Learning Coaches who wish to request to loan a computer from CCS will need to fill out the appropriate forms and email them to our IT Department at [computers@compasscharters.org](mailto:computers@compasscharters.org). All requests for loaner

computers shall be honored, and there shall be no indication to faculty, staff, or other scholars that a scholar is using a loaner computer other than those necessary for maintenance and asset management.

## Grade Level Placement Policy

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

## Report Cards

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

If the scholar has not attended school for an entire academic year or more, appropriate placement will be reviewed by the President & CEO, using recommendations from the Counseling Services Manager, High School Coordinator, and Online Learning Manager. Scholars may be required to take assessments to determine appropriate placement.

## Benchmark Testing

All scholars will be required to take a benchmark assessment in math and reading in order to determine a baseline of proficiency levels at the beginning of the school year. They will be assessed again at the start of the second semester, and again at the end of the school year.

## Scholar Expectations

- Attend live, real-time office hours with the teacher if help in course work is needed.
- Attend live, real-time Virtual Classroom sessions as required.
- Work about one (1) hour per subject or up to six (6) hours per day. The amount of time a scholar spends per subject will vary based on individual scholar strengths.
- Complete the assignments according to the pacing guidelines provided, and reach out to teachers with questions to ensure success.
- Do your own work. Do not plagiarize.
- Be an active learner. Take notes, ask questions, and complete all assignments.
- Communicate with each assigned teacher at least once per week via email, phone or virtual classroom.
- Log in every weekday, complete assignments and adhere to the attendance policy, regardless of any technical difficulties with scholar-operated computers. Contact the IT Department with any technical difficulties immediately to ensure full attendance.
- Create a daily schedule to ensure all assigned work is completed.
- If a scholar participates in outside activities, the scholar is expected to keep up with his or her courses and submit work on time.
- Return calls and emails promptly when teachers reach out.
- Respond to any "automated messages" about attendance and pacing issues by contacting the academic team.
- Notify the Records Department within five (5) business days if the scholar moves or changes his or her personal email or phone number.
- Be respectful in interactions with fellow scholars, Learning Coaches, faculty, and staff.
- Attend all state testing in person at school designated locations.

## Learning Coach Responsibilities

- Communicate regularly with school staff.
- Check email and phone messages daily and respond promptly, including any automated messages about attendance and pacing.
- Alert administration if the Learning Coach does not hear back from a scholar's teacher within 48 hours.
- Notify CCS teachers of any extended family travel except during normal school vacations and holidays at least two (2) weeks prior to leaving.
- Inform the Records Department within five (5) business days of any changes to contact information, including phone, email, or address.
- Include the scholar's name and grade in emails.
- Be present and a positive role model in your scholar's daily school life.
- Ensure the scholar works daily, M-F, for sufficient time to ensure success (4-6 hours daily) and is prepared and ready to learn every day.
- Maintain high expectations for the scholar and monitor his/her progress on a daily and weekly basis.
- Establish daily and weekly goals by creating a consistent schedule.
- Establish "rewards" and "consequences" for meeting or not meeting expectations. Setting and reaching goals and then celebrating those goals can motivate scholars toward success.
- Ensure that your scholar attends Virtual Classroom sessions and open office hours with that are run by teachers.
- Monitor scholar progress and initiate conversations about progress before there is an issue.
- Become familiar with the StrongMind grading system, making sure to understand the difference between "progress grade" and "final" grade.
- Keep informed of news and information about school through communication from staff and newsletters.
- Make sure the scholar's home environment is conducive to learning. Create a regular schedule, eliminate distractions, and provide supervision for daily lessons to ensure the scholar's work is completed according to their pacing guides.
- Encourage and help the scholar to be actively involved in the learning process.
- Ensure that the scholar follows the instructions of his/her teachers and advisor.
- Work in partnership with CCS teachers and counselors to support the scholar.
- Ensure school property is treated with respect.
- Support the scholar in attending state-mandated testing.

## Attendance

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

## Work Samples

Independent study attendance credit is based upon the scholar's daily engagement in instructional activities required by the school (assignments) on days that school is in session (M-F, non-holidays) and further determined based upon the time value of the scholar's work product, judged in the discretion of the supervising, credentialed teacher.

### Virtual Classroom Attendance “Learning Labs”

All CCS teachers run weekly learning labs multiple times each week. These live teacher-led classroom instruction, called “Learning Labs,” occur in each class 2-3 days a week. These sessions allow scholars to interact with their teachers and be taught in real time. All scholars are expected to participate in the Learning Lab sessions for each of their classes. Attendance in Learning Labs can be included as part of the worth 10% of the scholar’s participation grade for his or her classes.

### Q & A Sessions/Office Hours

The remaining 2-3 days of web-based instruction hosted by teachers are “office hours.” Teachers host regularly scheduled “office hours” each week where scholars can receive tutoring and assistance on coursework in real time. Scholars are also encouraged to schedule appointments outside of the scheduled “office hours” if the teacher’s schedule does not work with theirs or if they need additional support.

### Missed Assignments

As per the independent study policy, after five [5] missed assignments, in 10 school days, an evaluation will be conducted by CCS to determine whether it is in the best interest of the pupil to remain in independent study.

The Learning Coach is expected to check the StrongMind account daily to ensure the scholar is logging in daily and progressing through classes at an appropriate pace. Additionally, the Learning Coach must ensure scholar is submitting work, as specified on the pacing guide. Work should be turned in consistently throughout the program or the scholar may get too far behind and not be able to pass their course.

### State Standardized Tests

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

- Grade 10 - CST Science
- Grade -11 - SBAC Testing (aka California Assessment of Student Performance and Progress: (“CAASPP”))
- Grade - 9 Physical Fitness Test (“PFT”)
- English Language Learners: California English Language Development Test: CELDT for English Language Proficiency Assessment

These examinations provide CCS with information for evaluation and future planning. These exams also indicate CCS’s effectiveness in carrying out its educational mission. Participation rates are critical to the success of our school. According to recent changes promulgated by the Every Student Succeeds Act (“ESSA”), signed into law in December 2015, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its scholars participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California or federal government.

- CCS administers all state standardized tests at sites geographically placed among our scholar locations. A testing schedule will be provided to our Learning Coaches.
- Individual scholar performance results on statewide assessments will be distributed to both Learning Coaches and teachers in a timely manner once released from the state.
- For more information on Testing & Accountability, visit the California Department of Education’s web page at <http://www.cde.ca.gov/ta/>

- Notwithstanding any other provision of law, a Learning Coach’s written request to CCS officials to excuse his or her scholar from any or all parts of the state assessments shall be granted.

## Tests Proctored by Agencies Other Than CCS

### Advanced Placement (AP)

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

### Scholastic Aptitude Test (SAT)

A nationwide test used by most institutions to help determine college and university admission eligibility. The SAT is offered and administered by the College Board. It is the student’s responsibility to register and pay for this test. The test may be taken more than once. There are several different test dates between October and June. Scholars are encouraged to take the SAT as early as May or June of their junior year. Apply online. Contact: [www.collegeboard.com](http://www.collegeboard.com). For questions on SAT testing, registration and locations please speak with the College & Career Counselor.

### SAT Subject Tests

Tests administered by the College Board, in specific subjects. Students should consult specific college catalogs to find out if the subject tests are necessary for admission. There are several test dates between November and June. Apply online. Contact: [www.collegeboard.com](http://www.collegeboard.com). For questions on SAT Subject testing, registration and locations please speak with the College & Career Counselor.

### Preliminary Scholastic Aptitude Test (PSAT)

A shorter version of the SAT and is usually taken in the junior year as practice for the SAT and is used to determine National Merit Scholars. For questions on PSAT testing, registration and locations please speak with the College & Career Counselor.

### American College Test (ACT)

A college entrance exam that may be used as an alternative to the SAT. The ACT test content consists of English, Math, Reading, and Science. There is also a writing test. Many colleges require the writing portion to be completed. There are several dates between September and June (different dates than the SAT). Students may take the test more than once. Apply online. Contact: [www.actstudent.org](http://www.actstudent.org). For questions on ACT testing, registration and locations please speak with the College & Career Counselor.

### California High School Proficiency Examination (CHSPE)

A test for students who need to verify high school level skills and in some cases take the test to leave high school early. Students who are 16 years of age or older may take the test and younger students who meet other criteria can also take the test. Prior to taking the exam consult with your Academic Counselor. <https://www.chspe.net/>

### General Educational Development Test (GED)

Test may be taken by students 18 years old and older for the purpose of receiving the California High School Equivalency Certificate. Prior to taking the exam consult with your Academic Counselor.

<https://ged.com/>

### High School Equivalency Test (HiSET)

Must be a California resident or a member of the Armed Forces to take this exam. A student must meet one of the following age requirements. Please view the link for details. Prior to taking the exam consult with your Academic Counselor. <http://hiset.ets.org/requirements/ca>

### Test Assessing Secondary Completion (TASC)

This exam can be taken by individuals who are 16 years or older who are not currently enrolled in school. Prior to taking the exam consult with your Academic Counselor. <http://www.tasctest.com/test-center-locations-for-test-takers.html>

## Policy On Retention and Progress

### Appeal Process

Every family has the right to appeal a retention decision. If an appeal is made, the burden shall be on the appealing party (the family) to show why the decision of the school should be overruled. The appeal must be submitted in writing within seven (7) calendar days of the date the retention recommendation was issued. The appeal must be submitted to the President & CEO. The appeal must clearly state the grounds for the appeal. Within 14 calendar days, the President & CEO or designee will review the documentation provided with the appeal statement. The response to this appeal will be rendered to the family no more than seven (7) calendar days from the review date. The family may request to meet with the individual(s) reviewing their appeal, but the family must still submit their appeal in writing within the designated timeframe described above. The President & CEO's decision will be final.

## Contact Information & Communication Procedures

### Methods of Communication

Reliable contact information is required for all Learning Coaches and scholars.

### Email Expectations

- We request that scholars and Learning Coaches supply separate email addresses for communication.
- All scholars are expected to communicate respectfully with school staff and peers through all methods of communication by using appropriate language. Failure to do so may result in disciplinary action.
- Scholars are expected to return communication from school personnel within 24 hours.
- All scholars must include their name and grade when they are emailing school staff.

By signing this handbook, a scholar is agreeing to communicate with faculty and other scholars appropriately and will not partake in cyberbullying or any form of harassment.

### Unable to Contact

Regular communication with CCS teachers is essential for a scholar's success at CCS. If you are planning to be unavailable to communicate with your scholar's teacher for a period of time, please notify the

teacher so that proper arrangements to monitor your scholar's progress and attendance can be made.

Due to the enrollment requirements of CCS, if CCS staff is unable to contact the scholar and/or Learning Coach for 10 consecutive days and there has been no logging in or work submitted, and contact has not been made by the scholar and/or Learning Coach, CCS will check the CALPADs system for enrollment in another educational institution and will withdraw the scholar from CCS. Notice will be provided to the scholar's last known district of residence.

### Notification Regarding Change of Contact Information

As stated in the Master Agreement, if a scholar's or Learning Coach's email address, mail address, or phone number changes, it must be updated with the Records Department within five (5) business days to ensure timely communication with CCS staff.

### Proof of Residency

Learning Coaches must notify the Records Department should contact information change, and provide a proof of new residence to them.

### Emergency Contacts

All families are expected to maintain current emergency contact information with the school. Contact information consists of both telephone numbers and email addresses.

### Authorized Contacts

At the time of enrollment, a scholar's Learning Coach is asked to identify any contacts that have authorization to receive performance information about the scholar. Individuals with authorization are responsible for maintaining current contact information with the school.

## Academic Program

### Grades

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

Teachers are responsible for setting objective standards for grading assignments and shall make these standards known to the Learning Coaches and scholars. Teachers are responsible for assigning grades to the scholars in their classes. In the absence of fraud, mistake, bad faith or incompetency, the grade shall be final. A grade change may not be made as the result of coercion by any person(s).

### Understanding CCS Grading Terms

- A "final grade" (or cumulative grade) is the arithmetic mean (average) of individual grades on the assignments the scholar HAS and HAS NOT completed. Assignments scholars have not completed will be averaged in as a zero to the final grade. This is also known as the "final grade."
- A "progress grade" (or average grade) includes only the assignments the scholar HAS completed. The progress grade does not include the incomplete assignments. This is a snapshot of how well the scholar is performing on the assignments he or she had submitted.

- “Percent complete” is the total amount of work the scholar has completed divided by the total amount of work assigned.
- Once the scholar has completed 100% of the assigned work, the progress grade and final grade will be equal.

### Progress Reports

“Snapshots” of scholar grades in all courses are sent home on a weekly basis. “Progress Reports” are sent home once a quarter. While phone calls and emails are used frequently, Progress Reports serve as a formal notice of grades.

### High School Graduation Requirements

<b>Subject Requirements</b>	<b>Total Credits</b>	<b>Course(s)</b>
English <i>(4 Years Required)</i>	40	English 9 English 10 English 11 English 12
Science <i>(2 Years Required: Life &amp; Physical Science)</i>	20	Biology (Life) Physical Science or Chemistry (Physical)
Mathematics <i>(3 Years Required; minimum Geometry)</i>	30	Algebra I, Geometry, Algebra II, Advanced Math, Business Math
History/Social Science <i>(3 Years Required)</i>	30	World History, American History, American Civics and Government/Economics
Foreign Language <i>(1 Year Required)</i>	10	Spanish
Visual and Performing Arts <i>(1 Year Required)</i>	10	Art History, 2 Dimensional Design (semester course)



Physical Education (2 Years Required)	20	Physical Education 9, Physical Education 10 <i>*Each scholar is required to complete 60 hours of physical activity each semester.</i>
Health (1 Semester Required)	5	Health
Electives	55	See Course Catalog for scholar elective options
<b>Total</b>	<b>220</b>	

### High School Course Scheduling

When selecting courses each year, remember that course selection is a team process that involves the scholar, Learning Coach and counselor to ensure proper placement. Our academic program utilizes semester scheduling for all tracks. No extensions are provided and all end dates are final.

### High School Grading Scale

Credit is earned for cumulative grades of a through d in all courses. Each semester course receives 5 credits for each course passed.

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

Incomplete (I) - This grade will be given when scholar withdraws from CCS prior to completing 100% of the coursework.

### Repeat Policy

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

Honor Roll: Is awarded to scholars, each semester, who have earned a 3.5 GPA or higher.

### High School Course Placement Guidelines

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

### 9th Grade CCS Math Placement Policy

The Compass Charter Schools Board of Directors ("Board") recognizes that scholar achievement in math is important for preparing scholars for success after high school. The purpose of this policy is to create a fair, objective, and transparent procedure for placement in math courses for scholars entering 9th grade, in order to ensure the success of every scholar and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

### Multiple Objective Academic Measures

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

- Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP")
- Final math grade at the end of 8th grade on the scholar's official, end of the year 8th grade report card;
- Diagnostic exams or other Board-approved benchmark assessments;
- Teacher recommendation, if any, based on course assessments and grades.

#### Placement Criteria for Geometry

- Exposed to 100% of the Math 8 curriculum (or equivalent)
- Earned an A or B in Math 8 course
- Course Level
  - Honors: Earned an A in Math 8 course
  - Comprehensive: Earned a B in Math 8 course

#### Placement Criteria for Algebra I

- Exposed to less than 100% of the Math 8 curriculum
- Earned a C, D, or F in Math 8 course
- Course Level
  - Comprehensive: Earned a C in Math 8 course
  - Core: Earned a D or F in Math 8 course (or equivalent)

#### Placement Checkpoint

Compass Charter Schools will provide placement checkpoints within the first month of the school year to ensure accurate placement and permit reevaluation of individual scholar progress.

- Math diagnostic test administered to all 9th grade scholars.
- 30-day progress report evaluation for new 9th grade scholars.
- Course placement re-evaluation based on results of diagnostic test scores and progress reports, to determine whether additional academic interventions are necessary or whether the scholar should be placed into a different math course.

### Annual Examination of Scholar Placement Data and Report to the Board of Directors

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

### Recourse for Parents and Scholars

Compass Charter Schools offers clear and timely recourse for each scholar and his/her parent or legal guardian who questions the scholar's placement as follows:

- Returning scholars and parents participate in course selection process for the upcoming school year.
- Academic counseling is provided to all scholars to help select courses applicable to their academic needs.
- Parents may request that Compass Charter Schools provide the data from the objective academic measures used for math placement listed above.
- Parents may formally request that the scholar retake the end of module exams for each of the math modules. Parent may request reconsideration of math placement based upon this data.

### Course Schedule Changes

Scholars need to plan their schedule carefully since schedule changes can only be processed within the first three (3) weeks from the start of the semester. Any additional schedule changes after this time frame will be reviewed on an individual basis.

Acceptable course schedule changes:

1. Improper course placement
2. Credit previously earned for the course
3. Course prerequisites not met

### 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 additional credits to their schedule per semester. A scholar may add an additional course to their schedule no later than four weeks prior to the end of a semester (eligibility is dependent upon 75% completion in all other courses with good academic standing).
- A scholar may add two additional courses to their schedule no later than 8 weeks prior to end of semester (eligibility is dependent upon 50% completion in all other courses with good academic standing).
- Counselor approval required to participate in the program.
  - Academic counselor may approve a special circumstance request when a scholar may be eligible for additional course(s).
- Science lab courses are not eligible for ACOP:
  - Chemistry
  - Biology
  - Physics

- o Physical Science

### Concurrent/Dual Credit Enrollment

1. College level courses may be approved for concurrent/dual credit enrollment if they are courses not currently offered at the scholar's high school and/or needed to meet college entrance requirements. You must be in the spring semester of 10th grade, or an 11th or 12th grade scholar to qualify for the Concurrent Enrollment process.  
Special Circumstances: College & Career Counselor may approve a special circumstance request when a scholar may need to enroll in a college level course for dual credit purposes even if the course is available at Compass Charter Schools. This option is available to resolve any special circumstances.
2. Scholars must have a 2.8 GPA in the previous CCS semester and attendance status cannot be truant to be eligible for concurrent/dual credit enrollment.
  - Fall GPA to be eligible for Spring and Summer
  - Spring GPA to be eligible for Fall
3. Initially, a scholar will be approved to take 1 (one) college level course. Upon successfully completion of the initial course with a C or better and continues to earn at CCS 2.8 GPA or better and satisfactory attendance, the scholar will be eligible for concurrent/dual credit enrollment for two college courses the following college semester. Additional courses will be determined on scholar performance and community college policy.
4. Scholars must receive approval from the College & Career Counselor prior to enrolling in a college level course for dual credit purposes. Failure to do so will prevent scholars from receiving dual credit. Courses taken for dual credit are taken in addition to the scholar's required course schedule at CCS.
5. Scholars have the option of determining if the college course is to appear on their high school transcript prior to enrolling in the college level course for dual credit. Once approved, scholars may not request a change after the college course has started. School Administration will determine if any special circumstances should be considered.
6. Scholars are responsible for providing an official transcript from the college verifying the grade earned at the conclusion of the college course. This information must be submitted to the High School Counseling/Registrar Office at the close of the college semester. Scholars are responsible for submitting the college transcript within the prescribed time lines in order for the college course to appear on the high school transcript. Submit college transcript to: Compass Charter Schools Attn: Registrar 850 Hampshire Road Suite P. Thousand Oaks, CA 91361.
7. Credit will be granted for college level course work depending on the college units earned for each college course. 10 high school credits will be given for each college course with 3 units or more.
8. Scholars will receive the same letter grade for the high school credit as is granted by the college. Dual credit classes will be calculated as a part of the scholar's regular GPA. It is the parent's/scholar's responsibility to check with the university regarding acceptance of dual credit. Colleges and Universities have their own policies regarding acceptance of dual credit.
9. College level courses will not be weighted for the purpose of appearing on the high school transcript. All dual credit classes will be graded on a "4.0 A scale." College courses will not carry weighted grade credit on the high school transcript.
10. Parents/scholars are responsible for the cost of fees and course materials. This includes fees,

textbooks and other instructional materials required for the course. Exception: If the course is required for any of the following reasons fees and materials will be paid by CCS:

- Meet a-g admission requirements
- Elective course(s) not offered at CCS
- Scholars who qualify for free-reduced lunch

11. All courses taken at the community college will appear on your official college credit transcript.

### Transcripts

Please contact the Records Department at [records@compasscharters.org](mailto:records@compasscharters.org) to receive a form to submit a request for official and/or unofficial transcripts.

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

- Unweighted GPA

Traditionally, GPA is calculated on an unweighted scale. Unweighted GPA is measured on a scale of 0 to 4.0. It doesn't take the difficulty of a scholar's coursework into account. An unweighted GPA represents an as a 4.0 whether it was earned in an honors class or a lower level class.

- Weighted GPA

Weighted GPA takes into account course difficulty rather than providing the same letter grade to GPA conversion for every scholar. Weighted GPA is measured on a scale of 0 to 5.0 and is only provided for AP level courses.

### A-G Requirements

The University of California must approve courses to meet a-g subject requirements that appear on the institution's a-g course list. UC schools and CSU schools check if freshmen applicants have taken courses from the a-g course list to meet admission requirements. 15 year-long courses must be completed with a C or better and 11 courses must be completed before your senior year.

### California College Admission Information

#### University of California and California State University "A-G" Admission Requirements

<p>U.S. History/Social Science</p> <p>1 Year of World History</p> <p>1 Year of U.S. History OR</p> <p>1 Semester of U.S. History &amp; 1 Semester of Civics or 1 Semester of American Government</p>	<p>2 Years</p>
<p>English</p>	<p>4 Years</p>

Math <i>Algebra I, Geometry, Algebra II, etc.</i>	3 Years (4 Years Recommended)
*Laboratory Science <i>Biology, Chemistry, Physics</i>	2 Years (3 Years Recommended)
*Visual and Performing Arts	1 Year
College Preparatory Electives <i>(Yearlong Course)</i>	1 Year
Visual and Performing Arts, History, English, Social Science, Advanced Math, Lab Science, Languages other than English	
Courses are found on the Doorways website <a href="http://www.ucop.edu/doorway/">http://www.ucop.edu/doorway/</a>	
<p>CSU Requirements: SAT or ACT with Writing  UC Requirements: SAT or ACT with Writing</p> <p>Check with individual campuses to see if SAT Subject Tests are required or recommended.</p> <p>All courses must be on the College Preparatory, Honors, or AP level with a grade of "C" or better.  <a href="http://www.universityofcalifornia.edu/">http://www.universityofcalifornia.edu/</a>  <a href="http://www.calstate.edu/apply">www.calstate.edu/apply</a></p>	

### Cal Grant Program for College

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

In order to assist students apply for financial aid, all grade 12 students are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid

Commission (“CASC”) electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student’s GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. All grade 12 students’ GPA will be sent to CASC on October 1, 2017. The Cal Grant application submission deadline is October 1 of the grade 12 year.

### CCS CEEB Codes

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

Compass Charter Schools School Name	CEEB Code
Compass Charter Schools of San Diego	054738
Compass Charter Schools of Fresno	054906
Compass Charter Schools of Los Angeles	054907

### NAVIANCE

Navigate your college and career planning with Naviance. Check with your College & Career Counselor for your account access. This all-inclusive program is available to all scholars and provides:

- College & career readiness
- Academic planning
- College applications online
- Career interest test
- College search
- Connect to counseling
- Current information from the College and Career Center
- Explore career paths
- Goal planning
- Personality type assessment
- Resume builder
- Scholarship search

### NCAA – The National Collegiate Athletic Association

The National Collegiate Athletic Association (NCAA) is an athletic association that consists of three divisions (division I, II, and III) and oversees 23 sports. For current NCAA academic requirements, go to [eligibilitycenter.org](http://eligibilitycenter.org). CCS courses are eligible for scholarships to play sports at the collegiate level starting with the 2015-2016 school year.

### Work Permits

Scholars under the age of 18 must obtain a work permit from Compass Charter Schools after securing an opportunity for employment. A scholar must maintain a 2.0 GPA each semester to be eligible. Requirements for obtaining a work permit:

To print a work permit application:

- The scholar, after obtaining a promise of employment, shall complete “Statement of Intent to Employ and Request Work Permit,” may be downloaded from the California State Department of Education website ([Click Here](#)).

To complete work permit:

- Scholar must complete minor information.
- Scholar will request employer to complete “to be filled in and signed by employer;” signing the application, which indicates the employer has “worker compensation” insurance, list hours of work for the student and indicate wage.
- Scholar will request parent/legal guardian signature.
- Submit the work permit to the College & Career Counselor, Edith Cruz at [ecruz@compasscharters.org](mailto:ecruz@compasscharters.org)

The following students **do not** need a work permit:

- High School graduate, regardless of age.
- Scholar who passed the California High School Proficiency Examination.
- Scholar who is 18 years of age or older.

Renewals:

- Work permit will expire five (5) days after the end of the semester.
- Scholar must email the College & Career Counselor five (5) days before expiration date to renew work permit.
- Scholar must complete a separate work permit for each employer.

Please allow five (5) business days to process the work permit application. Incomplete forms will not be processed.

### Entertainment Work Permits

A parent or guardian of a minor needing a 6-month entertainment work permit may request a form to be completed by the college & career counselor. A scholar must be in good academic standing to be eligible for this permit. Requirements for obtaining a work permit:

- Scholar shall be in good academic standing.

Entertainment permit renewal:

- This permit is renewable every 6 months while a minor is under 18 years old. First time and renewal applications for school age children must be accompanied by an approval from the school on the form which will be provided after the application is completed.



To print an entertainment application: Paste the link below in your browser:

<http://www.Dir.Ca.Gov/dlse/dlseform277.Pdf>

Steps for received a complete entertainment application:

- Complete form with student information (do not include parent/guardian signature).
- Email form to College & Career Counselor, Edith Cruz at [ecruz@compasscharters.org](mailto:ecruz@compasscharters.org)
- College & Career Counselor will mail form to student's home address.
- The form indicates the following: all signatures must be in original ink. No fax or photo copies permitted. This is the information from the Van Nuys office.
- It will take approximately 3 -5 business days for the form to arrive by mail.

Additional helpful information:

- Entertainment work permit applications link: <http://www.Dir.Ca.Gov/dlse/onlinepermits.Htm>

## Concurrent Enrollment

Concurrent enrollment in another public or private K-12 school is prohibited at CCS. If a scholar is found to be enrolled in two (2) schools he/she will be withdrawn from CCS.

This does not include pre-approved college-level courses. In some cases, it is possible for high school scholars to enroll concurrently at a community college.

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

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

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

## High School Grading Policy

### Final Exams

All scholars in grades 9-12 are required to take all end of unit or module exams as well as semester final examinations in all courses. Scholars may not "test out" of courses by only taking a final examination.

### High School Biology And Chemistry Science Labs

CCS conducts live, hands-on labs under the instruction of credentialed science teachers.

The goal of these labs is to provide high school scholars with the science laboratory experiences that will prepare them to meet the demands of university laboratories when they continue their studies in

college.

### Frequency

The frequency of these labs will be determined by the highly qualified CCS science instructor based on course requirements to determine standards mastery.

### Attendance Required

All scholars are required to attend the labs as part of their science course. Make-up days will be available for scholars who may miss a live lab. Those make-up live labs will need to be scheduled between the scholar and the instructor. Please note that failure to attend in-person may jeopardize the scholar's chances to attend certain four-year colleges or universities.

## High School Transfer Credits, Home School Credits, International Records

### Transfer Credits

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

### Home School Credit Transfer

All scholars from non-accredited/independent homeschool situations must provide complete records which include evidence of attendance, state/national test results, a description of the curriculum followed, a copy of the Private School Affidavit, and a portfolio of work for review by CCS personnel.

### International Records

International records may require translation and/or evaluation prior to being considered for transfer credits.

## Scholars with Special Needs

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

CCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the School. Any scholar who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by CCS. The Learning Coach of any scholar suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the President & CEO. A copy of the School's Section 504 policies and procedures is available upon request

## Homeless Scholars

“The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who:

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Runaway children or children who are abandoned; and
5. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”
6. Scholars who qualify under McKinney-Vento should complete the declaration form. This form must be completed annually in order to ensure the scholar still qualifies under McKinney-Vento

Homeless status is determined in cooperation with the Learning Coach. In the case of unaccompanied youth, status is determined by the School Liaison.

### School Liaison

The President & CEO or designee designates the following staff person as the School Liaison for homeless scholars:

Jessica Franco | Information Services Manager

850 Hampshire Rd. Suite P

Thousand Oaks, CA 91361

805-358-9007

The School Liaison shall ensure that:

1. Homeless scholars are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless scholars enroll in, and have a full and equal opportunity to succeed at CCS.
3. Homeless scholars and families receive educational services for which they are eligible including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by CCS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Learning Coaches are informed of the educational and related opportunities available to their scholars and are provided with meaningful opportunities to participate in the education of their scholars.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens and in a manner and form

- understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the CCS charter, and Board policy.
  7. Learning Coaches are fully informed of all transportation services, as applicable.
  8. School personnel providing services receive professional development and other support.
  9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
  10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

### Academic Dishonesty and Plagiarism

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

Some examples include:

- Using another person's work and claim as your own;
- Copying from text, a 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; and
- Letting a friend or Learning Coach do the work for you.

### What is Plagiarism?

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

To Plagiarize means:

- to steal and pass off (the ideas or words of another) as one's own;
- to use (another's production) without crediting the source;
- to commit literary theft or fraud; or
- to present as new and original an idea or product derived from another source.

See <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism> for more information.

### How to Avoid Plagiarism

Scholars must give credit to the source for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered

common knowledge and do not require that credit be given to a particular author. If a scholar borrows the exact words of another author, the scholar must cite the source. If scholars are unsure whether or not they should cite, they should ask their teachers for guidance. Teachers will dictate which citation format should be used and what the guidelines are for their class.

More information on what plagiarism is and how to avoid it can be found at <https://owl.english.purdue.edu/owl/resource/589/01/>.

### Prevention of Plagiarism

1. All scholars and Learning Coaches are given a copy of this CCS Learning Coach/Scholar Handbook which outlines the school's policy on plagiarism.
2. Scholars complete a lesson on understanding plagiarism during one of the core courses. 6-12 scholars complete a lesson on plagiarism during the first unit of a core course.
3. Teachers will use recognized plagiarism detection program, to check for plagiarism as necessary.
4. More information on what plagiarism is and how to avoid it can be found at <https://owl.english.purdue.edu/owl/resource/589/01/>.

### Consequences for Academic Dishonesty

Failure to abide by CCS standards of academic dishonesty by violating academic integrity will result in the following consequences:

#### 1st Offense - Warning

- If a scholar violates academic integrity the teacher will notify the Learning Coach and High School Coordinator.
- The scholar will receive a written warning from the teacher in the form of a behavior contract which will require both Learning Coach and scholar signatures to be returned to the teacher. This will be sent via certified mail and email with read receipt.

#### 2nd Offense

- If a scholar is caught violating academic integrity a second time, with any teacher, the teacher will notify the Learning Coach, and High School Coordinator.
- The scholar will receive a "0" on the assignment that was plagiarized and a 2nd behavior contract will be sent to be signed by both the Learning Coach and the scholar, and returned to the teacher. Notification will be sent via certified mail and email with read receipt.
- The High School Coordinator will schedule a meeting with the teacher, the scholar and the Learning Coach.

#### 3rd Offense

- If a scholar is caught violating academic integrity a third time the teacher will notify the Learning Coach, High School Coordinator and Online Learning Manager.
- The scholar will receive a "0" on the assignment that was plagiarized and the scholar will be placed on Academic Probation. The scholar will receive a notification of this to be signed by both the Learning Coach and scholar. Notification will be sent via certified mail and email.
- A meeting will be held with the Online Learning Manager, High School Coordinator, teacher, Learning Coach and scholar.

#### 4th Offense

- If a scholar is caught violating academic integrity a fourth time the teacher will notify the Learning Coach, High School Coordinator and Online Learning Manager.
- The course is locked until a recommendation is made by the Disciplinary Action Committee (“DAC”). The scholar will receive a behavior contract notifying them of this via certified mail.
- The scholar goes before the DAC to determine whether expulsion will be recommended, using the processes outlined in the CCS charter document, available on the CCS website and at either learning center. If the scholar is recommended for expulsion and ultimately expelled from CCS they may return to their school of residence or seek other educational opportunities. The incidents will be noted in the scholar’s permanent file.
- If the DAC recommends the scholar for expulsion, the scholar and Learning Coach will meet with the CCS Academic Affairs Committee. The CCS Academic Affairs Committee will determine to expel the scholar or not based on the recommendation of the DAC.

## Disciplinary Action Committee (“DAC”)

### Process

- Introductions
- Teacher(s) present case
- Family presents their case
- DAC questions and answers
- Family closing comments
- DAC deliberates and makes decision whether to recommend expulsion

If decision is to recommend expulsion

- Family presents case to the board of director’s Academic Affairs committee.
- Board of Directors committee makes final decision on expulsion

If decision is **not** to recommend expulsion, alternative consequences may include:

- Suspension
- Receives an F in the class
- Resubmits assignment
- Receives a 0 on the assignment
- Other/No action taken

### Appeal Process

The Parent will have five (5) school days to file an appeal of the decision to the school board by submitting a letter in writing to the Board of Directors Academic Affairs Committee. The Board will decide on the matter within 15 school days. Members of the Academic Affairs Committee may hear from the parents, scholar, teacher, authorized administrator or other school personnel in accordance with school policies. The Academic Affairs Committee may determine expulsion, alternative disciplinary action, or remove the allegations from the scholar’s records.

Scholars who are expelled from the school for academic dishonesty will be given a chance for re-assessment and may be given the opportunity to re-enroll to the school no sooner than one year from the date of expulsion took place.

Disciplinary Action Committee composed of at least:

1 Administrator

2 Teachers

1 Coordinator

1 Counselor

## Academic Probation

Any scholar failing to meet minimum academic standards in his/her classes, or participating in Academic dishonesty, as determined by the Director of Academic Affairs, will be placed on academic probation. Scholars on academic probation will be expected to participate in academic interventions as determined by their teacher or coordinator. Scholars on academic probation will not be permitted to attend field trips or participate in scholar clubs until off academic probation.

## Field Trips

### Planning and Approval

The Scholar Engagement Coordinator may exclude from the field trip or excursion any scholar whose presence on the field trip or excursion would pose a safety or disciplinary risk or is on academic probation.

### Permission Slips

No scholar will be permitted to go on a field trip or excursion without a permission slip signed by the scholar's Learning Coach. One copy of the permission slip shall be filed with the Scholar Engagement Coordinator, and one copy shall be given to the teacher to take on the field trip.

### Supervision

- The sponsoring teacher must be present to supervise the field trip or excursion. The Scholar Engagement Coordinator or teacher on the trip shall be designated as the emergency contact for the group on the field trip or excursion.
- Scholars are under the jurisdiction of the school at all times during the field trip and school rules are to be adhered to at all times.

### Role of Learning Coach on Field Trips

Learning Coaches are encouraged to participate in field trips and excursions to assist with supervision of scholars. Learning Coaches accompanying CCS group shall receive clear information regarding their responsibilities from the sponsoring teacher. Prior to the field trip or excursion, the Scholar Engagement Coordinator may hold a meeting for Learning Coaches scheduled to accompany CCS group as supervisors to discuss, among other things, safety and the importance of safety-related rules for the field trip or excursion, how to keep a group together and what to do if an emergency occurs.

Learning Coaches shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

## Scholar Organizations and Clubs

### Scholar Leadership Council

To ensure compliance with Board requirements and other applicable lawful regulations, the Scholar

Leadership Council will be advised by the President & CEO. The President & CEO, as advisor, will establish a fair process for the nomination and election of officers for President, Vice President, Secretary and Treasurer. The body shall generally determine all other rules for its operation and activities consistent with the established school rules.

### Scholar Clubs

Scholars may establish organizations or clubs, so long as approval is obtained by the Scholar Engagement Coordinator consistent with this policy and any other applicable requirements.

### Approval

A scholar organization's constitution and by-laws may be prepared through the cooperative work of the scholars and staff. A copy of the constitution and by-laws must be submitted to the Scholar Engagement Coordinator for initial review to ensure consistency with school rules.

### Fundraising

All funds raised by any scholar organization shall be maintained by the school and accounted for by scholar organization. CCS shall also be responsible to periodically audit the funds of the organization. All fundraising must receive prior approval of the President & CEO. Further, fundraising activities shall not be conducted during instructional time.

### Revocation of Privileges

Scholar groups and individual scholar meeting on school property or otherwise at a school sponsored event may have their privilege to meet revoked if they engage in conduct which is in violation of this policy, disruptive to the educational process, damages school property or in violation of any law. Scholar organizations or their members shall not engage in any activity which coerces, pressures, embarrasses or unduly influences other scholars to participate in any meeting.

### Virtual Classroom Expectations

CCS will follow all legally required disciplinary, including suspension and expulsion, procedures in accordance with the CCS charter and the California Education Code as it pertains to violations to any of the following expectations.

1. Respect opinions and privacy of others during web-based discussions.
2. Refrain from posting anonymous messages unless authorized by the teacher.
3. Use only your own username and password, and do not share these with anyone.
4. Do not post personal information including: Phone number, YouTube, Facebook, etc.
5. Do not download, transmit or post material that is intended for personal gain or profit.
6. Do not post material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain email, viruses, or other intentionally destructive content.
7. Do not distract other scholars via chat, web or drawing features.
8. Do not upload or post any software on CCS instructional computing resources that are not specifically required for your assignments and approved by your teacher.
9. Do not post any audio, video, or other non-instructional files to any CCS server.
10. Avoid using sarcasm, jargon, and slang, and derogatory or foul language.
11. Limit use of all capital letters, as this can be considered yelling.



12. Don't broadcast online discussions, and never reveal other people's email addresses.

### Internet Safety Policy

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

### Sexual Harassment and Cyberbullying

CCS does not discriminate against any student or employee on the basis of 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 in the California Penal Code.

CCS adheres 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 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004.

CCS is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. The School prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. CCS does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which CCS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. CCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

J.J. Lewis | President & CEO

850 Hampshire Road, Suite P

Thousand Oaks, CA 91361

818-824-6233

The President & CEO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible.

CCS's full Discrimination, Harassment, Intimidation, and Bullying Prohibition Policy is available at either of the Learning Centers or on the CCS website.

Harassment comes in many forms including:

- Spam (unsolicited emails not pertaining to the course), threatening communications, offensive communications or any other kind of communication that makes a person feel uncomfortable.
- Any scholar who believes that he or she has been harassed or has witnessed any form of harassment should immediately report such incident to a CCS staff member. The President & CEO or designee will immediately investigate all such incidents in a confidential manner.

### Steps for Scholars to Follow

Scholars who deem that they are victims of bullying or harassment should follow the steps below:

1. Do not respond to the person alleged of bullying or harassment.
2. Authenticate specific instances of bullying or harassment (i.e., keep a record of abusive communications, and save the documents or messages).
3. If the unwarranted communication is from another scholar and occurs as part of classwork (i.e., as part of any class activity such as a threaded discussion, or group assignment), inform the teacher of the situation and provide the teacher with all the proper correspondence.
4. If the unwarranted communication is from another scholar and happens in any other school setting (i.e., not as a part of a specific class), inform the victim's Learning Coach, counselor, advisor or other appropriate school staff of the situation and provide all appropriate evidence.
5. If the unwarranted correspondence is from a staff member, report the situation to the President & CEO.
6. If the abusive communication is from someone within the administration, inform the victim's Learning Coach of the situation who can then inform the appropriate personnel.

### Scholar Grievances

CCS has adopted a General Complaint Policy to address concerns about the Charter School generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the Charter School's Policy Against Unlawful Harassment and/or the Charter School's Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures available at each of the learning centers and on the CCS website will be appropriate.

### Uniform Complaint Procedure

CCS has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

CCS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Board of Directors. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any CCS program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or

federal laws in:

- After School Education and Safety Programs
- Early Child Education Program Assessments
- Foster and Homeless Youth Services
- Consolidated Categorical Aid Programs
- Regional Occupational Centers and Special Education Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the President & CEO of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

J.J. Lewis | President & CEO  
850 Hampshire Road, Suite P  
Thousand Oaks, CA 91361  
818-824-6233

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the President & CEO or his or her designee in writing.

Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with CCS's procedures.

The complainant has a right to appeal CCS's Decision to the California Department of Education (CDE) by filing a written appeal within fifteen (15) days of receiving the decision. The appeal must include a copy

of the complaint filed with the School and a copy CCS's decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of CCS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures shall be available free of charge at either of the Learning Centers. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the President & CEO.

## Scholar Records

The Family Educational Rights and Privacy Act ("FERPA") affords Learning Coaches and scholars who are 18 years of age or older ("eligible students") certain rights with respect to the scholar's education records. These rights are:

1. The right to inspect and review the scholar's education records within 5 days after the day CCS receives a request for access. Learning Coaches or eligible students should submit to the CCS President & CEO or designee a written request that identifies the records they wish to inspect.

The CCS official will make arrangements for access and notify the Learning Coach or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the scholar's education records that the Learning Coach or eligible student believes are inaccurate, misleading, or otherwise in violation of the scholar's privacy rights under FERPA.

Learning Coaches or eligible students who wish to ask CCS to amend a record should write the CCS President & CEO or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If CCS decides not to amend the record as requested by the Learning Coach or eligible student, CCS will notify the Learning Coach or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the Learning Coach or eligible scholar when notified of the right to a hearing.

3. The right to provide written consent before CCS discloses personally identifiable information ("PII") from the scholar's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to CCS officials with legitimate educational interests. A CCS official is a person employed by CCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit

personnel) or a person serving on the Board of Directors. A CCS official also may include a volunteer or contractor outside of CCS who performs an institutional service of function for which CCS would otherwise use its own employees and who is under the direct control of CCS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another CCS official in performing his or her tasks. A CCS official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, CCS discloses education records without consent to officials of another school district in which a scholar seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the scholar's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW Washington, DC 20202

FERPA permits the disclosure of PII from scholar's education records, without consent of the Learning Coach or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to CCS officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the Learning Coach or eligible student, §99.32 of the FERPA regulations requires CCS to record the disclosure. Learning Coaches and eligible students have a right to inspect and review the record of disclosures. CCS may disclose PII from the education records of a scholar without obtaining prior written consent of the Learning Coach or the eligible student —

1. To other CCS officials, including teachers, within the educational agency or institution whom CCS has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.
2. To officials of another school, school system, or institution of postsecondary education where the scholar seeks or intends to enroll, or where the scholar is already enrolled if the disclosure is for purposes related to the scholar's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

4. In connection with financial aid for which the scholar has applied or which the scholar has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
5. To accrediting organizations to carry out their accrediting functions.
6. To parents of an eligible student if the student is a dependent for IRS tax purposes.
7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate officials in connection with a health or safety emergency, subject to §99.36.
9. Information CCS has designated as “directory information” under §99.37.

‘Directory Information’ is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to education and charter school advocacy groups, and companies that manufacture class rings or publish yearbooks. CCS has designated the following information as directory information:

1. Scholar’s name
2. Scholar’s address
3. Learning Coach’s address
4. Telephone listing
5. Scholar’s electronic mail address
6. Learning Coach’s electronic mail address
7. Photograph
8. Dates of attendance
9. Grade level
10. Weight and height of members of athletic teams
11. Degrees, honors, and awards received
12. The most recent educational agency or institution attended

Scholar ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A scholar’s social security number, in whole or in part, cannot be used for this purpose.)

If you do not want CCS to disclose directory information from your scholar’s education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. Please contact and notify the President & CEO at:

J.J. Lewis | President & CEO  
850 Hampshire Road, Suite P  
Thousand Oaks, CA 91361  
818-824-6233

## Withdrawal from CCS

1. If a scholar decides to withdraw, the scholar’s Learning Coach communicates the decision

through his or her teacher.

2. The scholar's teacher will schedule an exit conference with the High School Coordinator within 72 hours of the withdrawal request to ensure the scholar receives the appropriate academic consultation and attendance credit, and has submitted all completed work samples and activity logs before being withdrawn from CCS.
3. Once the exit conference has been conducted, a withdrawal link will be emailed to the Learning Coach that will need to be filled out for the withdrawal to be complete.
4. Once the withdrawal is completed the Attendance Specialist will email the Learning Coach a letter showing the scholar has been withdrawn that can be given to the scholar's new school.
5. CCS may withhold transcripts, grades and diplomas where a scholar has willfully cut, defaced or otherwise destroyed property or has failed to return property, such as textbooks or computers, loaned to the scholar. CCS shall afford the scholar due process before withholding transcripts, grades, or diplomas.

## SIGNATURE PAGE

Please sign and date below to indicate that you have read the Learning Coach/Scholar handbook and are aware of the school expectations for Learning Coaches and scholars.

Return this page signed to CCS.

Learning Coach Name: \_\_\_\_\_ Date: \_\_\_\_\_

Learning Coach Signature: \_\_\_\_\_

Scholar Name: \_\_\_\_\_ Date: \_\_\_\_\_

Scholar Signature: \_\_\_\_\_





2017-18 School Year

July 2017						
S	M	T	W	T	F	S
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23	24	25	26	27	28	29
30	31					

August 2017						
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September 2017						
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October 2017						
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November 2017						
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December 2017						
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January 2018						
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February 2018						
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March 2018						
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April 2018						
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29	30					

May 2018						
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June 2018						
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- Regular Schedule
- Holiday- No School Day
- All Staff Professional Development
- Board of Directors Meeting
- Annual Meeting
- Public Hearing
- SBAC Testing Window
- Graduation Week
- First Day of School
- Last Day of School

# PARENTS' GUIDE TO IMMUNIZATIONS REQUIRED FOR SCHOOL ENTRY



## Entry Requirements by Age and Grade:

Vaccine	4-6 Years Old Elementary School at Transitional-Kindergarten/ Kindergarten and Above	7-17 Years Old Elementary or Secondary School	7th Grade*
<b>Polio (OPV or IPV)</b>	<b>4 doses</b> (3 doses OK if one was given on or after 4th birthday)	<b>4 doses</b> (3 doses OK if one was given on or after 2nd birthday)	
<b>Diphtheria, Tetanus, and Pertussis (DTaP, DTP, DT, or Tdap)</b>	<b>5 doses of DTaP, DTP, or DT</b> (4 doses OK if one was given on or after 4th birthday)	<b>4 doses of DTaP, DTP, DT, Tdap, or Td</b> (3 doses OK if last dose was given on or after 2nd birthday. At least one dose must be Tdap or DTaP/ DTP given on or after 7th birthday for all 7th-12th graders.)	<b>1 dose of Tdap</b> (Or DTP/DTaP given on or after the 7th birthday.)
<b>Measles, Mumps, and Rubella (MMR or MMR-V)</b>	<b>2 doses</b> (Both doses given on or after 1st birthday. Only one dose of mumps and rubella vaccines are required if given separately.)	<b>1 dose</b> (Dose given on or after 1st birthday. Mumps vaccine is not required if given separately.)	<b>2 doses of MMR</b> or any measles-containing vaccine (Both doses given on or after 1st birthday.)
<b>Hepatitis B (Hep B or HBV)</b>	<b>3 doses</b>		
<b>Varicella (chickenpox, VAR, MMR-V or VZV)</b>	<b>1 dose</b>	<b>1 dose</b> for ages 7-12 years. <b>2 doses</b> for ages 13-17 years.	

\*New admissions to 7th grade should also meet the requirements for ages 7-17 years.

### WHY YOUR CHILD NEEDS SHOTS:

The California School Immunization Law requires that children be up to date on their immunizations (shots) to attend school. Diseases like measles spread quickly, so children need to be protected before they enter. California schools are required to check immunization records for all new student admissions at Kindergarten or Transitional Kindergarten **through** 12th grade and all students advancing to 7th grade before entry.

### THE LAW:

Health and Safety Code, Division 105, Part 2, Chapter 1, Sections 120325-120380; California Code of Regulations, Title 17, Division 1, Chapter 4, Subchapter 8, Sections 6000-6075

### WHAT YOU WILL NEED FOR ADMISSION:

To attend school, your child's Immunization Record must show the date for each required shot above. If you do not have an Immunization Record, or your child has not received all required shots, call your doctor now for an appointment.

If a licensed physician determines a vaccine should not be given to your child because of medical reasons, submit a written statement from the physician for a **medical exemption** for the missing shot(s), including the duration of the medical exemption.

A personal beliefs exemption is no longer an option for entry into school; however, a valid personal beliefs exemption filed with a school before January 1, 2016 is valid until entry into the next grade span (7th through 12th grade). Valid personal beliefs exemptions may be transferred between schools in California. For complete details, visit [ShotsforSchool.org](http://ShotsforSchool.org).

You must also submit an immunization record for all required shots not exempted.

Questions? Visit [ShotsForSchool.org](http://ShotsForSchool.org) or contact your local health department ([bit.do/immunization](http://bit.do/immunization)).