



Compass Charter Schools of
Los Angeles

Charter Renewal Petition

For the term July 1, 2019 – June 30, 2024

Submitted to the Acton-Agua Dulce
Unified School District
December 13, 2018

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i. Affirmations and Declaration

Compass Charter Schools of Los Angeles (“CCS” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to CCS, including but not limited to:

1. CCS shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1).]
2. Compass Charter Schools declares that it shall be deemed the exclusive public school employer of the employees of CCS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6).]
3. CCS shall be nonsectarian in its programs, admission policies, employment practices and all other operations. [Ref. Education Code Section 47605(d)(1).]
4. CCS shall not charge tuition. [Ref. Education Code Section 47605(d)(1).]
5. CCS shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1).]
6. CCS shall admit all pupils who wish to attend CCS, unless CCS receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to CCS shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of CCS in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C).]
7. CCS shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school (until the age of 22 years) and making satisfactory progress toward high school diploma requirements. [Ref. Education Code Section 47612(b).]
8. CCS shall not require any child to attend CCS or any employee to work at CCS. [Ref. Education Code Section 47605(e)-(f).]
9. If a pupil is expelled or leaves CCS without graduating or completing the school year for any reason, CCS shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a

copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3).]

10. CCS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
11. CCS shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations, Section 11967.5.1(f)(5)(C).]
12. CCS shall ensure that teachers in CCS hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)].
13. CCS shall at all times maintain all necessary and appropriate insurance coverage.
14. CCS shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
15. CCS may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n).]
16. CCS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2).]
17. CCS shall, on a regular basis, consult with its parents and teachers regarding CCS' educational programs. [Ref. Education Code Section 47605(c).]
18. CCS shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1.]
19. CCS shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610.]
20. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).

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

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

Date: 13-December-2018

ii. Charter Renewal

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

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

Introduction

Compass Charter Schools of Los Angeles (“CCS”) was founded and received its first charter in 2014. With a handful of scholars and teachers, CCS was determined to offer the community an educational program that was different than those more commonly available. By offering a rigorous curriculum and dedicated staff, CCS was able to reach scholars that might otherwise fall through the cracks. Scholars with extracurricular activities, such as sports, dance, and acting, were able to continue with training schedules and commitments without jeopardizing their education. Scholars that were home bound, or those with negative experiences in large, comprehensive traditional schools, now had a safe place to learn. Some of our scholars believed that CCS was their last option before dropping out, finding traditional schools incompatible with work schedules and family obligations. CCS was also able to offer scholars an opportunity to learn at a pace conducive to various learning styles. Regardless of personal situations or experiences, activities, or learning styles, CCS has been able to offer all scholars a place to learn and express themselves.

CCS provides scholars the ability to work from their home or just about anywhere or anytime. This unique benefit of a virtual school allows scholars to gain a great education by fulfilling their need for flexible schedules, personalized learning and social emotional support. CCS provides convenient access to education with more flexibility than traditional brick-and-mortar schools. In addition, scholars are encouraged and given the flexibility to interact with other classmates, join scholar-led clubs, attend field trips, and participate in many other activities that are offered by the Charter School.

Five years and hundreds of scholars later, CCS has continuously reflected upon and improved our educational program, opportunities for scholar and family engagement, and scholar/teacher

interactions. We have refined best practices and contributed to the evolution of virtual learning through our participation in organizations such as the California Charter Schools Association, Charter Schools Development Center, the Association of Personalized Learning Schools & Services, Michigan Virtual Learning Research Institute, and the International Association for TK-12 Online Learning (“iNACOL”).

According to the National Survey of Scholar Engagement, online learners experienced “better use of higher order thinking skills, integrative thinking, and reflective learning” (NSSE, 2008). Through our program offerings, we promote higher level thinking, provide tools for better time management and organizational skills, and encourage reflective practice.

Our diverse population of both scholars and staff allows for the sharing of varied backgrounds and experiences. As Independent Study becomes more popular and mainstream, we expect our population to be reflective of changing enrollment patterns.

Charter Renewal Criteria

Education Code section 47607(b) states that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

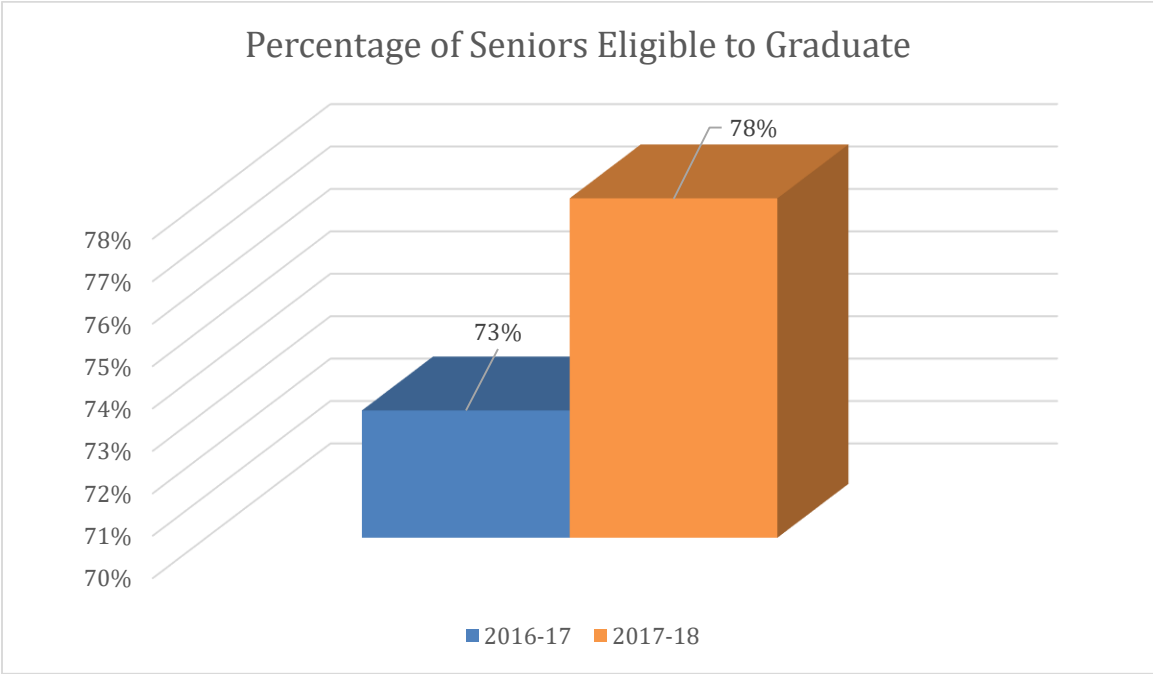
The following shall serve as documentation confirming that Compass Charter Schools of Los Angeles meets the charter renewal criteria established in Education Code Section 47607(b)(4) as further specified below.

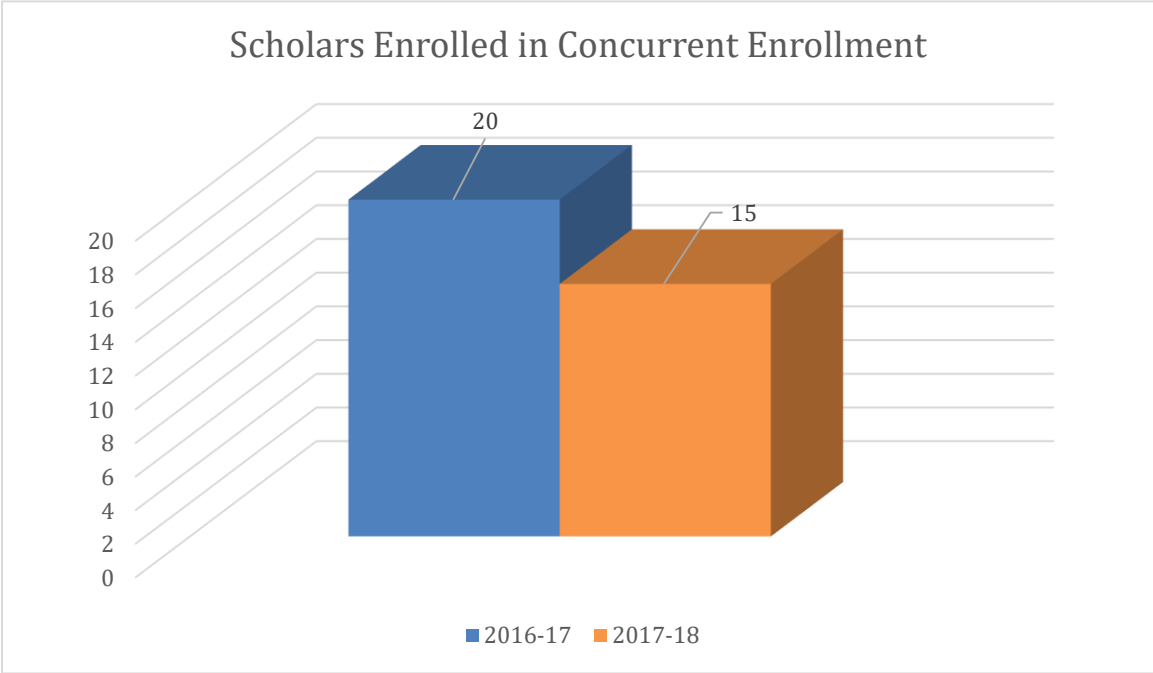
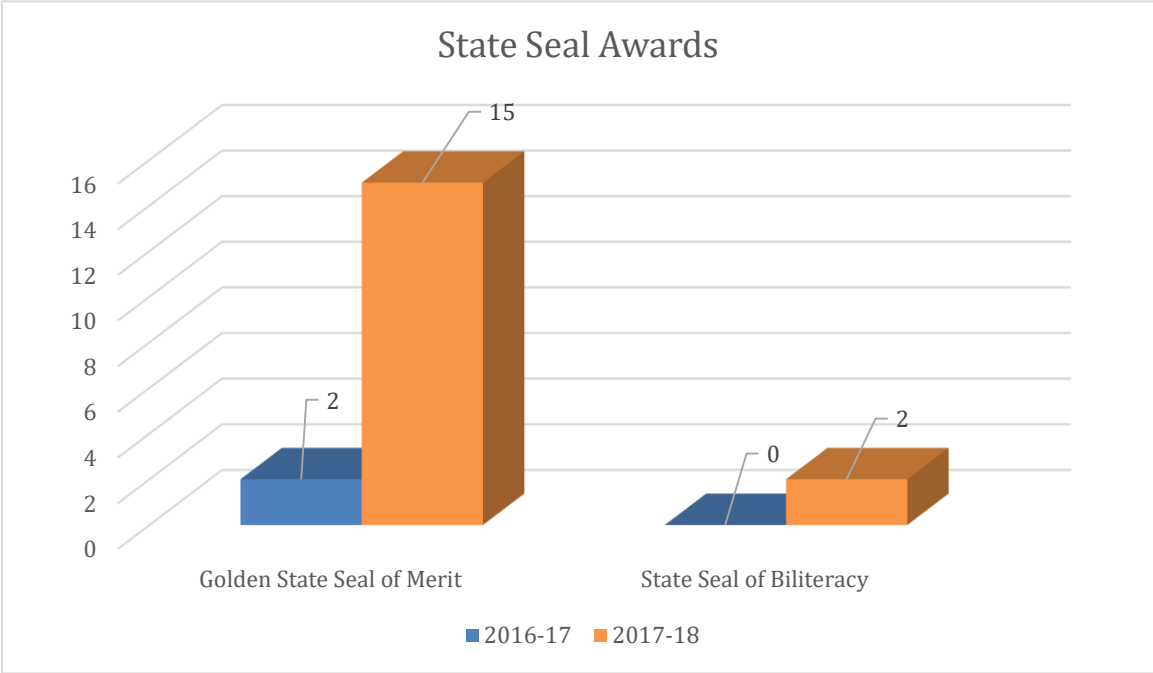
Results

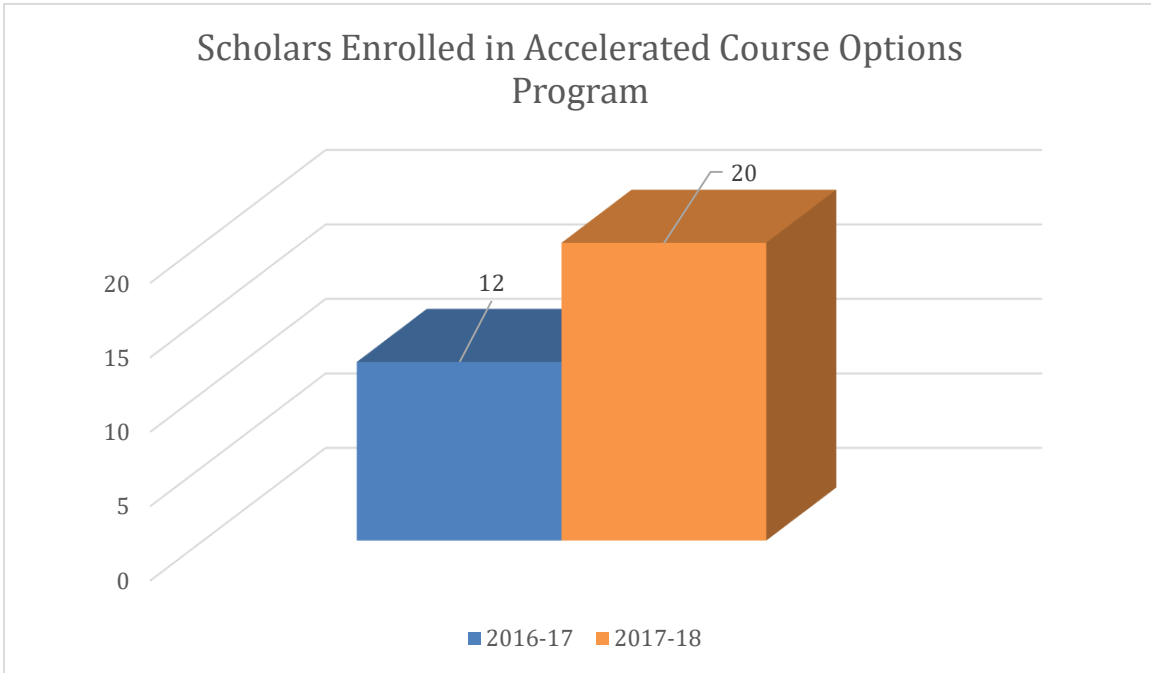
Compass Charter Schools has high expectations for all scholars, staff, and the entire school community, with a mission to develop and inspire innovative, creative, self-directed learners, one scholar at a time. Through these high expectations of the entire school community, CCS is preparing scholars to take responsibility for their future success.

The Counseling Services Team was established during the 2015-16 school year. Over the course of three years, the team has grown to consist of a Director of Counseling Services, four counselors, a College & Career Readiness Counselor, Scholar Success Coordinator, and Transcript Technician. The team gathers and analyzes data on our scholars, using internal tracking as part of our data-driven culture.

Data from our Counseling Services Team below includes the percentage of seniors who are eligible to graduate, the number of scholars who earn state seals on their high school diplomas, and the number of scholars who participate in both accelerated course options program and concurrent enrollment:



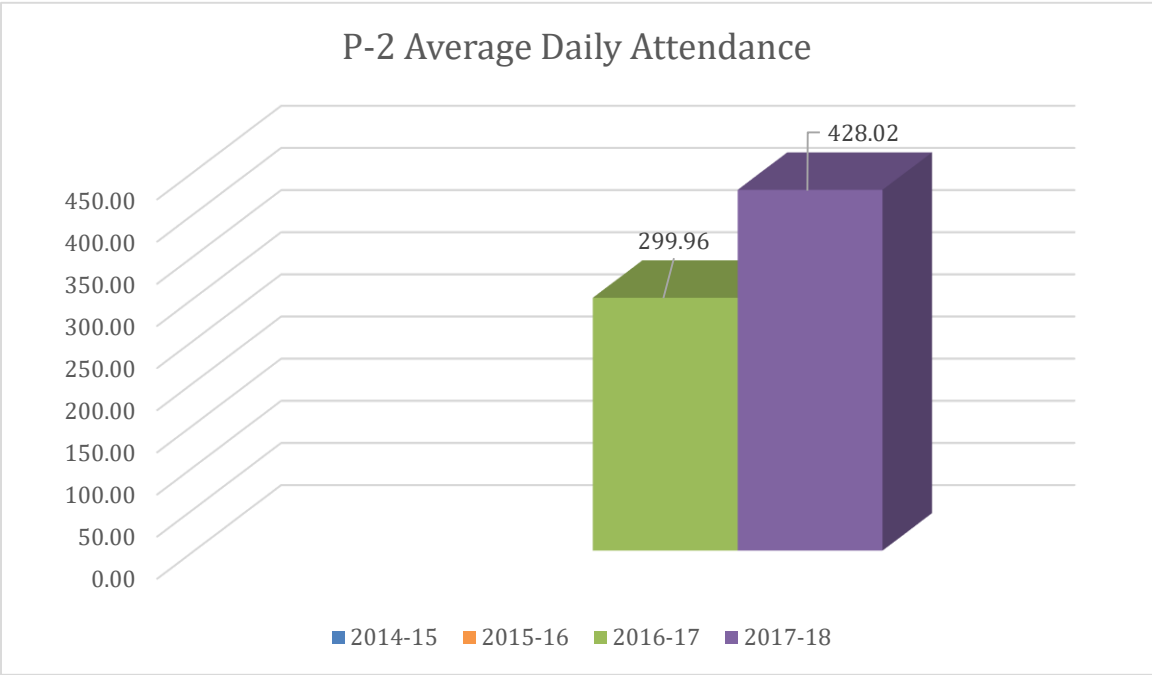
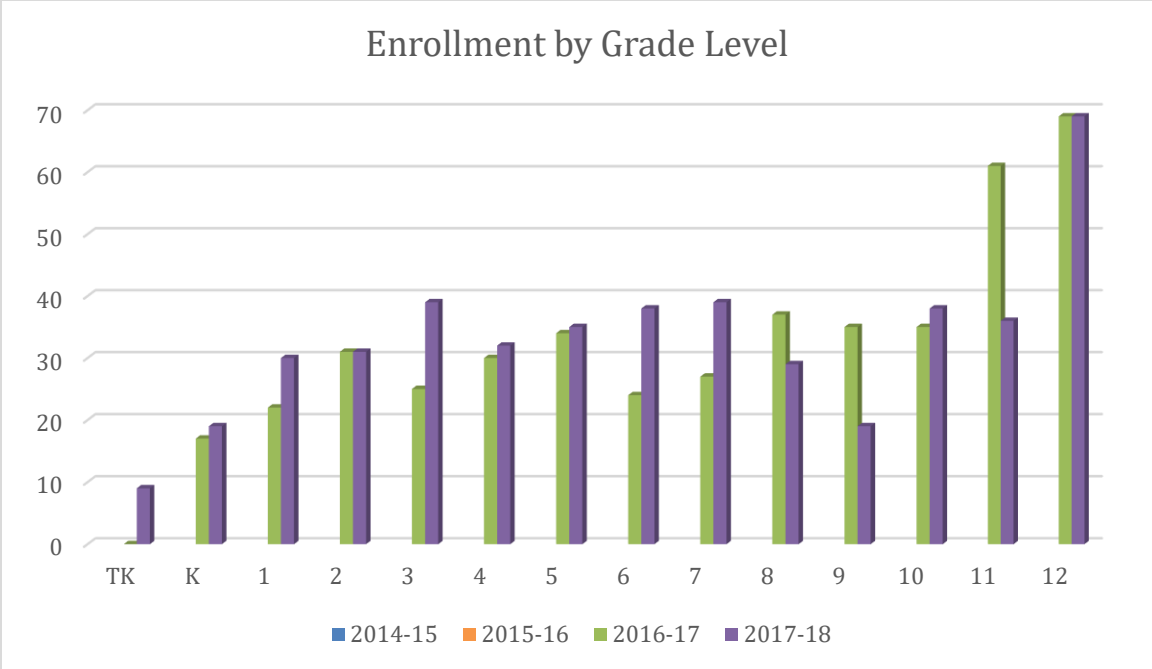




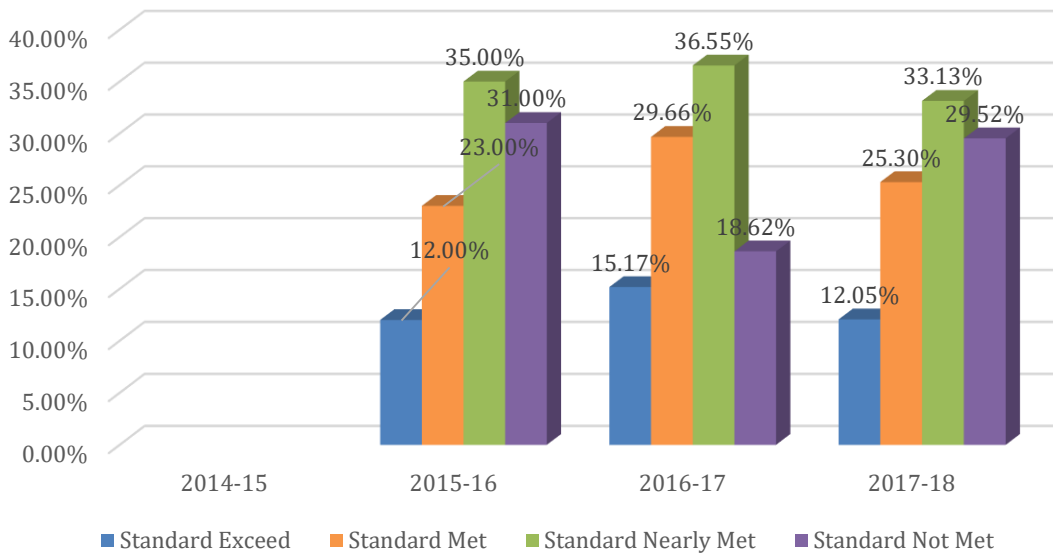
The Operations Team consists of a Director of Operations, Assessment Coordinator, Attendance Coordinator, Compliance Coordinator, Enrollment Specialist and Records Specialist. The team gathers and analyzes data on our scholars, using internal tracking as part of our data-driven culture.

Data from our Operations Team below includes enrollment by grade level on the annual Census Day, P-2 attendance, and results from the California Assessment of Student Performance (“CAASPP”) (internal numbers, which show all data even if grade or sub-group numbers are under 30):

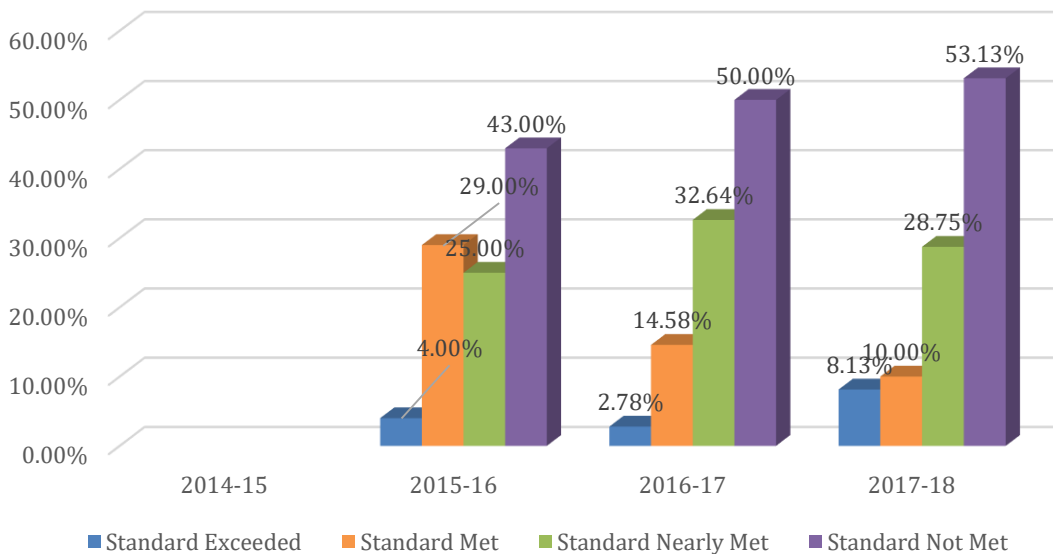
* Note – the Operations Team also monitors data on the California School Dashboard, as well as Ed Data. The California Dashboard is in its second year of operation, and informs our Local Control and Accountability Plan (“LCAP”) goals and actions; data from Ed Data does not reflect all years of operation as the state is currently making data available to this site.



CAASPP Summary Results: English Language Arts



CAASPP Summary Results: Math



California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-17:
Percentage of Scholars Meeting or Exceeding Standards

Per Education Code Section 47607(b)(4), the entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

The charts below show the CAASPP results for Compass Charter Schools of Los Angeles, along with the results of our authorizer, Acton-Agua Dulce Unified School District and a similar school to Compass, Valiant. The charts also show county-wide data for Los Angeles County, along with the adjacent counties of Los Angeles. As Compass is a nonclassroom-based independent study charter school, scholars must reside in, and therefore would otherwise have been required to attend school in, one of these counties. Because Compass scholars reside throughout the region we serve, this data best reflects the set of public schools that the charter school pupils would otherwise have been required to attend.

Compass Charter Schools of Los Angeles:

Demographic	Assessment	2015	2016	2017	2018
Schoolwide	ELA	50%	35%	44.9%	37.25%
	Math	36%	33%	17.4%	18.13%
Black or African American	ELA	NA	NA	27.78%	NA
	Math	NA	NA	14.29%	NA
Hispanic or Latino	ELA	41%	NA	48.22%	27.87%
	Math	17%	NA	13.04%	6.90%
White	ELA	52%	NA	53.33%	50.85%
	Math	40%	NA	25%	25.92%
Economically Disadvantaged	ELA	37%	NA	32%	26.73%
	Math	30	NA	28.57%	15.79%

District and district schools with similar demographics:

Demographic	Assessment	2015	2016	2017	2018
Acton-Agua Dulce District	ELA	43%	48%	51.2%	49.58%
	Math	29%	33%	21.9%	37.22%
Valiant Academy of Los Angeles	ELA	91%	Redacted	20.8%	32.59%
	Math	47%	Redacted	10.7%	20.73%

Schools scholars would otherwise be required to attend:

Demographic	Assessment	2015	2016	2017	2018
Los Angeles County	ELA	42%	46%	47.20%	48.93%
	Math	31%	35%	35.89%	37.46%
Kern County	ELA	33%	38%	40.22%	41.76%
	Math	23%	25%	26.64%	27.39%
San Bernardino County	ELA	37%	41%	41.97%	44.05%
	Math	25%	28%	28.55%	30.31%
Ventura County	ELA	44%	48%	47.47%	47.09%
	Math	34%	36%	36.29%	36.19%

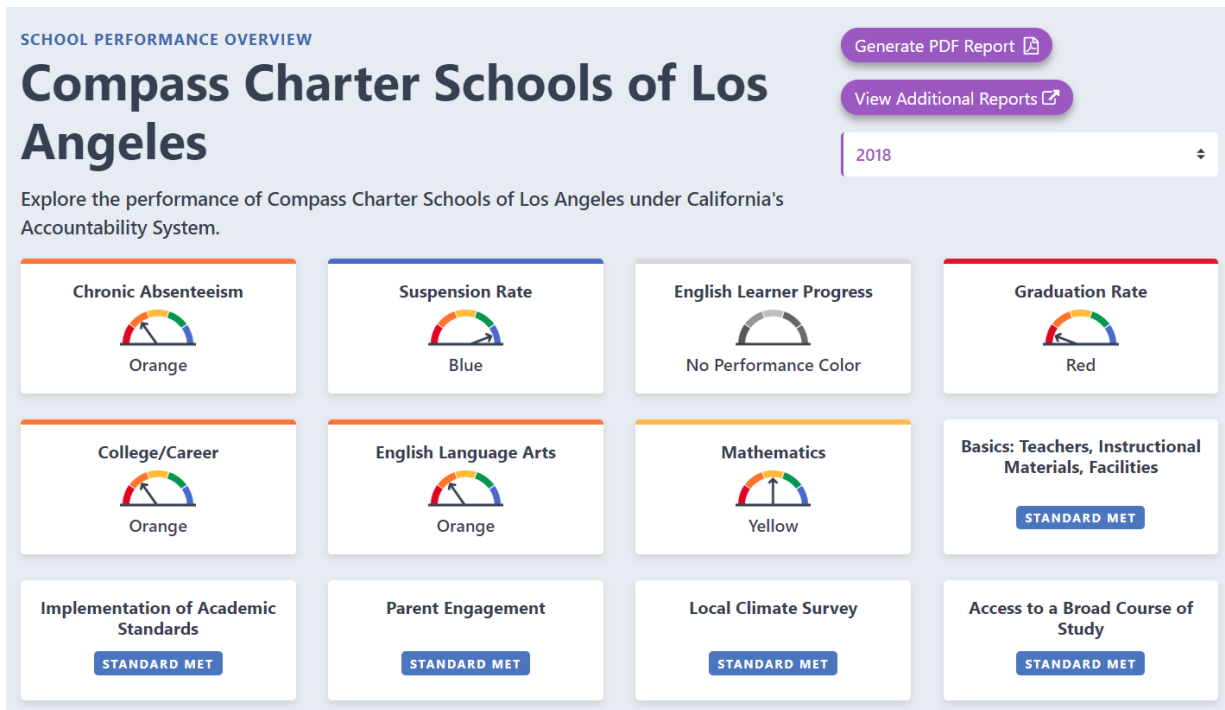
From the California Dashboard website:

The Dashboard is an online tool that shows how local educational agencies and schools are performing on the state and local indicators included in California's school accountability system. The Dashboard provides information that schools can use to improve.

Local educational agencies and schools receive one of five color-coded performance levels on the state indicators. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, and Red.

Performance levels are calculated based on how current performance (Status) compares to past performance (Change). This provides a more complete picture of performance than a point-in-time snapshot.

More details on calculating performance for state indicators are available at the California School Dashboard Web page.



DISTRICT PERFORMANCE OVERVIEW

Acton-Agua Dulce Unified

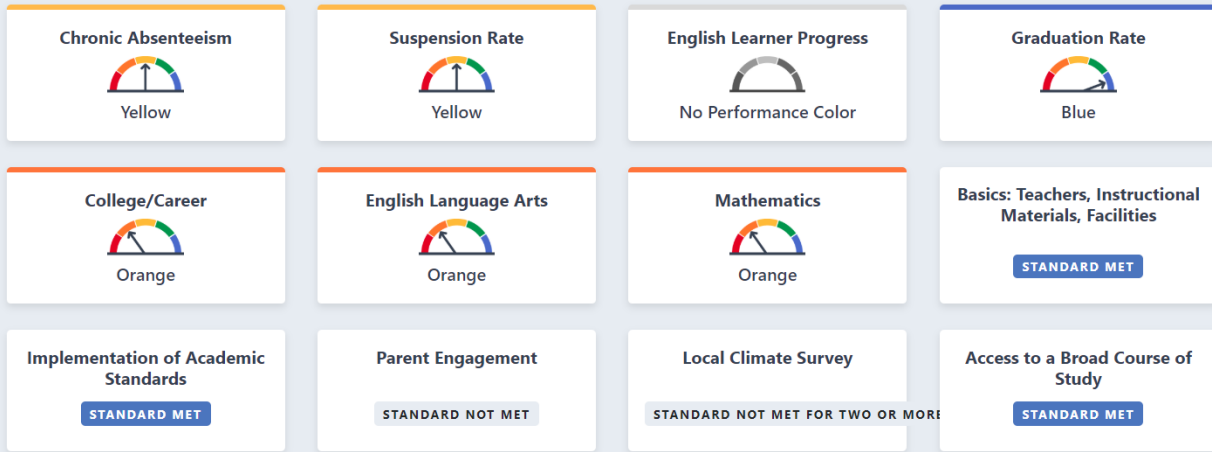
Explore the performance of Acton-Agua Dulce Unified under California's Accountability System.

[Generate PDF Report](#)

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2018



SCHOOL PERFORMANCE OVERVIEW

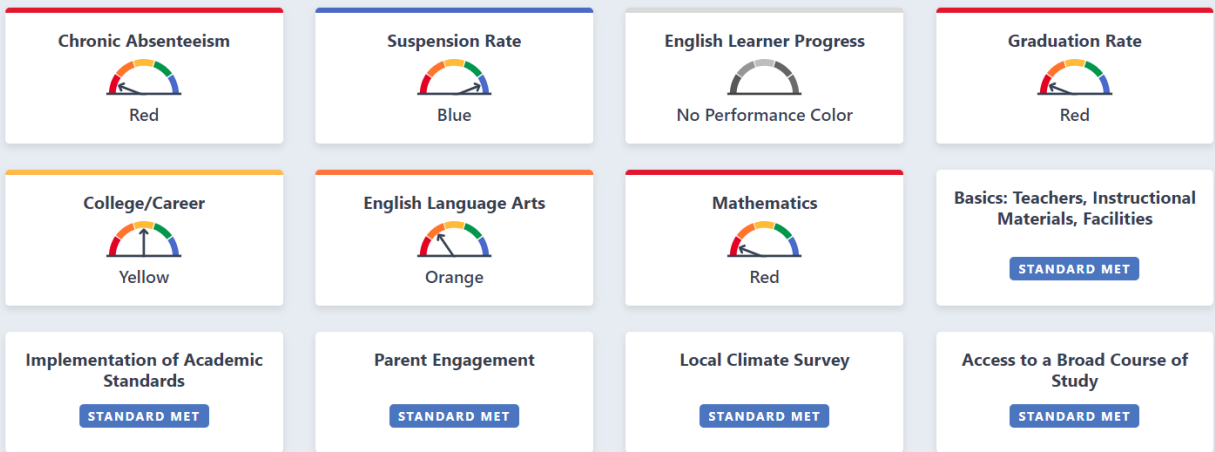
California Virtual Academy @ Los Angeles

Explore the performance of California Virtual Academy @ Los Angeles under California's Accountability System.

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2018



Analysis

CCS has made great strides since its founding in 2014. During the 2016-17 school year, CCS underwent a rebrand designed to completely transform the organization. This involved the creation of new mission, vision, and values statements, as well as a new name, Compass Charter Schools, with the goal to reflect our innovative, scholar-centered independent study model.

CCS staff continues to be recognized throughout the educational community. Compass received the Fuel Education Transformation Award in 2014, was invited to join the national Digital Learning Collaborative, and CCS of LA was voted Los Angeles' favorite charter school by residents in the 2018 Readers Choice Awards hosted by *The Los Angeles Daily News*. Our staff have presented at the San Diego County Office of Education's School Counselors Leadership Conference, Girls World Expo, Southern California i-Ready User Summit, Homeschooling A-Z Conference, Homeschool Diversity Network, and California League of Schools STEM Conference. One of our teachers recently received the Social Impact Award for Social Emotional Learning from the IEC (International Executive Counsel) as well as the Blended & Online Educator of the Year by the Inland Empire affiliate of CUE.

CCS researched and contracted with a new curriculum provider, StrongMind, which also serves as our Scholar Information Services provider in 2017. The Operations Department worked diligently to improve its reporting procedures, increase enrollment numbers, Average Daily Attendance ("ADA"), and compliance performance. Through the implementation of improved systems, P2 attendance has increased by 128.06 (2016-17 compared to 2017-18).

Since the 2015-16 school year, all of our teachers have provided live virtual Learning Labs each week within each content area, allowing scholars to interact with their teachers and receive instruction in real time. In the 2016-17 school year, CCS received National Collegiate Athletic Association ("NCAA") approval for our online high school courses, and in the 2017-18 school year, CCS became an AVID ("Advancement Via Individual Determination") school. Weekly tutoring and coursework assistance is available to scholars in real time from teachers. Scholars needing assistance outside of a teacher's scheduled "office hours" are able to set appointments that accommodate their needs.

With the assistance and support of our instructional teams, coupled with various partnerships such as ThinkingStorm for tutoring, our level of support for scholars continues to increase. Our scholars are being provided with the resources and tools they need to be successful on state-mandated tests, in the classroom, and outside the classroom. These scores, while not always reflecting large increases, allow staff to provide focused, individualized and personalized support to each scholar, part of our mission and vision for the Charter School. Our families agree that the level of support provided by teachers and staff is a great asset at Compass. Through a recent poll in ParentSquare, 94% of parents who responded either strongly agree or agree that after attending Compass, they are confident that their scholar has the ability to learn and succeed in school.

In addition to a strong academic program, we expanded and enhanced the supports CCS provides scholars. Expansion stemmed from feedback from scholars and parents, as well as a review of data from assessments, graduation rates and more:

- Through the Counseling Services Department, created in 2015, every scholar in grades 6-12 is assigned a counselor. The counselor provides support on academic, social/emotional, and college and career readiness. Seniors eligible to graduate has increased by five percent between 2016-17 and 2017-18, which is significant because a considerable number of our scholars are considered at risk of dropping out when they come to us. There has also been significant growth in the number of scholars who have participated in our Accelerated Course Options Program (“ACOP”), allowing them to complete work at an accelerated pace in order to add courses and recover course credits. The Scholar Success Coordinator position was added during the 2017-18 school year, to provide assistance to scholars through our Response to Intervention (“RTI”) program. For the 2018-19 year, the focus of the position has been focused on building the Multi-Tiered Systems of Support (“MTSS”) program to support our scholars. The MTSS program is a major initiative meant to support our scholars based on state-mandated test results, results from our internal diagnostics, and referrals from our staff. A recent feature of MTSS has been weekly English and math small group support for scholars, based on their tier ranking.
- Through the Exceptional Scholar Services Department, scholars are supported through virtual Specialized Academic Instruction (“SAI”). Scholars are also supported through referrals for related services, including occupational and physical therapy, speech, and more. Similar to our Counseling Services Department, our Exceptional Scholar Services Department has grown each year.
- Through the Engagement Department, scholars are provided opportunities for field trips, scholar-led clubs, graduation and promotion celebrations, and much more. The department has created virtual workshops for scholars and parents alike, contests, and the now semi-annual Virtual Scholar Talent Show. The Engagement Department was created during the 2016-17 school year, to provide meaningful experiences for our scholars and their families.
- With the assistance of our department’s teams, coupled with the direct work of our instructional staff, CCS is seeing growth in scholar achievement.

Analyzing data is valuable and allows us to make informed decisions that benefit our scholars. Utilizing resources provided by the state and state-sponsored organizations helps in collecting and analyzing results. The value in this data is that it helps CCS focus and refine our program to enhance and expand the educational experience for our scholars, so that we can continue to provide individualized instruction and make data-driven decisions.

I. Education Program

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

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

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

Description of Program

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

CCS shall offer two virtual educational program options for families: online and traditional home school. We recognize that in education one size does not fit all. CCS is designed and organized to serve scholars and families who have chosen an independent study program that can meet an individual scholar's unique needs. CCS educates scholars with a wide range of learning styles that allow for flexibility in pacing and that are aligned with the California content standards, which include the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Standards, English Language Development ("ELD") Standards, and any other applicable state content standards (hereinafter, collectively "State Standards"). Enrollment in CCS is contingent on the parent and scholar signing the Master Agreement in acknowledgement of the responsibilities as outlined in the Master Agreement. *See Appendix B for a copy of our Master Agreement.*

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

MISSION STATEMENT

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

VISION STATEMENT

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

CORE VALUES

Achievement
Communication
Integrity
Respect
Teamwork

We will meet our scholars' needs by:

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

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

Effective Communicators
Academically Proficient
Collaboratively Minded
College and Career Ready

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

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

A Day in the Life of an Online CCS Scholar

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

Scholars may seek support and answers to questions either through email, telephone, or by attending their teacher's weekly synchronous Learning Lab and Q&A sessions. Every teacher holds weekly online sessions, using real time web conferencing software. Scholars may also schedule appointments with teachers to obtain help on coursework. Scholars can also communicate with their teachers by logging into their account on our Learning Management System ("LMS").

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

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

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

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

A Day in the Life of a Home School CCS Scholar

We encourage scholars to set a schedule for their day with the help of both their Learning Coach and Educational Facilitator (“EF”), one that works with their individual commitments and responsibilities. Some scholars receive and execute assignments early in the morning, much like the rhythm of a traditional brick and mortar school. Others find their productivity is best in the afternoon or evenings. At CCS, scholars learn at the times convenient to their schedules.

Though scholars have the flexibility to choose the time frame in which they study, our courses are on a semester system. Scholars and learning coaches work with the EF to ensure that they are pacing themselves to complete each course within the semester. This generally means scholars need to make daily progress in their courses to finish by the end of the semester. However, some scholars may spend an entire week concentrating on math or history; others work on all their courses throughout the week.

Scholars may seek support and answers to questions either through email or telephone. Scholars may also schedule appointments with EFs to obtain help on coursework. Scholars can also communicate with their EFs through Seesaw, an app used to provide feedback on their work samples. Scholars and Learning Coaches check in with their EFs on a consistent basis. There is the expectation that meetings with EFs will be kept and that work will be completed each day.

Through their virtual interactions, scholars develop and pursue friendships, both during official virtual sessions and their participation in scholar-led clubs, monthly field trips, and school-sponsored activities. Extracurricular school-sponsored events allow scholars to meet and build friendships based on mutual interests. In addition, many scholars pursue sports, music, and other activities in coordination with local organizations and local schools.

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

Whom the School is Attempting to Educate

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

- Individuals who are self-directed and choose a wider range of academic options.
- Family relationships, personal beliefs and values, and families who prefer virtual or home school instruction.
- Family schedules (i.e. sports, actors, military, extracurricular activities).
- High-risk/at-risk for successfully achieving high school graduation or equivalency.
- Health reasons prohibit them from attending normal classroom programs.

- Scholars of all ability levels seeking additional academic and learning opportunities.
- Scholars that may have faced challenges such as bullying in traditional settings.
- Scholars with responsibilities such as work schedules that do not fit in an 8am-4pm schedule.
- Scholars from various backgrounds and ethnicities.
- Scholars that might otherwise choose to drop out of school due to scheduling issues.

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

21st Century Learner

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

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

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



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

How Learning Best Occurs

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

Equity

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

Stakeholder Involvement

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

Continuous Improvement

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

Personalization

The scholar experience shall be personalized both in and out of the classroom. Teachers will get to know their scholars’ learning needs through regular interaction with them. They will assist them with those needs through the LMS, Learning Labs, Q&A sessions, phone calls, and emails. Scholars shall have the opportunity to choose their time, their place, and their pace for studying,

thereby empowering scholars to become independent, self-directed learners. Flexibility shall be offered to families as to how to educate their children.

Scholar Engagement

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

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

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

Collaboration

All stakeholders will have opportunities to collaborate. This involves hiring qualified staff, fostering scholar to teacher relationships, scholar to scholar relationships, teacher to learning coach relationships, and learning coach to learning coach relationships. One example of this is our Coaches’ Corner where we address difference issues Learning Coaches might face when working with their scholars. These sessions will be hosted by CCS staff and viewed by learning coaches. The goal is to increase scholar success in a virtual environment by providing their learning coaches resources such as these.

A Challenging Learning Environment

CCS shall provide scholars with a demanding educational program and effective teachers. CCS is committed to establishing high standards and expectations for all scholars. Our courses are rigorous, requiring significant amounts of writing, and they provide scholars with opportunities to demonstrate higher-order thinking skills and apply concepts they have learned. CCS’ courses have been designed to meet today’s rigorous academic environment and follow an objective-based learning structure in accordance with the State Standards.

Program Features

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

1. Virtual “Learning Labs” – uses a combination of synchronous and asynchronous learning environments.
2. Qualified teachers – subject-matter teachers, who are qualified and certified to teach in their content area, provide assignments, feedback and support to scholars on an individualized basis. Teachers have three days to return work with constructive feedback to scholars.
3. Regular and appropriate feedback on progress – Through regularly scheduled meetings for assessment and assignments, scholars receive feedback on their progress.
4. Flexible Course Scheduling – CCS scholars complete 10-12 semester long classes throughout the school year. This system allows scholars to progress at their own pace through a course, and to focus on fewer subjects at a time than they would in a traditional school setting. Scholars complete the same amount of credits within a school year as in a traditional classroom setting, thus staying on track for high school graduation.
5. Technology – Technology underpins the pedagogical strategy of CCS. Our online scholars are taught virtually through asynchronous and synchronous interactive lessons.

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

Curriculum and Instructional Design

Overview of Learning Environment

CCS shall provide scholars with a demanding education program and qualified teachers. CCS is committed to establishing high standards and expectations for all scholars. CCS’ courses have been designed to meet today’s rigorous academic environment and follow an objective-based learning structure in accordance with state and common core standards. CCS is Western Association of Schools and Colleges (“WASC”) accredited, and the online high school curriculum is A-G accredited.

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

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

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

1. Let the scholars do the work: First, our scholars work in a self-paced, independent study environment. During Learning Labs or Q&As, you will rarely see our teachers practice "I talk, you listen." Instead, CCS teachers are facilitators of learning. They are guides to helping their scholars learn for themselves and then demonstrate what they have learned. This helps keep the content relevant. Our teachers practice the following types of teaching strategies that model this principle: Scholar-led discussions, peer to peer learning, inquiry-based instruction, case study analysis, individual and group projects.
2. Interactivity is the heart and soul of asynchronous learning: Our scholars participate in an abundance of writing assignments and activities. Whether, it's posting to message boards, microblogging, research papers, essays, or lab write ups, scholars are asked to interact in a variety of ways with their teacher, their peers, web browsing, and in small group breakout sessions during learning labs. This type of interactivity allows scholars to learn in their own ways.
3. Create a sense of presence: Our teachers connect with their scholars by establishing a sense of community and trust. This is done by allowing scholars to get to know each other through assignments or class discussions or projects (*Three Principles of Effective Online Pedagogy, Journal of Asynchronous Learning Networks, (2010) Volume 14, Issue 1 Bill Pelz*)

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

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

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

Online Instructional Methods

Web-based Virtual Classrooms

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

Learning Management System (LMS)

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

Technology-based Skills Instruction

The use of instructional technology underpins the pedagogical strategy of CCS. Scholars will participate in Learning Labs either synchronously or asynchronously. Teachers will use web-based real-time software to teach these lessons and record them for later use for scholars as needed. Teachers will also embed content into the LMS using a variety of web 2.0 tools and scholars will submit their classwork through the LMS. Every scholar in grades 6-12 will be assigned a Gmail account and be taught how to use the Google Suite during his/her My Compass orientation class. The use of these skills is an important part of 21st century learning and a part of the State Standards.

Digital Age Learning Practices

Our teachers will apply both Connectivism and Social Constructivism to their teaching practices. Connectivism explains how all the new technology available through the internet has created new opportunities for how people learn. Social Constructivism is scholar centered learning. At CCS, scholars will be allowed to discover meaning for themselves rather than being told what to learn. Scholars will build their own knowledge through social experiences using online resources. The application of these two digital age theories increases scholar satisfaction and therefore the effectiveness of online learning at CCS. Furthermore, the application of these learning theories allows for immediate feedback and progress reports, personalized learning, frequent checks for

understanding, scholar led discussions during Learning Labs and the use of discussion boards, and the use of project-based learning. (*Connectivism for the Digital Age (2005) George Siemens, International Journal of Instructional Technology and Distance Learning.*)

Regular feedback on progress

Feedback will be given to scholars and parents frequently in a variety of ways:

- Scholars receive written feedback from teachers on written assignments, tests, and quizzes
- Scholars and parents access this feedback in the gradebook of the LMS
- Scholars and parent receive weekly progress reports to their emails each Monday
- Every teacher has a school-provided cell phone. Scholars and parents can get specific feedback by calling or emailing their teacher directly or using the messaging center in the LMS

Flexible Course Scheduling

All online courses have built in pacing plans with due dates that help guide the scholar in submitting their course work and assignments. Although scholars may work at their own pace, work ahead, etc., these due dates will ensure scholars complete the course by the end of the semester.

Advantages of Virtual Learning

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

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

Task	Traditional Classroom	Virtual Classroom
Lesson Planning – Content Development	Lesson plan for daily teaching Prepare materials used for lessons Teach lessons Review lessons not learned	Material already planned and content already prepared – minimal planning and preparation required.

Grading	Grading all scholar work Short turnaround on math and daily assignments Longer turnaround times in Language Arts on research papers or essays Other subjects fall in the middle	Much scholar work graded automatically Math work done largely by computer with some answers graded by teachers Language Arts heavy on writing and require grading time equal to Face-to-Face More time available for “value- added” grading
Checks for Understanding	Must respond to scholars in the classroom Have one hour a day to answer questions	Questions come via email or in online chat sessions Can receive questions anytime Can respond to questions within 24 hours Many questions are repeats and teachers develop pre-arranged answers
Monitoring Scholar Achievement	Monitor in classroom Check grade book Respond to parent concerns Alert parents when problems arise Review scholar data and adjust teaching	Monitor online Refer to gradebook Respond to parent/scholar concerns Alert parents when problems arise Review student data and coach student progress
Monitoring Behavior	Keep scholars in line with classroom rules	Keep scholars in line on chats

Curriculum

My Compass/Start Up Orientation

All scholars in grades Transitional Kindergarten through 12th who are enrolling in CCS for the first time will take My Compass, an orientation course designed to prepare scholars on how to be successful in independent study and/or online learning. This course will help scholars familiarize themselves with the CCS program, show them how to submit course work using their accounts in the Charter School’s LMS, and more. The emphasis of this course is 21st century communication skills. This course also assists them in setting up daily routines and schedule to stay on track. Writing is an important communication skill and scholars are asked to complete a variety of types of writing and research throughout their courses. One of the lessons in My Compass is how to prevent plagiarism. Scholars are exposed to plagiarism prevention during their core courses as well and teachers use a plagiarism detection program to keep scholars accountable. Scholars also take the Charter School’s benchmark test for math and reading in order to establish a baseline for where they are academically. Throughout their time at CCS, scholars will have access to My Compass to review the orientation materials and presentations.

Arts

The Arts provide the invaluable expressive element that connects and enhances all subject areas at CCS, and is an integral aspect to all learning. Our mission is to inspire and develop innovative and creative learners. CCS believes that the arts nurture a curiosity for lifelong learning. In grades TK-5, our program may partner with Technology Enhanced Arts Learning Project (“TEAL”) (www.tealarts.org), or another similar program.

Sciences

CCS also strives to inspire scholars to appreciate the ways in which the sciences nurture a curiosity for life-long learning. Science celebrates the wonder of human inquiry and facilitates seeking and finding deeper meaning in all aspects of life, often beyond the physical and sensory world. Our web-based classrooms take on the feel of “labs” and are known as “Learning Labs” because of the investigative and inquiry-based teaching practices that CCS teachers emphasize throughout its curriculum. Additionally, CCS offer a science club in the middle school and in person wet labs at the high school for our lab science courses.

Blended Learning Wet Labs

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

Scholar Engagement

As reflected in our LCAP goals, increasing scholar engagement is a priority for CCS. Our Director of Engagement is responsible for overseeing all aspects of Scholar Engagement. From monthly Scholar Awards to our Coaches’ Corner, the Director of Engagement will research, plan, execute, and analyze the events and activities that we offer our scholars and families.

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

Additionally, as noted earlier, we will have several scholar-led clubs that will be created based on scholar interests as identified in family survey results, such as a Scholar Leadership Council, Performing Arts, Creative Writing, Photography, Chess, and a National Honor Society program.

Charter School Goals and Actions to Achieve the Eight State Priorities

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

Independent Study Assurances and Attendance

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

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

Master Agreement

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

Excellence Pledge for Independent Study

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

The Pledge reads:

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

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

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

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

Attendance

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

Work Samples

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

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

Learning Periods

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

Virtual Classroom Attendance – Learning Labs

All CCS teachers in our online program host two live synchronous sessions per course; one Learning Lab and one Q&A. Learning Labs focus on standards based live instruction taught by content area teachers. These sessions allow scholars to interact with their teachers and fellow classmates in real time. All scholars are expected to participate in the sessions for each of their classes. Attendance in Learning Lab sessions are a part of the scholar's participation grade for their classes. Q&A sessions are also live and hosted by content area teachers. These sessions are scheduled for 1:1 support, tutoring, intervention, enrichment or group tutoring.

Truancy Policy

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

CCS scholars are considered truant if they fail to complete five assignments during any period of ten school days.

Plan for Scholars that are Academically High Achieving

Scholars who are high achieving will thrive at CCS. This is because our curriculum is self-paced and highly personalized, allowing scholars to move ahead at their own pace. Teachers differentiate lessons and activities for high achieving scholars just as they do for low achieving scholars. Scholars will be encouraged to explore content in greater depth and incorporate scholar interests and strengths. CCS identifies high achieving scholars through the results of their i-Ready diagnostic assessment, progress reports, and SBAC test results. Scholars in high school are able to take advantage of our ACOP; described below, and concurrent enrollment at community colleges.

Plans for Scholars that are Academically Low Achieving

Identification

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

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

Support

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

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

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

Tier 1: Universal Screening and Core Classroom Instruction

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

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

Tier 2: Targeted Supplemental Interventions and Supports

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

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

Tier 3: Intensive Interventions

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

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

Scholar Success Team Procedures

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

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

The function of the Scholar Success Team is to support the referring teacher, caregiver and student by looking at the strengths and concerns from each team member’s unique viewpoint. The

expectation is that teachers and other referring staff have attempted a variety of evidence-based interventions prior to an SST referral. The goal is to provide the referring parties with new interventions that address the concerns and tap into student strengths.

English Learners

CCS will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, scholar identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. CCS will implement strategies for serving English Learners which are research based and evaluated annually for effectiveness, to assure proper placement, evaluation, and communication regarding ELs and the rights of scholars and parents.

Home Language Survey

The Charter School will administer the home language survey upon a scholar’s initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All scholars who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a scholar’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to scholars in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to scholars who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the scholar is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seventh grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual scholar. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any scholar whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

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

Reclassification Procedure

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

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

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring scholar identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Academic Dishonesty

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

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

Some examples of this include:

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

What is Plagiarism?

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

To Plagiarize means:

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

How to Avoid Plagiarism?

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

Prevention of Plagiarism

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

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

Course Placement and Graduation Requirements

Elementary School Program (TK-5)

Our elementary school program is a reflection of the Charter School’s mission and vision. Each scholar is assigned grade level specific math, language arts, social science, science, and physical education courses. The curriculum is aligned with the State Standards.

Our homeschool TK-5 grade scholars are assigned to their EF by family. The EF works collaboratively with the learning coach of the scholars in the family to choose an appropriate standards-based curriculum for each of their courses, taking into account the scholar’s learning style, interests, and needs. The EF and learning coach communicate on a regular basis to discuss progress. Additional needs based off learning coach input, assessments within curriculum, and i-Ready results are also addressed collaboratively.

Our online K-5 grade classes are taught in self-contained, virtual groupings by grade level. and teachers are assigned to specific grade levels. Teachers partner with their scholars’ learning coaches by inviting them to attend the Learning Labs together. Teachers individualize learning by getting to know their scholars’ interests and needs and by using the formative and summative assessment data and iReady data to inform instruction. The K-5 teachers incorporate virtual “reading circles” and teacher-directed reading regularly throughout the year. Instruction is self-paced, and scholars can work ahead. There are varying levels of both art and music, depending on the scholar’s grade, ability, and interest level.

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

English Language Arts (“ELA”)

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

Math

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

Science

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

Social Studies

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

Middle School Course Placement and Course Scheduling

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

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

High School Course Placements and Graduation Requirements

High School Course Scheduling

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

Course selection for homeschool scholars is done collaboratively with the scholar, learning coach, counselor, and EF. The scholar start date is taken into account when determining the number of courses and credits a scholar is eligible to enroll in.

ACOP – Accelerated Course Options Program

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

High School Graduation Requirements

Subject Requirements	Total Credits
English (4 years required)	40
Science (2 years required: Life Science & Physical Science)	20
Mathematics (3 years required minimum, through Geometry)	30
History/Social Science (3 years required)	30
Foreign Language (1 year required)	10
Visual and Performing Arts (1 year required)	10
Physical Education (2 years required)	20
Health (1 semester required)	5
Electives	55
Total	220

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

The Compass Plan: 220 credits

Course Transferability and Eligibility

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

Special Education

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

The Charter School shall be its own local educational agency (“LEA”) and shall apply directly for membership in the El Dorado Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). Upon acceptance in a SELPA, the Charter School shall provide the District evidence of membership. The Charter School’s application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA allocation plan.

CCS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

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

Services for Scholars under the “IDEA”

CCS is a member of the El Dorado Charter SELPA in accordance with Education Code Section 47641(a). As an LEA, CCS shall be solely responsible for IDEA and state special education law compliance, including but not limited to child find; identification and referral; assessment, arranging IEP meetings; IEP development, and implementation; interim placement; placement off campus as required by IEP; and defense or prosecution of complaints in accordance with policies and procedures of the SELPA in which the CCS is a member.

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

CCS agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to CCS students, staff, facilities, equipment and records

as required or imposed by law.

Staffing

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

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

Notification and Coordination

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

Identification and Referral

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

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

Assessments

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

IEP Meetings

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

IEP Development

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

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

CCS shall comply with Education Code Section 56325 with regard to students transferring into CCS within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in CCS from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, CCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time CCS shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into CCS from a district operated program under the same special education local plan area of CCS within the same academic year, CCS shall

continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and CCS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA Representation

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

Funding

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

Section 504 of the Rehabilitation Act

CCS recognizes its legal responsibility to ensure that no qualified person with a disability may, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of CCS. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

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

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

If the scholar is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the scholar receives a free and appropriate public education ("FAPE") at CCS. The 504 team shall determine which charter school staff member is responsible for providing services and/or accommodations under the plan. In identifying necessary accommodations and services to develop

the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the scholar, drawing upon a variety of sources, including, but not limited to, assessments conducted by CCS' professional staff.

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

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

Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of scholars with disabilities or suspected disabilities. Notifications shall include a statement of their rights to: examine relevant records, have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel, have the right to file a Uniform Complaint pursuant to school policy, and seek review in federal court if the parents/guardians disagree with the hearing decision.

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

II. Measurable Scholar Outcomes

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

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

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), CCS’ annual goals, actions and measurable outcomes, both school wide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the tables below. Each of these goals addresses the unique needs of all scholars, including numerically significant scholar subgroups, as applicable. The metrics associated with these goals shall help CCS ensure that its scholar subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. These goals, actions and outcomes as listed shall be reviewed and revised, as needed, on an annual basis as part of the LCAP process and as dictated by the state-adopted LCAP template. This annual update will specifically include “a description of any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFE Evaluation Rubrics” in alignment with the LCAP process and state mandated LCAP template. Revisions to the goals, outcomes, metrics, or actions and services stated above that are necessary to implement the LCAP and to maintain alignment with the California School Dashboard as it evolves shall not be considered a material revision to the charter, shall be submitted to the authorizer on an annual basis in accordance with Education Code Sections 47604.33 and 47606.5.

Local Control and Accountability Plan

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

Goals, Actions and Measurable Outcomes

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

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

Goal #1- Increase academic achievement at Compass Charter Schools.

Goal #2- Increase scholar and parent engagement at Compass Charter Schools.

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

<p>#1— BASIC SERVICES</p> <p>100% of our teachers are appropriately assigned and fully credentialed, every pupil has sufficient access to standards-aligned instructional materials and school facilities are maintained in good repair (Education Code Section 52060(d)(1).)</p>	
<p>A – TEACHERS</p>	
<p>GOAL TO ACHIEVE SUB-PRIORITY</p>	<ul style="list-style-type: none"> ● CCS will identify, attract, and hire innovative, culturally competent teachers who are fully credentialed. ● All teachers will be appropriately assigned.
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> ● The CCS Human Resources Department (“HR”) will be sure that all teachers hold a valid Teaching Credential as defined by the Commission on Teacher Credentialing. ● Have all new teacher candidates go through a rigorous hiring process, which includes paper screening, interviews, and reference checks ● Advertise for open positions in an educationally focused environment.
<p>MEASURABLE OUTCOME</p>	<ul style="list-style-type: none"> ● 100% of teachers are fully credentialed. ● 100% of teachers are appropriately assigned.
<p>METHODS OF MEASUREMENT</p>	<ul style="list-style-type: none"> ● All new teachers will undergo completion of a rigorous interview process that incorporates screening, interviews, and reference checks. ● Annual review by HR of Commission on Teacher Credentialing records to assure teachers have appropriate and valid credentials.
<p>B – INSTRUCTIONAL MATERIALS</p>	
<p>GOAL TO ACHIEVE SUB-PRIORITY</p>	<ul style="list-style-type: none"> ● All scholars will have access to instructional strategies and CCSS aligned materials.

ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Teachers will review CCSS aligned instructional materials. ● Materials will be appropriately included in the school budget.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● 100% of scholars will have access to standards-aligned materials and additional instructional materials as needed.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Annual review of instructional materials will be conducted by academic directors. ● Annual budget and allocation review.

<p>#2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS Implementation of state-adopted standards, including how EL scholars will be enabled to gain academic content knowledge and English language proficiency</p>	
<p>A – CCSS IMPLEMENTATION</p>	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● CCS curricula will be aligned to the CCSS and NGSS. ● CCS will ensure that all scholars engage in rigorous, motivating, personalized learning experiences that integrate communication, creativity, and the use of technology.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● CCS teachers will participate in annual professional development or trainings on the CCSS and NGSS best practices along with periodic staff check-ins and monitoring during the school year. ● Ensure instructional materials used for ELA and math are CCSS aligned. ● Ensure instructional materials used for science are NGSS aligned.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● 90% of teachers will participate in professional development or trainings on CCSS and/or NGSS. ● All instructional materials in ELA/Literacy and mathematics will be aligned to CCSS. ● All instructional materials in science will be aligned to NGSS.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● School master calendar and professional development calendar will serve as evidence of participation by teachers in professional development activities. ● Annual review (and periodic reviews as necessary) of curriculum to ensure that all instruction is standards-aligned.

B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE

<p>GOAL TO ACHIEVE SUB-PRIORITY</p>	<ul style="list-style-type: none"> ● All scholars, including EL scholars, will have full access to academic content knowledge through the implementation of CCSS materials.
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> ● Provide EL scholars access to ELA instruction and resources ● Place EL scholars with bilingual supporting teachers when possible. ● Provide professional development for teachers on scaffolding the CCSS for access for all scholars.
<p>MEASURABLE OUTCOME</p>	<ul style="list-style-type: none"> ● 100% of EL scholars will gain academic content knowledge through the implementation of CCS’ multi-tiered support system. ● Reclassification rate increase by at least one percentage point per year ● 100% of EL scholars receive ongoing support from teacher or supporting coordinator. ● 90% of teachers will receive professional development from county offices of education, WestEd and other training organizations.
<p>METHODS OF MEASUREMENT</p>	<ul style="list-style-type: none"> ● Teacher/class roster ● LMS reporting system ● Qualitative observations from teachers and coordinators

#3— PARENTAL INVOLVEMENT

Parental involvement, including parent participation and efforts to seek parent input for decision-making

A – PARENT INVOLVEMENT

<p>GOAL TO ACHIEVE SUB-PRIORITY</p>	<ul style="list-style-type: none"> ● Parents will be an important part of the community and will participate in the governance of the Charter School. ● Parents will view themselves as an important component of success for both the Charter School and their child. ● Parents will demonstrate high satisfaction with CCS’ program.
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> ● Promote and involve parents in the LCAP planning and WASC study. ● Promote and involve parents in CCS engagement events. ● Get parent feedback by conducting regular surveys ● CCS will host at least 2 parent activities/events per semester.

MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Active parent participation in engagement activities. ● Parents will participate in Parent Advisory Committee. ● Parent survey will show high satisfaction with CCS’ program.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● CCS events calendar ● CCS Parent attendance in WASC parent meetings ● Survey completion percentages ● Minutes from Parent Advisory Committee ● Collect data on engagement activities, such as event sign-in sheets
B – PARENT INPUT	
GOAL TO ACHIEVE	<ul style="list-style-type: none"> ● CCS will provide opportunities for parents to give input regarding the Charter School.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Have at least 2 parents sit on the Parent Advisory Committee. ● Implementation of our parent communication and notification system
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Minimum of 2 parents on Parent Advisory Committee ● Regular use of our communications system by parents
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Feedback from parent surveys ● Tracking of Parent Square messages

#4— STUDENT ACHIEVEMENT
A. CAASPP B.. Percentage of pupils who are college and career ready C. Percentage of ELs who make progress toward English language proficiency as measured by the (ELPAC D. EL reclassification rate

A – STATEWIDE ASSESSMENTS: ELA AND MATH	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● All CCS scholars will meet or exceed the average performance levels of scholars in schools with similar demographics.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Provide parents information about incorporating diagnostic assessments and instruction as part of the enrollment packet to support statewide assessments.

	<ul style="list-style-type: none"> ● Provide parents and scholars access to the Smarter Balanced Assessment Consortium Digital Library as part of the enrollment packet. ● Direct and implement the use of the Smarter Balanced Interim Assessments to teachers for ongoing progress monitoring.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● All scholars who participate on the CAASPP will meet or exceed the average performance of scholars in schools with similar demographics.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Scores on CAASPP ● Data shared on the California Dashboard
B – COLLEGE AND CAREER READY	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● Scholars will be on track to be college and career ready.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Provide scholars access to the AVID program for college readiness ● Counselors will provide scholars with individual college and career planning. ● Provide scholars access to college and career readiness materials ● Provide supports in college admission and financial aid supports to scholars ● Provide scholars opportunities to participate in concurrent enrollment at various colleges ● Provide scholars access to a full sequence of courses in each ‘a-g’ content area Provide scholars the opportunity to obtain work permits for career exploration and exposure.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Increased participation in a-g and college prep courses
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Scholars completing the ‘a-g’ requirements/pathway
C – EL PROGRESS	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● EL scholars will make progress toward English language proficiency.

ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Provide EL scholars high quality in-class instructional support which may include 1- on-1 teacher support or small group instruction, as well as have access to instructional strategies and materials. ● Provide intervention program access to EL scholars ● Provide 6th to 12th grade EL scholars with access to courses in elective courses and visual and performing arts (clubs and courses) to develop language skills across mediums.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Increased percentage of scholars reclassified by the ELPAC and CCS tracking rubrics ● Improved scores on diagnostic assessments ● Registration of EL scholars in elective and/or visual and performing arts classes and clubs.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● ELPAC scores ● Testing Results ● Class schedules
D – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● Improved rates of EL reclassification.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● EL scholars will receive high quality instructional support which may include small group or 1-on-1 instruction, as well as have access to instructional strategies and materials. ● Use of ELD instructional strategies ● Access to instructional materials and testing materials in primary language
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● EL reclassification rates will increase annually
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Testing results ● Reclassification reports and documents from scholar Information Systems ● CALPADS

#5— STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

- A. Chronic absenteeism rates
- B. Middle school dropout rates
- C. High school dropout rates
- D. High school graduation rates

A – CHRONIC ABSENTEEISM RATES

GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● CCS will maintain a higher ADA rate, and fewer than 4% of scholars will be marked as absent.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Parents and scholars will be informed of the attendance policies written in our handbook(s) provided upon enrollment. ● CCS will provide a safe, nurturing and engaging learning environment for all enrolled scholars ● CCS will engage parents and families during the school year ● Scholars not meeting attendance standards will be supported through the Charter School truancy policy including potential assessment as to whether Independent Study is an appropriate placement..
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Annual ADA will be at least 96%
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Activity logs ● Attendance tracking & reports on Scholar Information System ● CALPADS

B – MIDDLE SCHOOL DROPOUT RATES

GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● Charter School will minimize Middle School dropouts through relationships, active involvement and support systems.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Regular meetings with school counselor ● Use of multi-tiered system of support and intervention ● Promote and encourage scholar attendance in Learning Labs and clubs.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Increased scholar participation in Learning Labs ● Increase in educational activities listed on Activity Logs ● Increase in participation in Learning Labs and clubs.

METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Attendance tracking and reports on Scholar Information System ● CALPADS ● Activity Logs
C – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● Charter School will minimize High School dropouts through relationships, active involvement and support systems.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Regular meetings with school counselor ● Use of multi-tiered system of support and intervention ● Promote and encourage scholar attendance in Learning Labs and clubs.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Increase in the number of high school scholars qualified for graduation from high school. ● Increase in educational activities listed on Activity Logs. ● Increase in participation in Learning Labs and clubs.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Attendance tracking and reports on Scholar Information System ● CALPADS ● Activity Logs
D – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● CCS will increase the number of High School seniors qualified for graduation annually.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Regular meetings with school counselor ● Planning, promoting and implementing 12th grade graduation ceremony ● Use of multi-tiered system of support and intervention
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● The number of High School seniors qualified for graduation increases annually.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Senior tracking ● CALPADS

#6— SCHOOL CLIMATE

School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none">● Scholars, families, and school community will feel a sense of connectedness through active involvement
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none">● Implementation of family engagement activities● Involvement of parents in Parent Advisory Council● Involvement of scholars in Scholar Leadership Council● Implementation of positive school culture program
MEASURABLE OUTCOME	<ul style="list-style-type: none">● Stakeholders will feel a sense of community and connectedness.
METHODS OF MEASUREMENT	<ul style="list-style-type: none">● Feedback from stakeholder surveys● End of program review from the positive school culture program.

#7— COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated scholars and scholars with exceptional needs. “Broad course of study” includes the following, as applicable

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board.

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

GOAL TO ACHIEVE PRIORITY	<ul style="list-style-type: none">● All scholars will have access to CCSS aligned courses with academic support as needed
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ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Have a course list accessible to all scholars who enroll ● Provide ‘a-g’ approved courses as options for scholars. ● Provide a path that allows qualified scholars to register for college courses through concurrent enrollment
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● 100% of scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will have access to and can enroll in CCSS aligned courses.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Course Lists published and offered to scholars ● Class lists on Scholar Information Systems reports
<p>#8 — STUDENT OUTCOMES Pupil outcomes, if available, in the subject areas described in Outcome #7.</p>	
<p>A – ENGLISH LANGUAGE ARTS SUBJECT PROFICIENCY</p>	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> ● Scholars will demonstrate proficiency in reading and writing of the English Language.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● CCSS curriculum use and/or CCSS based lesson design ● Provide additional support & intervention as needed ● Regular use of diagnostic tool(s) to monitor and adjust lessons ● Professional Development specific to intervention and MTSS
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● 70% or more of scholars enrolled for the year will demonstrate at least one year of growth on CAASPP tests ● 70% of scholars will show growth on their internal diagnostic assessments. ● School leadership will perform yearly audit of curriculum to assure they are aligned to standards and support scholar’s academic growth in ELA
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Report cards ● Internal diagnostic assessments ● ELA CAASPP test scores

B – MATH SUBJECT PROFICIENCY

<p>GOAL TO ACHIEVE SUB-PRIORITY</p>	<ul style="list-style-type: none"> ● Scholars will demonstrate proficiency in mathematics skills and content.
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> ● CCSS curriculum use and/or CCSS based lesson design ● Provide additional support & intervention as needed ● Regular use of diagnostic tool(s) to monitor and adjust lessons ● Professional Development specific to intervention and MTSS
<p>MEASURABLE OUTCOMES</p>	<ul style="list-style-type: none"> ● 70% or more of scholars enrolled for the year will demonstrate at least one year of growth on CAASPP tests ● 70% of scholars will show growth on their internal diagnostic assessments. ● School leadership will perform yearly audit of curriculum to assure they are aligned to standards and support scholar’s academic growth in math
<p>METHODS OF MEASUREMENT</p>	<p>Report cards</p> <ul style="list-style-type: none"> ● Internal diagnostic assessments ● Math CAASPP test scores

III. Measuring Scholar Outcomes

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

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

CCS affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

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

ASSESSMENT	DESCRIPTION	ASSESSMENT SCHEDULE
State Required Tests	CAASPP, CAST, PFT, ELPAC	Annually, as available
Placement Exams	Istation, ELPAC, Placement	Annually, semester
School Designed Assessment	Tests, quizzes, Writing Prompts	As determined by Pacing Plans
Local Control Accountability Plan	SBE template & requirements per EC 47606.5 and LCFF regulations	Annually
Summative Assessments	CCSS-aligned	Bi-annually
Teacher observations	Observations	As needed
High School Graduation	Number of scholars graduating	End of School Year
A-G Course Completion	A-G Course completion rates for High School scholars	End of the Year

State Required Tests

CCS will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools, as required by Education Code Section 47605(c)(1). CCS understands the importance of meeting achievement goals and the role it plays in charter renewal. To help us routinely meet our goals, CCS will use interim assessments provided by CAASPP to scholars in the appropriate grades. Additionally, CCS will administer the ELPAC and the Physical Fitness Test.

Other Assessments

CCS will have all new scholars take a diagnostic assessment during the beginning of My Compass. Returning scholars will take the same diagnostic assessment during the first few weeks of school. This assessment will also be given one or more times throughout the year. The results from these

assessments will be used to help guide instruction and monitor progress. As scholars take the assessment, Istation provides instructional assistance which is aligned with the scholar's diagnostic results. Teachers can use this instructional component for additional tools and resources for scholars.

Curriculum Assessments

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

IV. Governance Structure

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

Non-Profit Public Benefit Corporation

CCS will be a directly funded independent charter school, and will be operated by Compass Charter Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter. Compass Charter Schools currently operates and governs three charter schools: Compass Charter Schools of Fresno, which is authorized by the governing board of the Orange Center School District, Compass Charter Schools of Los Angeles, which is authorized by the governing board of the Acton-Agua Dulce Unified School District (“AADUSD” or the “District”), and Compass Charter Schools of San Diego, which is authorized by the governing board of the Mountain Empire Unified School District. Upon approval of this charter renewal for CCS of Los Angeles, Compass Charter Schools will operate as a charter management organization (“CMO”) organized as a single nonprofit corporation, as described herein. The Board may also operate and govern additional charter schools.

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

Board of Directors

The Charter School will be governed by the Compass Charter Schools Board of Directors (“Board”), who shall be selected, serve, and govern CCS in accordance with their adopted bylaws, which shall be maintained to align with the terms of this charter and applicable law.

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

The directors may include (a) parent representatives and/or (b) community representatives.

In accordance with Education Code Section 47604(b), Acton-Agua Dulce USD may appoint a representative to serve on the Board of Directors. If the District chooses to do so, the Charter School may appoint another member to ensure that the Board is maintained with an odd number of directors.

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

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

Board Duties

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

- Approval of the annual school budget
- Approval of discipline, dismissal and expulsions
- Approval of bylaws, resolutions, and policies for Charter School operation
- Approval of all changes to the charter to be submitted to the Acton-Agua Dulce USD as necessary in accordance with applicable law
- Long-term strategic planning for CCS
- Participation as necessary in dispute resolution
- Monitoring overall scholar performance
- Monitoring the performance of CCS and taking necessary action to ensure that CCS remains true to its mission and charter
- Monitoring the fiscal solvency of CCS
- Participation in the CCS' independent fiscal audit
- Increasing public awareness of CCS

CCS will update the District of any changes to the Board of Directors.

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

If more than one charter school is operated and governed by Compass Charter Schools, all meetings of the Board shall conduct business for each charter school separately. The Board recognizes that each charter school will have individual scholar demographics and will view each school as a separate entity and will govern each school according to the identified needs and scholar composition of each school governed by Compass Charter Schools.

Compass Charter Schools will operate with a Central Office to support each independent school under the Board's governance. The Central Office will house all cumulative files, special education files, as well as all files maintained by the Superintendent, and Administrative Team. Offices will also be maintained at the Central Office for use by the Superintendent and other Compass Charter Schools staff. (See additional information below, and in the Miscellaneous Provisions section of the charter, under "Administrative Services.")

As a CMO organized as a single nonprofit corporation, Compass Charter Schools has developed appropriate accounting and budgeting policies and procedures to ensure that it remains in compliance with key federal and state laws and Generally Accepted Accounting Principles ("GAAP"). The Charter School and its non-profit CMO, Compass Charter Schools, will use GAAP to recognize revenues (state, federal and local) and expenditures directly through the School. CCS, as well as its CMO, will generate legally compliant, GAAP-aligned financial statements. While a

complete treatment of these issues is beyond the scope of this document, the accounting practices we implement will permit the network to accomplish the following:

- Recognize, track, and expend revenues generated by “unduplicated” pupils under the Local Control Funding Formula at the school level, based on our specific demographic and attendance data. This will permit us to ensure that our budget and Local Control Accountability Plan demonstrates that the increase in the quality or quantity of services for unduplicated pupils grows commensurately with the growth in funding such scholars generate.
- Generate financial statements at the school level that enable us to submit GAAP-aligned forms to request a “determination of funding” under the laws governing nonclassroom-based schools (SB 740).
- Recognize, track, and expend restricted grant revenues, if and as required by the terms of each specific grant, to ensure restricted funds are recognized and expended in alignment with the terms of applicable law and grant restrictions.

Based on discussions with our independent auditor, Compass Charter Schools will use the above data to generate financial statements and budgets that are specific to CCS, as well as a consolidated statement for CMO purposes. Doing so will allow us to meet both state and federal requirements.

Board Meetings

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

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

Board Training

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

Board Delegation of Duties

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

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the Board being delegated, any conditions on

- the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of present Board members

Superintendent

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

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

Parent Involvement in Governance

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

V. Employee Qualifications

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

Superintendent

Requirements, Qualifications, Responsibilities

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

Assistant Superintendent of Business Services

Requirements, Qualifications, Responsibilities

- Minimum bachelor's degree.
- Charter Business Officer certification.
- Minimum seven (7) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Assistant Superintendent of Personalized Learning

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Valid California Multiple or Single Subject Teacher Credential.
- Minimum seven (7) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Counseling Services

Requirements, Qualifications, Responsibilities

- Master's degree in related field.
- California Pupil Personnel Services Credential.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Engagement

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree
- Minimum two (2) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Exceptional Scholar Services

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Clear California Mild/Moderate and/or Moderate/Severe Special Education Teaching Credential.
- California English Language Learner Authorization.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Human Resources

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree.
- Minimum five (5) years relevant experience.
- HR Certification preferred.
- Must be able to travel throughout the State of California for school-related activities.

Director of Information Technology

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Online Learning

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Valid California Multiple or Single Subject Teacher Credential.
- California English Language Learner Authorization.
- Online teaching experience and/or Online Teaching & Learning Certificate.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Operations

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Director of Options Learning

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Valid California Multiple or Single Subject Teacher Credential.
- California English Language Learner Authorization.
- Minimum five (5) years relevant experience.
- Must be able to travel throughout the State of California for school-related activities.

Educational Facilitator

Requirements, Qualifications, Responsibilities

- Minimum bachelor's degree.
- Valid California Multiple or Single Subject Teacher Credential.
- California English Language Learner Authorization.
- Familiarity with homeschooling and homeschool teaching approaches preferred.
- Must be able to travel throughout the State of California for school-related activities.

Teacher

Requirements, Qualifications, Responsibilities

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

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

In accordance with Education Code Section 48000(g), CCS shall ensure that credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, have, by August 1, 2020, one of the following:

- 1) At least 24 units in early childhood education, or childhood development, or both.
- 2) As determined by Compass Charter Schools, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
- 3) A child development teacher permit issued by the Commission on Teacher Credentialing.

A teacher is responsible for providing an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, physical, and psychological growth. This person is responsible for organizing and implementing an instructional program that will

result in students achieving academic success and are in alignment with the policies, goals, objectives and philosophies of Compass Charter Schools and the State of California.

Teacher Recruitment

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

Candidates are evaluated using these standards:

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

VI. Health and Safety Procedures

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

In order to provide safety for all scholars and staff, Compass Charter Schools maintains full health and safety policies and procedures and risk management policies in consultation with its insurance carriers and risk management experts. These policies shall be incorporated into the CCS Injury and Illness Prevention Program (I.I.P.P.) and be reviewed on an ongoing basis by the Director of HR, Assistant Superintendent of Business Services and Superintendent.

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

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

Procedures for Background Checks

Employees and contractors of CCS shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony, except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director of HR of CCS shall monitor compliance with this policy and report to the Charter School Superintendent on a regular basis. The Superintendent shall monitor the fingerprinting and background clearance of the Director of HR. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

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

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with scholars, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code

Section 49406.

Drug Free/Alcohol Free/Smoke Free Environment

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

Immunizations

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

Medication in School

CCS shall adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

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

Diabetes

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

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

Suicide Prevention Policy

The Charter School shall maintain a policy on scholar suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Emergency Preparedness

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

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

Blood Borne Pathogens

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

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

Facility Safety

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

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

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

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

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

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

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

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

VIII. Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). EC Section 47605(b)(5)(H).

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

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to scholars prior to acceptance and enrollment into the Charter School. CCS shall comply with all applicable legally required minimum and maximum age requirements. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. Admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

A scholar must be five (5) years old on or before September 1st in order to be admitted to Kindergarten at CCS at any time during the school year. For those young scholars who will turn five between September 2 and December 2, they can enroll in Transitional Kindergarten. A scholar's age cannot exceed 19 years for initial enrollment unless the scholar has been continuously enrolled in school and making satisfactory progress toward graduation; if a scholar was not attending school at any time after his/her 19th birthday, he/she may not enroll with CCS.

To complete enrollment at the Charter School, scholars must submit a completed CCS Enrollment Packet, signed Master Agreement, and applicable compliance documents. In accordance with Education Code Section 51747.3, scholars must reside within Los Angeles County, or a contiguous county, and provide proof of residency. Scholars may only be enrolled in CCS and not concurrently enrolled in another school, public or private (unless prior permission is given for a community college). At any time throughout the enrollment period with CCS, parents/guardians may be requested to provide updated information. All scholars must have an email address to enroll with CCS. Upon enrollment the Charter School will provide each scholar with a school email address.

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

- Completion of a Scholar Registration Form
- Proof of Immunization
- Proof of Residency
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum and maximum age requirements

- Execution of a Master Agreement
- Completion of Technology Use and Parent Permission Forms

All scholars who wish to attend CCS shall be admitted, subject only to capacity.

Public Random Drawing

While we do not currently have an enrollment cap, we do have a procedure in place if a cap were ever imposed. If the number of scholars who wish to attend the Charter School exceeds the Charter School's capacity, admission, except for existing scholars of CCS who are guaranteed admission in the following school year, shall be determined by a public random drawing ("lottery"). In the case of a public random drawing, the following students will be given preference for admission to the Charter School in the following order:

1. Siblings of scholars admitted to or attending CCS
2. Children of Charter School staff
3. Residents of Acton-Agua Dulce USD
4. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference group until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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

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

If a lottery is needed, the Charter School will conduct the lottery in the spring for enrollment in fall of that year.

IX. Annual Independent Financial Audit

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

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

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

The annual audit will be completed and forwarded to the Acton-Agua Dulce USD, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Superintendent, along with the Finance Committee, will review any audit exceptions or deficiencies and report to CCS Board of Directors with recommendations on how to resolve them. The Board will submit a report to the Acton-Agua Dulce USD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

X. Suspension and Expulsion Procedures

***Governing Law:** The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). EC Section 47605(b)(5)(J).

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

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

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all scholars. This Policy and its Procedures will clearly describe discipline expectations.

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

CCS administration shall ensure that scholars and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available in the Scholar Handbook.

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

A scholar identified as an individual with disabilities or for whom CCS has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education scholars except when federal and state law mandates additional or different procedures. CCS will follow all applicable federal and state laws, including, but not limited to, the IDEA, Section 504, the California Education Code, and their implementing regulations, when imposing any form of discipline on a scholar identified as an individual with disabilities or for whom CCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such scholars.

No scholar shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the scholar has been provided written notice of intent to remove the scholar no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the scholar or the scholar's parent or guardian or, if the scholar is a foster child or youth or a homeless child or youth, the scholar's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the scholar's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the scholar shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Scholars

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code

Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers

and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was

impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any

of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or

student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a

profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

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

the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or designee with the scholar and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the scholar to the President & CEO or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of scholars or Charter School personnel. If a scholar is suspended without this conference, both the parent/guardian and scholar shall be notified of the scholar’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Superintendent or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a scholar is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the scholar. In addition, the notice may also state the date and time when the scholar may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding

matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

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

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), scholars recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the scholar should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A scholar may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any scholar found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

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

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. CCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

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

G. Record of Hearing

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

H. Presentation of Evidence

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

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

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

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

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

I. Written Notice to Expel

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

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

J. Disciplinary Records

CCS shall maintain records of all scholar suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

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

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

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

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

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

XI. Retirement Benefits

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

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

XII. Public School Attendance Alternatives

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

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

XIII. Employee Return Rights

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

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

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

XIV. Dispute Resolution

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

Disputes Between the Charter School and the District

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

CCS and Acton-Agua Dulce USD will be encouraged to attempt to resolve disputes between them amicably and reasonably without resorting to formal procedures.

In the event of a dispute between CCS and Acton-Agua Dulce USD, CCS staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the District Superintendent and Superintendent of CCS, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The CCS Superintendent and the District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the District Superintendent and CCS Superintendent, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

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

If the dispute remains unresolved after mediation, both CCS and Acton-Agua Dulce USD may pursue any further available legal remedy under the law.

Internal Disputes

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

XV. Closure Procedures

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

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

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

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

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

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

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

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

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

CCS will complete and file any annual reports required pursuant to Education Code Section 47604.33.

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

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

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

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

Miscellaneous Charter Provisions

A. Budgets and Financial Reporting

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

Attached, as Appendix J, please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time.

CCS will annually prepare and submit to the Acton-Agua Dulce USD and the County Superintendent of Schools the following reports in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- By July 1st, a preliminary budget for the current fiscal year.
- By July 1st, a LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15th, an interim financial report for the current fiscal year, which reflects changes to the final budget through October 31st. Additionally, on December 15, a copy of CCS' annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education, and County Superintendent of Schools.
- By March 15th, a second interim financial report for the current fiscal year, which reflects changes to the final budget through January 31st.
- By September 15th, a final unaudited financial report for the prior full fiscal year. The report submitted to the District shall include an annual statement of all CCS's receipts and expenditures for the preceding fiscal year.

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

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

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

B. Insurance and Indemnification

CCS shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance using recommendations from CCS' insurance company. The Acton-Agua Dulce USD Board of Trustees shall be named as an additional insured on all policies of CCS. Prior to opening, CCS shall provide evidence of the above insurance coverage to Acton-Agua Dulce USD.

CCS shall hold harmless, defend, and indemnify Acton-Agua Dulce USD, its Board members, officers and employees, from and against any and all actions, claims, damages, demands, and liabilities, regardless of forum, which relate to or arise out of any acts, debts, obligations, errors, or omissions of the Charter School, its Board members, officers, employees, vendors, affiliates or agents.

C. Transportation

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

D. Administrative Services

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

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

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- STRS Setup and Management
- Planning & Management
- Payroll Tax Payments
- Audit Preparations & Support
- LEA Plans
- Compliance Reporting to County & State Grantors
- Attendance Reporting
- Food Program - Implementation & Claims Reporting

- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

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

Compass Charter Schools shall manage the business aspects on behalf of the Charter School on a percentage basis of all services and support rendered to the Charter School. This support includes back office, academic, special education, business and executive management, technology, and administrative services from Compass Charter Schools at its Central Office located at 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361. Such services shall be carried out by Compass Charter Schools staff with oversight and monitoring by the Compass Charter Schools Board of Directors. Any additional contracts will be vetted for conflicts of interest, quality and expertise pursuant to policies adopted by the Board of Directors.

E. Facilities

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

As an independent study program, CCS requires limited facilities to operate its program. At this time, CCS does not anticipate requiring facilities or resource center locations to implement the program described in this charter. In the future, should CCS wish to add, change, or remove resource center locations, it will enter into and/or revise a separately-executed memorandum of understanding with the Acton-Agua Dulce USD.

F. Potential Civil Liability Effects

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

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

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

diligently to assist the Acton-Agua Dulce USD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the Acton-Agua Dulce USD shall not be liable for the operation of CCS.

Further, CCS intends to enter into a memorandum of understanding with the Acton-Agua Dulce USD, wherein CCS shall indemnify Acton-Agua Dulce USD for the actions of CCS under this charter.

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

As stated above, insurance amounts will be determined by recommendation of CCS' insurance company and the Acton-Agua Dulce USD for schools of similar size, location, and scholar population.

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

Appendices

Appendix A 2018-19 School Calendar

Appendix B Master Agreement

Appendix C Scholar Handbook

Appendix D Articles of Incorporation

Appendix E Board By-Laws

Appendix F Board Policy Manual

Appendix G Staff Handbook

Appendix H Middle School Course Catalog

Appendix I High School Course Catalog

Appendix J Budget Report

Appendix K Organization Chart