

STUDENT SUCCESS PROGRAMS

DBA – AUDEO CHARTER SCHOOL · THE CHARTER SCHOOL OF SAN DIEGO

(A California Non-Profit Public Benefit Corporation)

Len Hering RADM, USN (ret) – Chairman,

Scott Barton – Member, David Crean – Member, Jane Gawronski – Member, Eric Schweinfurter - Member

ANNUAL BOARD OF DIRECTORS MEETING

Wednesday, June 23, 2021, 8:30 a.m.

Via Video Conference and at

Clairemont RC 4340 Genesee Avenue, Suite 109, SD 92117, Downtown RC 1095 K Street Suite A, SD 92101, Euclid RC 220 Euclid Avenue, SD 92114, Lake Murray RC 8776 Lake Murray Blvd., SD 29119, Mira Mesa RC 8290 B, Mira Mesa Blvd., SD 92126, North Park RC 2940 North Park Way, SD 92104, Northgate RC 4125 Alpha Street, Suite C, SD 92113, Old Town, 2245 San Diego Avenue, Suite 115, SD 92110, Petco RC 1091 K Street, Suite A101, SD 92101, Point Loma RC 3145 Rosecrans Street, Suite D, SD 92110, Scripps Ranch RC 9910 Mira Mesa Blvd, Suite A2, SD 92131, Sorrento Mesa Office 10170 Huennekens Street, SD, 92121, Tierrasanta RC 10425 Tierrasanta Blvd, Suite 101, SD 92124, Woodman RC 2939 Alta View Drive, Suite B/CSD 92139, and Kearny Mesa RC 7520 Mesa College Drive, SD 92111, K5 Home School Resource Center 10725 Tierrasanta Boulevard, CA 92124 La Jolla RC 7458 Girard Avenue, SD 92037, Mission Valley East RC 3230 Camino Del Rio North, SD 92108, Mission Valley Office 3420 Camino Del Rio North, SD 92108, Moreno Valley RC 27130 Eucalyptus Avenue, Suite A MV, 92555

Access to the live video conference will be accessible prior to the start of the meeting at

CSSD: <https://charterschool-sandiego.net/board-governance/>

Audeo: <https://www.audeocharterschool.net/board-of-directors/>

This agenda contains a brief, general description of each item to be considered.

Except as otherwise provided by law, no action shall be taken on any item not appearing in the following agenda.

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call
- 1.3 Establishment of Quorum
- 1.4 Pledge of Allegiance
- 1.5 Approval of Agenda *P.1-4*

2.0 PUBLIC COMMENT

If you would like to participate in public comment, please complete a speaker card and submit it to Staff. Public comment for items of interest to the public and within the scope of Student Success Programs Board (non-agenda) shall be no longer than two (2) minutes. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. In accordance with the Brown Act, no discussion or action may occur at this time, but it is the Board’s prerogative to respond or give direction to staff. All public comment will be heard at this point in the agenda as ordered below. Each agenda item being commented on will have a maximum of 20 minutes allotted and each non-agenda item will have a maximum of 10 minutes allotted. If necessary, the Board Chair may equivalently decrease the time for each speaker in order to stay within the allotted maximum.

- 2.1 Non-Agenda Public Comment
- 2.2 Agenda Public Comment

3.0 CLOSED SESSION

- 3.1 Board President Announcement Regarding Closed Session Items
- 3.2 Public Comment on Closed Session Items

MOVE TO CLOSED SESSION

- 3.2.1 Conference With Legal Counsel--Anticipated Litigation
Significant Exposure To Litigation Pursuant To Paragraph (2) Or (3) Of Subdivision (D) Of
Section 54956.9: (one potential case)

RETURN TO OPEN SESSION

- 3.3 Report out of action taken in closed session, if any.

4.0 ADMINISTRATIVE ITEMS

- 4.1 Discuss and Consider Approval of Board of Directors Evaluations
- 4.2 Consider Approval of Board Member Scott Barton Term II: July 1, 2021 – June 30, 2023
- 4.3 Consider Approval of 2021-2022 Board Meetings
 - Wednesday, October 20, 2021*
 - Wednesday, February 16, 2022*
 - Wednesday, June 22, 2022*
- 4.4 Consider Approval of 2021-2022 Pupil Attendance Calendar [P.5-7](#)
- 4.5 Report on Governance Parental Representatives Posting for 2021-2022
- 4.6 Presidents Report
 - 4.6.1 California Charter School Association (CCSA) 2021 Hart Vision Volunteer of the Year--
Len Hering
 - 4.6.2 Audeo Charter School Petition Renewal Update
 - 4.6.3 Malcolm Baldrige National Quality Award 2021 Application
- 4.7 Strategic Plan Update
 - 4.7.1 Audeo Charter School
 - 4.7.1.1 School Participation Report for the Period of 2020- 2021
Months 8-11: 01/11/2021 – 04/30/2021 [P.8-11](#)
 - 4.7.2 The Charter School of San Diego
 - 4.7.2.1 School Participation Report for the Period of 2020- 2021
Months 8-11: 01/11/2021 – 04/30/2021 [P.12-23](#)

5.0 CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The President recommends approval of all consent agenda items.

5.1 Consent Action Items for the Audeo Charter School and The Charter School of San Diego for Each School

- 5.1.1 Consider Approval of Independent Study Policy 3200 Amendment [P.24-32](#)
- 5.1.2 Consider Approval of Western Association of Schools and College (WASC) Mid-Cycle Progress Report
 - 5.1.2.1 Audeo Charter School [P.33-53](#)
- 5.1.3 Consider Approval of Employee Manual Amendment [P.54-133](#)
- 5.1.4 Consider Acceptance of Audit Report/Combined Financial Statements and Supplemental Information Year Ended June 30, 2020 [P.134-187](#)
- 5.1.5 Consider Approval of the 2021-2022 Consolidated Application
 - 5.1.5.1 Audeo Charter School [P.188-192](#)
 - 5.1.5.1.1 Certificate of Assurance
 - 5.1.5.1.2 Protected Prayer Certification
 - 5.1.5.1.3 LCAP Federal Addendum Certification
 - 5.1.5.1.4 Application for Funding
 - 5.1.5.2 The Charter School of San Diego [P.193-197](#)
 - 5.1.5.2.1 Certificate of Assurance
 - 5.1.5.2.2 Protected Prayer Certification
 - 5.1.5.2.3 LCAP Federal Addendum Certification
 - 5.1.5.2.4 Application for Funding
- 5.1.6 Consider Approval of Meeting Minutes for May 19, 2021 [P.198-199](#)

6.0 ACTION ITEMS

6.1 Action Items for Audeo Charter School and The Charter School of San Diego for Each School

- 6.1.1 Consider Approval of 2021-2022 Local Control and Accountability Plan with Budget Overview for Parents and Presentation of Dashboard Local Indicators
 - 6.1.1.1 Audeo Charter School [P.200-269](#)
 - 6.1.1.2 The Charter School of San Diego [P.270-341](#)

6.2 Action Items for Audeo Charter School

- 6.2.1 Consider Approval of Second Interim Report FY 2020-2021 [P.342-345](#)
- 6.2.2 Review and Discuss the May Revised Operational Budget Assumptions for FY 2020-2021 and Consider Approval of the May Revised Operational Budget for FY 2020-2021 [P.346-357](#)
- 6.2.3 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2021-2022 and Consider Approval of the Preliminary Operational Budget for FY 2021-2022 [P.358-367](#)
- 6.2.4 Consider Approval of 2021-2022 Educational Protection Account (EPA) Resolution and Expenditure Plan [P.368-371](#)

6.3 Actions Items for The Charter School of San Diego

- 6.3.1 Consider Approval of Second Interim Report FY 2020-2021 [P.372-375](#)
- 6.3.2 Review and Discuss the May Revised Operational Budget Assumptions for FY 2020-2021 and Consider Approval of the May Revised Operational Budget for FY 2020-2021 [P.376-387](#)
- 6.3.3 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2021-2022 and Consider Approval of the Preliminary Operational Budget for FY 2021-2022 [P.388-397](#)

6.3.4 Consider Approval of 2021-2022 Educational Protection Account (EPA) Resolution and Expenditure Plan [P.398-401](#)

7.0 BOARD ANNOUNCEMENTS AND COMMENTS

From time to time, the Board has topics of interest that they would like to share with the community. These are informational in nature and do not require action.

8.0 ADJOURNMENT

Next Regular Board Meeting: TBA

Meeting Agenda available at:

www.charterschool-sandiego.net, www.audeocharterschool.net

Accommodation -- Student Success Programs, Inc. (School's), does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Angela Neri, has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in School's open and public meetings. Please notify Angela Neri at (858) 678-2020 twenty-four (24) hours or more prior to disability accommodations being needed in order to participate in the meeting. Translation services are available by notifying Angela Neri at (858) 678-2045 twenty-four (24) hours or more prior to the board meeting. In compliance with Government Code Section 54957.5, non-exempt writings that are distributed to a majority or all of the board in advance of a meeting may be viewed at 10170 Huennekens Street, San Diego, CA 92121; or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Angela Neri (858) 678 -2020.

Certification of Posting

I, Jackie Robertson, hereby certify that I posted this agenda on the Audeo and CSSD webpage on June 19, 2021

PUPIL CALENDAR FOR STUDENT SUCCESS PROGRAMS NON-PROFIT CORPORATION
 THE CHARTER SCHOOL OF SAN DIEGO AUDEO CHARTER SCHOOL
 MULTI-TRACK CALENDAR

2021-2022

TRACK A

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates	
July	1	5	6	7	8	9	16	0	1	17	Jul 5: Holiday	
July / August	2	12	13	14	15	16	18	2	0	20		
August / September	3	23	24	25	26	27	15	3	2	20	Sep 3: Teacher NWD Sep 6: Holiday	
September / October	4	30	31	1	2	3	15	5	0	20	Oct 6: CBEDS Information Day	
P1 October / November	5	6	7	8	9	10	15	4	1	20	Nov 11: Holiday	
November / December	6	13	14	15	16	17	10	5	5	20	Nov 22-24: Teacher NWD Nov 25-26: Holidays	
December / January	7	20	21	22	23	24	7	3	10	20	Dec 20-22 & 27-29: Teacher NWD Dec 23-24: Holiday Dec 30-31: Holiday	
January / February	8	27	28	29	30	31	6	12	2	20	Jan 14: Teacher NWD Jan 17: Holiday	
February / March	9	3	4	5	6	7	9	9	2	20	Feb 18 & 21: Holiday	
P2 March / April	10	10	11	12	13	14	5	10	5	20	Mar 28 - Apr 1: Spring Break	
April	11	17	18	19	20	21	20	0	0	20	Available CAASPP Window April 4 - June 24	
May	12	24	25	26	27	28	20	0	0	20	Available CAASPP Window April 4 - June 24	
May / June	13	31	1	2	3	4	19	0	1	20	May 30: Holiday Available CAASPP Window April 4 - June 24	
June	NA	6	7	8	9	10					Jun 27-30: Teacher NWD	
Total Instructional Days:							175	53	29	257		

PUPIL CALENDAR FOR STUDENT SUCCESS PROGRAMS NON-PROFIT CORPORATION
 THE CHARTER SCHOOL OF SAN DIEGO AUDEO CHARTER SCHOOL
 MULTI-TRACK CALENDAR

2021-2022

TRACK B

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates	
July / August	2	26 2 9 16	27 3 10 17	28 4 11 18	29 5 12 19	30 6 13 20	7	13	0	20		
August / September	3	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	16	2	2	20	Sep 3: Teacher NWD Sep 6: Holiday	
September / October	4	20 27 4 11	21 28 5 12	22 29 6 13	23 30 7 14	24 1 8 15	18	2	0	20	Oct 6: CBEDS Information Day	
P1 October / November	5	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	17	2	1	20	Nov 11: Holiday Total P1 Days 58	
November / December	6	15 22 29 6	16 23 30 7	17 24 1 8	18 25 2 9	19 26 3 10	15	0	5	20	Nov 22-24: Teacher NWD Nov 25-26: Holidays	
December / January	7	13 20 27 3	14 21 28 4	15 22 29 5	16 23 30 6	17 24 31 7	10	0	10	20	Dec 20-22 & 27-29: Teacher NWD Dec 23-24: Holiday Dec 30-31: Holiday	
January / February	8	10 17 24 31	11 18 25 1	12 19 26 2	13 20 27 3	14 21 28 4	18	0	2	20	Jan 14: Teacher NWD Jan 17: Holiday	
February / March	9	7 14 21 28	8 15 22 1	9 16 23 2	10 17 24 3	11 18 25 4	10	8	2	20	Feb 18 & 21: Holiday	
P2 March / April	10	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	11 18 25 1	5	10	5	20	Mar 28 - Apr 1: Spring Break Total P2 Days 116	
April	11	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	20	0	0	20	Available CAASPP Window April 4 - June 24	
May	12	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	20	0	0	20	Available CAASPP Window April 4 - June 24	
May / June	13	30 6 13 20	31 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	19	0	1	20	May 30: Holiday Available CAASPP Window April 4 - June 24	
June	NA	27 28 29 30	28 29 30	29 30	30						Jun 27-30: Teacher NWD	
Total Instructional Days:							175	37	28	240		

PUPIL CALENDAR FOR STUDENT SUCCESS PROGRAMS NON-PROFIT CORPORATION
 THE CHARTER SCHOOL OF SAN DIEGO AUDEO CHARTER SCHOOL
 MULTI-TRACK CALENDAR

2021-2022

TRACK C

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
August / September	3	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	1	17	2	20	Sep 3: Teacher NWD Sep 6: Holiday
September / October	4	20 27 4 11	21 28 5 12	22 29 6 13	23 30 7 14	24 1 8 15	20	0	0	20	Oct 6: CBEDS Information Day
P1 October / November	5	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	19	0	1	20	Nov 11: Holiday Total P1 Days 40
November / December	6	15 22 29 6	16 23 30 7	17 24 1 8	18 25 2 9	19 26 3 10	15	0	5	20	Nov 22-24: Teacher NWD Nov 25-26: Holidays
December / January	7	13 20 27 3	14 21 28 4	15 22 29 5	16 23 30 6	17 24 31 7	10	0	10	20	Dec 20-22 & 27-29: Teacher NWD Dec 23-24: Holiday Dec 30-31: Holiday
January / February	8	10 17 24 31	11 18 25 1	12 19 26 2	13 20 27 3	14 21 28 4	18	0	2	20	Jan 14: Teacher NWD Jan 17: Holiday
February / March	9	7 14 21 28	8 15 22 1	9 16 23 2	10 17 24 3	11 18 25 4	18	0	2	20	Feb 18 & 21: Holiday
P2 March / April	10	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	11 18 25 1	15	0	5	20	Mar 28 - Apr 1: Spring Break Total P2 Days 116
April	11	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	20	0	0	20	Available CAASPP Window April 4 - June 24
May	12	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	20	0	0	20	Available CAASPP Window April 4 - June 24
May / June	13	30 6 13 20	31 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	19	0	1	20	May 30: Holiday Available CAASPP Window April 4 - June 24
June	NA	27	28	29	30						Jun 27-30: Teacher NWD
Total Instructional Days:							175	17	28	220	



**Participation Report: All Students
Month 8: 01/11/2021 - 02/05/2021**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	850	763	80.2%	85.0%	90.5%	90.7%
Totals January/February 2020	670	587	76.8%	74.6%	91.3%	91.8%
Variance:	180	176	3.4%	10.4%	-0.8%	-1.1%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	KM	KM1		40	28	59.0%	62.4%	84.3%	84.5%
SD	KM	KM2		40	25	53.8%	56.8%	86.0%	84.0%
SD	KM	KM3		40	29	62.8%	68.2%	87.9%	89.0%
SD	LJ	LJ1		40	32	69.0%	72.5%	86.3%	88.0%
SD	LJ	LJ2		40	35	76.5%	80.6%	89.6%	92.6%
RV	MR	MR1		40	41	93.9%	94.5%	93.2%	91.1%
RV	MR	MR2		40	40	85.1%	89.7%	85.6%	89.0%
RV	MR	MR3		40	41	91.7%	92.7%	90.0%	89.5%
RV	MR	MR4		40	41	90.0%	89.0%	87.8%	88.5%
RV	MR	MR5		40	41	95.0%	92.6%	92.7%	90.1%
RV	MR	MR6		20	17	72.5%	80.3%	85.3%	90.6%
RV	MR	MR7		40	40	76.5%	81.1%	79.3%	82.2%
SD	MV	MV1		40	29	61.3%	65.2%	85.1%	86.8%
SD	MV	MV2		40	31	68.3%	74.0%	90.6%	87.1%
SD	MV	MV3		40	33	68.1%	68.6%	84.6%	78.7%
SD	PB	PB1		40	16	35.7%	52.9%	89.2%	96.1%
SD	PB	PB2		40	36	82.4%	86.1%	93.4%	94.2%
SD	PB	PB3		40	24	50.3%	51.3%	87.7%	94.6%
SD	TSK5	TSK5-1		25	31	124.0%	108.2%	100.0%	100.0%
SD	TSK5	TSK5-2		25	31	113.3%	102.5%	96.6%	99.5%
SD	TSK5	TSK5-3		25	31	124.0%	113.9%	100.0%	97.9%
SD	TSK5	TSK5-4		25	31	119.8%	106.7%	96.6%	95.2%
SD	TSK5	TSK5-5		25	31	124.0%	107.0%	100.0%	99.0%
SD	TSK5	TSK5-6		25	29	113.1%	113.1%	99.0%	99.0%



**Participation Report: All Students
Month 9: 02/08/2021 - 03/05/2021**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	850	770	81.6%	84.6%	90.8%	90.7%
Totals February/March 2020	670	591	79.0%	75.0%	91.1%	91.7%
Variance:	180	179	2.6%	9.6%	-0.3%	-1.0%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	KM	KM1		40	29	60.0%	62.1%	84.2%	84.5%
SD	KM	KM2		40	24	52.2%	56.3%	87.0%	84.3%
SD	KM	KM3		40	31	68.3%	68.2%	88.2%	88.9%
SD	LJ	LJ1		40	34	74.6%	72.7%	89.4%	88.2%
SD	LJ	LJ2		40	34	78.8%	80.4%	92.6%	92.6%
RV	MR	MR1		40	41	95.1%	94.5%	92.8%	91.3%
RV	MR	MR2		40	40	92.5%	90.0%	92.5%	89.4%
RV	MR	MR3		40	40	88.9%	92.3%	88.9%	89.4%
RV	MR	MR4		40	40	89.2%	89.1%	89.2%	88.6%
RV	MR	MR5		40	41	90.4%	92.4%	88.2%	89.8%
RV	MR	MR6		20	17	71.4%	79.3%	84.0%	89.8%
RV	MR	MR7		40	40	76.5%	80.3%	76.5%	81.2%
SD	MV	MV1		40	27	58.8%	64.5%	89.1%	87.0%
SD	MV	MV2		40	33	72.4%	73.8%	87.7%	87.2%
SD	MV	MV3		40	34	70.1%	68.8%	83.9%	79.3%
SD	PB	PB1		40	19	40.3%	51.4%	89.0%	95.4%
SD	PB	PB2		40	35	81.8%	85.6%	93.5%	94.1%
SD	PB	PB3		40	25	56.0%	51.8%	92.4%	94.4%
SD	TSK5	TSK5-1		25	31	124.0%	110.1%	100.0%	100.0%
SD	TSK5	TSK5-2		25	31	121.1%	104.6%	97.7%	99.2%
SD	TSK5	TSK5-3		25	31	123.8%	115.4%	99.8%	98.2%
SD	TSK5	TSK5-4		25	31	111.3%	107.4%	94.0%	95.0%
SD	TSK5	TSK5-5		25	31	122.4%	109.4%	100.0%	99.2%
SD	TSK5	TSK5-6		25	31	121.3%	114.3%	97.8%	98.8%



Participation Report: All Students
Month 10: 03/08/2021 - 04/02/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	850	764	79.2%	84.1%	88.4%	90.5%
Totals March/April 2020	670	614	76.9%	75.2%	86.2%	91.1%
Variance:	180	150	2.3%	8.9%	2.2%	-0.6%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	KM	KM1		40	28	58.8%	61.8%	84.0%	84.4%
SD	KM	KM2		40	25	53.8%	56.1%	86.1%	84.5%
SD	KM	KM3		40	31	61.2%	67.6%	79.4%	88.0%
SD	LJ	LJ1		40	34	78.5%	73.2%	92.4%	88.5%
SD	LJ	LJ2		40	34	72.7%	79.7%	85.7%	92.0%
RV	MR	MR1		40	41	96.2%	94.7%	93.8%	91.5%
RV	MR	MR2		40	40	93.2%	90.3%	93.2%	89.7%
RV	MR	MR3		40	40	87.5%	91.8%	87.5%	89.3%
RV	MR	MR4		40	37	81.0%	88.3%	87.6%	88.5%
RV	MR	MR5		40	40	88.0%	92.0%	88.0%	89.7%
RV	MR	MR6		20	17	66.7%	78.2%	78.4%	88.8%
RV	MR	MR7		40	40	63.3%	78.0%	63.3%	78.8%
SD	MV	MV1		40	28	58.2%	63.9%	84.1%	86.8%
SD	MV	MV2		40	32	68.8%	73.3%	86.0%	87.1%
SD	MV	MV3		40	34	65.7%	68.5%	77.3%	79.1%
SD	PB	PB1		40	20	43.8%	50.7%	89.8%	95.0%
SD	PB	PB2		40	34	79.8%	85.1%	93.9%	94.1%
SD	PB	PB3		40	27	59.5%	52.5%	89.0%	93.8%
SD	TSK5	TSK5-1		25	31	120.0%	111.0%	96.8%	99.7%
SD	TSK5	TSK5-2		25	31	120.0%	106.0%	96.8%	99.0%
SD	TSK5	TSK5-3		25	31	118.7%	115.8%	95.7%	97.9%
SD	TSK5	TSK5-4		25	28	106.1%	107.3%	95.9%	95.1%
SD	TSK5	TSK5-5		25	30	118.9%	110.5%	100.0%	99.3%
SD	TSK5	TSK5-6		25	31	121.1%	115.1%	97.6%	98.6%



Participation Report: All Students
Month 11: 04/05/2021 - 04/30/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	850	768	80.0%	83.6%	89.8%	90.4%
Totals April/May 2020	695	637	75.8%	79.0%	84.9%	90.4%
Variance:	155	131	4.2%	4.6%	4.9%	0.0%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	KM	KM1		40	28	57.8%	61.4%	84.0%	84.4%
SD	KM	KM2		40	25	52.4%	55.7%	84.1%	84.4%
SD	KM	KM3		40	30	68.4%	67.7%	91.2%	88.3%
SD	LJ	LJ1		40	34	71.5%	73.0%	84.1%	88.1%
SD	LJ	LJ2		40	32	72.4%	79.0%	90.5%	91.8%
RV	MR	MR1		40	41	95.1%	94.7%	94.4%	91.8%
RV	MR	MR2		40	40	91.5%	90.4%	91.5%	89.9%
RV	MR	MR3		40	40	84.8%	91.1%	84.8%	88.8%
RV	MR	MR4		40	41	87.9%	88.3%	89.8%	88.6%
RV	MR	MR5		40	40	86.5%	91.4%	86.5%	89.4%
RV	MR	MR6		20	17	73.8%	77.7%	86.8%	88.6%
RV	MR	MR7		40	38	78.8%	78.1%	82.9%	79.4%
SD	MV	MV1		40	27	54.9%	63.0%	83.6%	86.5%
SD	MV	MV2		40	34	70.4%	73.0%	86.0%	87.0%
SD	MV	MV3		40	35	69.5%	68.6%	80.0%	79.2%
SD	PB	PB1		40	20	46.9%	50.3%	93.8%	94.8%
SD	PB	PB2		40	34	76.3%	84.1%	91.7%	93.8%
SD	PB	PB3		40	27	58.3%	53.1%	86.3%	92.9%
SD	TSK5	TSK5-1		25	31	122.0%	112.1%	98.4%	99.5%
SD	TSK5	TSK5-2		25	31	118.0%	107.3%	96.7%	98.7%
SD	TSK5	TSK5-3		25	31	121.8%	116.6%	98.2%	98.0%
SD	TSK5	TSK5-4		25	31	112.2%	107.9%	93.5%	94.9%
SD	TSK5	TSK5-5		25	30	111.4%	110.6%	100.0%	99.4%
SD	TSK5	TSK5-6		25	31	117.4%	115.4%	97.8%	98.5%

**Participation Report: All Students
Month 8: 01/11/2021 - 02/05/2021**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,960	1,849	80.6%	82.0%	87.3%	86.6%
Totals January/February 2020	1,800	1,732	81.4%	77.5%	89.0%	90.0%
Variance:	160	117	-0.8%	4.6%	-1.6%	-3.4%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
C	DT	DT1		40	40	87.5%	86.9%	87.5%	91.5%
C	DT	DT2		40	40	90.4%	84.2%	93.3%	86.5%
C	EU	EU1		40	42	92.4%	89.9%	89.7%	87.0%
C	EU	EU2		40	41	78.9%	71.3%	84.6%	84.9%
C	EU	EU3		40	40	83.8%	83.0%	84.5%	84.9%
C	NG	NG1		40	39	81.4%	82.2%	85.1%	84.5%
C	NG	NG2		40	37	87.5%	86.5%	96.2%	95.0%
C	NG	NG3		40	40	83.5%	85.9%	85.0%	85.1%
C	NG	NG4		40	39	85.3%	81.9%	91.0%	86.8%
C	WM	WM1		40	33	69.7%	74.7%	86.9%	86.4%
C	WM	WM2		40	38	78.9%	78.9%	85.0%	85.2%
C	WM	WM3		40	37	79.9%	77.9%	86.3%	86.7%
C	WM	WM4		40	35	75.7%	77.5%	86.5%	86.0%
C	WM	WM5		40	37	77.9%	77.4%	85.8%	85.1%
Central Totals:				14	560	82.3%	84.9%	87.7%	86.7%

Participation Report: All Students
Month 8: 01/11/2021 - 02/05/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,960	1,849	80.6%	82.0%	87.3%	86.6%
Totals January/February 2020	1,800	1,732	81.4%	77.5%	89.0%	90.0%
Variance:	160	117	-0.8%	4.6%	-1.6%	-3.4%

*Total Served does not include NPS/SWD Follow-Up students

All Students										
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE	
E	CL	CL1		40	41	82.5%	85.4%	81.5%	84.4%	
E	CL	CL2		40	41	97.5%	89.6%	95.1%	94.8%	
E	CL	CL4		40	39	79.2%	81.5%	87.7%	86.6%	
E	LKM	LKM1		40	38	88.1%	84.0%	92.8%	90.7%	
E	LKM	LKM2		40	40	87.6%	84.2%	87.6%	85.4%	
E	LKM	LKM3		40	34	73.8%	70.8%	86.8%	80.3%	
E	LKM	LKM4		40	38	86.3%	70.0%	90.8%	87.3%	
E	LKM	LKM5		40	40	86.1%	81.3%	86.1%	83.1%	
E	MM	MM1		40	32	66.5%	60.6%	87.1%	86.7%	
E	MM	MM2		40	33	66.9%	71.0%	84.4%	87.2%	
E	MM	MM3		40	37	81.5%	87.8%	88.1%	91.2%	
E	MM	MM4		40	32	67.5%	70.4%	84.4%	84.7%	
E	SR	SR1		40	39	83.1%	83.7%	85.2%	87.5%	
E	SR	SR2		40	33	68.3%	76.1%	84.7%	84.5%	
E	SR	SR3		40	35	76.5%	77.6%	89.3%	83.7%	
E	SR	SR4		40	34	72.9%	66.8%	87.9%	90.6%	
E	TS	TS1		40	39	78.8%	77.2%	84.2%	84.5%	
E	TS	TS2		40	40	84.7%	75.9%	85.4%	85.3%	
E	TS	TS3		40	33	74.7%	70.9%	90.6%	90.2%	
East Totals:				19	760	698	79.1%	77.5%	87.4%	87.2%

Participation Report: All Students
Month 8: 01/11/2021 - 02/05/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,960	1,849	80.6%	82.0%	87.3%	86.6%
Totals January/February 2020	1,800	1,732	81.4%	77.5%	89.0%	90.0%
Variance:	160	117	-0.8%	4.6%	-1.6%	-3.4%

*Total Served does not include NPS/SWD Follow-Up students

All Students										
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE	
W	CO	CO1		40	39	83.6%	86.0%	85.8%	85.4%	
W	CO	CO2		40	39	83.6%	77.0%	87.5%	81.1%	
W	CO	CO3		40	35	73.6%	79.0%	84.1%	84.2%	
W	CO	CO4		40	36	68.9%	70.3%	78.0%	71.4%	
W	CO	CO5		40	37	84.7%	80.6%	95.0%	92.6%	
W	CO	CO6		40	19	19.2%	17.6%	53.7%	57.9%	
W	NP	NP1		40	37	83.9%	80.8%	93.1%	86.3%	
W	NP	NP2		40	42	90.3%	92.1%	88.3%	88.5%	
W	NP	NP3		40	42	90.8%	94.5%	87.9%	88.4%	
W	NP	NP4		40	41	78.1%	41.9%	81.8%	84.9%	
W	PC	PC1		40	43	98.3%	84.9%	94.4%	90.4%	
W	PC	PC2		40	37	74.3%	78.5%	80.9%	83.0%	
W	PC	PC3		40	42	90.7%	86.7%	89.7%	88.6%	
W	PL	PL1		40	40	88.2%	85.6%	88.2%	86.9%	
W	PL	PL2		40	44	99.6%	94.2%	90.5%	87.1%	
W	PL	PL3		40	40	88.1%	71.7%	89.7%	90.4%	
West Totals:				16	640	613	81.0%	85.3%	87.0%	85.9%

Participation Report: All Students
Month 9: 02/08/2021 - 03/05/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,960	1,885	83.0%	82.1%	87.4%	86.7%
Totals February/March 2020	1,860	1,782	82.1%	80.6%	88.1%	89.8%
Variance:	100	103	1.0%	1.5%	-0.6%	-3.1%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
C	DT	DT1		40	40	92.2%	87.5%	92.2%	91.6%
C	DT	DT2		40	39	85.3%	84.3%	90.4%	86.9%
C	EU	EU1		40	43	91.8%	90.1%	86.3%	86.9%
C	EU	EU2		40	41	87.8%	73.2%	85.6%	85.0%
C	EU	EU3		40	40	84.6%	83.2%	84.6%	84.9%
C	NG	NG1		40	39	88.8%	82.9%	91.0%	85.2%
C	NG	NG2		40	37	86.8%	86.5%	94.8%	94.9%
C	NG	NG3		40	40	82.4%	85.5%	86.4%	85.2%
C	NG	NG4		40	40	84.7%	82.6%	86.2%	86.6%
C	WM	WM1		40	35	71.9%	74.3%	86.0%	86.4%
C	WM	WM2		40	38	80.7%	79.1%	84.9%	85.1%
C	WM	WM3		40	40	85.8%	78.8%	85.8%	86.6%
C	WM	WM4		40	38	78.2%	77.6%	86.2%	86.0%
C	WM	WM5		40	36	76.3%	77.3%	84.7%	85.1%
Central Totals:				14	560	84.1%	84.8%	87.5%	86.8%

Participation Report: All Students
Month 9: 02/08/2021 - 03/05/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,960	1,885	83.0%	82.1%	87.4%	86.7%
Totals February/March 2020	1,860	1,782	82.1%	80.6%	88.1%	89.8%
Variance:	100	103	1.0%	1.5%	-0.6%	-3.1%

*Total Served does not include NPS/SWD Follow-Up students

All Students										
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE	
E	CL	CL1		40	42	88.6%	85.8%	84.4%	84.4%	
E	CL	CL2		40	41	92.6%	90.0%	90.4%	94.3%	
E	CL	CL4		40	38	79.9%	81.3%	84.1%	86.3%	
E	LKM	LKM1		40	40	87.9%	84.5%	90.7%	90.7%	
E	LKM	LKM2		40	40	91.3%	85.0%	91.3%	86.1%	
E	LKM	LKM3		40	34	74.0%	71.2%	87.1%	81.0%	
E	LKM	LKM4		40	40	88.8%	72.2%	89.5%	87.6%	
E	LKM	LKM5		40	40	84.4%	81.7%	84.4%	83.3%	
E	MM	MM1		40	35	71.9%	61.9%	85.2%	86.5%	
E	MM	MM2		40	33	74.2%	71.4%	89.9%	87.5%	
E	MM	MM3		40	37	85.8%	87.6%	92.8%	91.4%	
E	MM	MM4		40	32	67.5%	70.1%	84.4%	84.7%	
E	SR	SR1		40	40	86.8%	84.1%	88.4%	87.6%	
E	SR	SR2		40	35	76.4%	76.1%	88.3%	84.9%	
E	SR	SR3		40	37	77.9%	77.7%	86.2%	84.0%	
E	SR	SR4		40	35	80.7%	68.5%	92.2%	90.8%	
E	TS	TS1		40	40	86.5%	78.3%	86.8%	84.8%	
E	TS	TS2		40	41	85.6%	77.0%	85.1%	85.2%	
E	TS	TS3		40	37	81.7%	72.2%	90.7%	90.3%	
East Totals:				19	760	717	82.2%	78.0%	88.0%	87.3%

Participation Report: All Students
Month 9: 02/08/2021 - 03/05/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,960	1,885	83.0%	82.1%	87.4%	86.7%
Totals February/March 2020	1,860	1,782	82.1%	80.6%	88.1%	89.8%
Variance:	100	103	1.0%	1.5%	-0.6%	-3.1%

*Total Served does not include NPS/SWD Follow-Up students

All Students										
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE	
W	CO	CO1		40	39	80.7%	85.4%	84.2%	85.2%	
W	CO	CO2		40	37	81.8%	77.6%	88.4%	81.9%	
W	CO	CO3		40	37	78.2%	78.9%	84.7%	84.2%	
W	CO	CO4		40	37	78.5%	71.3%	84.8%	72.9%	
W	CO	CO5		40	37	82.8%	80.9%	89.5%	92.2%	
W	CO	CO6		40	25	46.7%	26.1%	84.0%	69.2%	
W	NP	NP1		40	42	90.4%	81.9%	88.9%	86.7%	
W	NP	NP2		40	41	86.5%	91.4%	86.4%	88.2%	
W	NP	NP3		40	41	93.6%	94.4%	92.0%	88.8%	
W	NP	NP4		40	41	87.4%	50.1%	85.2%	85.0%	
W	PC	PC1		40	42	95.6%	86.2%	91.0%	90.4%	
W	PC	PC2		40	37	65.6%	77.0%	72.4%	81.8%	
W	PC	PC3		40	41	92.5%	87.4%	90.7%	88.9%	
W	PL	PL1		40	40	87.5%	85.8%	87.5%	87.0%	
W	PL	PL2		40	44	96.4%	94.4%	87.6%	87.1%	
W	PL	PL3		40	41	84.7%	73.2%	86.4%	89.8%	
West Totals:				16	640	622	83.0%	85.0%	86.7%	86.0%

Participation Report: All Students
Month 10: 03/08/2021 - 04/02/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,960	1,898	83.0%	82.2%	86.6%	86.7%
Totals March/April 2020	1,860	1,794	78.7%	81.6%	82.5%	88.9%
Variance:	100	104	4.2%	0.6%	4.1%	-2.2%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
C	DT	DT1		40	40	92.5%	88.0%	92.5%	91.7%
C	DT	DT2		40	40	84.3%	84.3%	84.3%	86.7%
C	EU	EU1		40	43	90.7%	90.2%	84.3%	86.7%
C	EU	EU2		40	40	84.8%	74.3%	84.8%	85.0%
C	EU	EU3		40	40	84.0%	83.3%	84.0%	84.8%
C	NG	NG1		40	38	79.3%	82.6%	85.6%	85.3%
C	NG	NG2		40	39	89.2%	86.8%	92.4%	94.7%
C	NG	NG3		40	38	75.0%	84.6%	84.4%	85.2%
C	NG	NG4		40	40	85.2%	83.0%	85.2%	86.4%
C	WM	WM1		40	36	77.8%	74.6%	87.5%	86.5%
C	WM	WM2		40	38	80.3%	79.2%	85.6%	85.2%
C	WM	WM3		40	39	84.2%	79.3%	86.3%	86.6%
C	WM	WM4		40	38	83.3%	78.1%	87.7%	86.2%
C	WM	WM5		40	37	77.0%	77.2%	84.2%	85.0%
Central Totals:				14	560	83.4%	84.7%	86.3%	86.7%

Participation Report: All Students
Month 10: 03/08/2021 - 04/02/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,960	1,898	83.0%	82.2%	86.6%	86.7%
Totals March/April 2020	1,860	1,794	78.7%	81.6%	82.5%	88.9%
Variance:	100	104	4.2%	0.6%	4.1%	-2.2%

*Total Served does not include NPS/SWD Follow-Up students

All Students										
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE	
E	CL	CL1		40	42	87.3%	85.9%	84.0%	84.3%	
E	CL	CL2		40	40	90.2%	90.0%	90.2%	93.9%	
E	CL	CL4		40	39	77.8%	81.0%	81.1%	85.9%	
E	LKM	LKM1		40	40	91.3%	85.1%	94.2%	91.0%	
E	LKM	LKM2		40	41	89.3%	85.4%	87.2%	86.2%	
E	LKM	LKM3		40	39	83.5%	72.3%	89.9%	81.9%	
E	LKM	LKM4		40	39	83.0%	73.2%	85.1%	87.3%	
E	LKM	LKM5		40	40	85.2%	82.0%	85.2%	83.5%	
E	MM	MM1		40	37	77.5%	63.3%	87.1%	86.5%	
E	MM	MM2		40	35	78.3%	72.0%	89.5%	87.7%	
E	MM	MM3		40	38	84.2%	87.3%	89.4%	91.2%	
E	MM	MM4		40	36	70.8%	70.2%	82.0%	84.4%	
E	SR	SR1		40	39	88.5%	84.5%	90.8%	87.9%	
E	SR	SR2		40	35	73.0%	75.8%	85.4%	85.0%	
E	SR	SR3		40	38	85.0%	78.3%	89.5%	84.5%	
E	SR	SR4		40	38	83.7%	69.8%	91.8%	90.9%	
E	TS	TS1		40	40	85.3%	78.9%	85.3%	84.8%	
E	TS	TS2		40	41	86.5%	77.9%	84.4%	85.2%	
E	TS	TS3		40	38	84.3%	73.3%	88.8%	90.1%	
East Totals:				19	760	735	83.4%	78.5%	87.4%	87.3%

Participation Report: All Students
Month 10: 03/08/2021 - 04/02/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,960	1,898	83.0%	82.2%	86.6%	86.7%
Totals March/April 2020	1,860	1,794	78.7%	81.6%	82.5%	88.9%
Variance:	100	104	4.2%	0.6%	4.1%	-2.2%

*Total Served does not include NPS/SWD Follow-Up students

All Students										
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE	
W	CO	CO1		40	38	80.7%	84.9%	84.9%	85.2%	
W	CO	CO2		40	37	78.2%	77.6%	85.9%	82.3%	
W	CO	CO3		40	37	77.8%	78.8%	84.1%	84.2%	
W	CO	CO4		40	37	78.3%	71.9%	84.7%	73.8%	
W	CO	CO5		40	37	79.2%	80.7%	85.6%	91.6%	
W	CO	CO6		40	26	48.8%	30.6%	81.8%	72.7%	
W	NP	NP1		40	42	94.3%	83.0%	89.8%	87.0%	
W	NP	NP2		40	41	89.7%	91.3%	87.6%	88.2%	
W	NP	NP3		40	41	90.0%	94.0%	88.2%	88.7%	
W	NP	NP4		40	40	87.3%	55.0%	87.3%	85.5%	
W	PC	PC1		40	41	89.2%	86.4%	87.0%	90.1%	
W	PC	PC2		40	38	74.0%	76.8%	78.7%	81.6%	
W	PC	PC3		40	40	88.7%	87.5%	88.7%	88.9%	
W	PL	PL1		40	38	82.0%	85.5%	88.3%	87.1%	
W	PL	PL2		40	44	91.5%	94.2%	83.2%	86.8%	
W	PL	PL3		40	40	83.0%	74.1%	84.8%	89.3%	
West Totals:				16	640	617	82.0%	84.7%	85.8%	86.0%

Participation Report: All Students
Month 11: 04/05/2021 - 04/30/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	2,000	1,908	81.5%	83.6%	86.5%	86.7%
Totals April/May 2020	1,900	1,811	78.8%	82.5%	83.6%	88.3%
Variance:	100	97	2.7%	1.2%	2.9%	-1.6%

*Total Served does not include NPS/SWD Follow-Up students

All Students										
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE	
C	DT	DT1		40	39	88.0%	88.0%	92.0%	91.7%	
C	DT	DT2		40	40	82.1%	84.1%	84.0%	86.4%	
C	EU	EU1		40	43	92.0%	90.4%	85.6%	86.6%	
C	EU	EU2		40	39	82.5%	75.1%	84.6%	85.0%	
C	EU	EU3		40	40	80.8%	83.0%	84.0%	84.7%	
C	NG	NG1		40	38	82.8%	82.6%	88.6%	85.6%	
C	NG	NG2		40	39	89.0%	87.0%	91.3%	94.3%	
C	NG	NG3		40	38	79.0%	84.0%	85.8%	85.2%	
C	NG	NG4		40	39	82.0%	82.8%	84.1%	86.0%	
C	WM	WM1		40	38	80.1%	75.2%	84.8%	86.3%	
C	WM	WM2		40	37	80.0%	79.3%	86.5%	85.3%	
C	WM	WM3		40	40	85.0%	79.9%	85.8%	86.5%	
C	WM	WM4		40	38	82.5%	78.6%	86.8%	86.3%	
C	WM	WM5		40	36	73.3%	76.8%	84.9%	85.0%	
Central Totals:				14	560	544	82.8%	84.5%	86.3%	86.7%

Participation Report: All Students
Month 11: 04/05/2021 - 04/30/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	2,000	1,908	81.5%	83.6%	86.5%	86.7%
Totals April/May 2020	1,900	1,811	78.8%	82.5%	83.6%	88.3%
Variance:	100	97	2.7%	1.2%	2.9%	-1.6%

*Total Served does not include NPS/SWD Follow-Up students

All Students										
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE	
E	CL	CL1		40	41	89.3%	86.3%	87.1%	84.6%	
E	CL	CL2		40	39	90.0%	90.0%	92.3%	93.7%	
E	CL	CL3		40	2	3.8%	3.8%	100.0%	100.0%	
E	CL	CL4		40	39	79.6%	80.9%	81.7%	85.4%	
E	LKM	LKM1		40	40	88.8%	85.5%	89.8%	90.9%	
E	LKM	LKM2		40	40	88.4%	85.7%	88.4%	86.4%	
E	LKM	LKM3		40	41	86.0%	73.7%	84.6%	82.2%	
E	LKM	LKM4		40	40	85.1%	74.4%	85.1%	87.1%	
E	LKM	LKM5		40	40	84.5%	82.2%	84.5%	83.6%	
E	MM	MM1		40	36	81.3%	65.2%	90.3%	87.0%	
E	MM	MM2		40	35	75.4%	72.3%	88.0%	87.7%	
E	MM	MM3		40	38	88.1%	87.4%	92.8%	91.4%	
E	MM	MM4		40	37	78.1%	71.0%	85.0%	84.5%	
E	SR	SR1		40	37	77.5%	83.7%	85.5%	87.7%	
E	SR	SR2		40	33	69.4%	75.1%	86.3%	85.1%	
E	SR	SR3		40	38	79.9%	78.5%	84.1%	84.4%	
E	SR	SR4		40	37	78.0%	70.7%	84.3%	90.1%	
E	TS	TS1		40	41	82.3%	79.3%	84.1%	84.8%	
E	TS	TS2		40	42	87.4%	78.9%	84.7%	85.1%	
E	TS	TS3		40	40	85.1%	74.5%	89.5%	90.0%	
East Totals:				20	800	736	78.9%	82.2%	86.7%	87.2%

Participation Report: All Students
Month 11: 04/05/2021 - 04/30/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	2,000	1,908	81.5%	83.6%	86.5%	86.7%
Totals April/May 2020	1,900	1,811	78.8%	82.5%	83.6%	88.3%
Variance:	100	97	2.7%	1.2%	2.9%	-1.6%

*Total Served does not include NPS/SWD Follow-Up students

All Students										
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE	
W	CO	CO1		40	38	80.1%	84.4%	84.3%	85.1%	
W	CO	CO2		40	37	80.5%	77.9%	87.4%	82.8%	
W	CO	CO3		40	37	78.8%	78.8%	87.3%	84.5%	
W	CO	CO4		40	36	68.1%	71.5%	75.7%	74.0%	
W	CO	CO5		40	37	82.5%	80.9%	89.2%	91.3%	
W	CO	CO6		40	32	65.4%	37.9%	82.0%	75.8%	
W	NP	NP1		40	41	94.8%	84.2%	92.4%	87.6%	
W	NP	NP2		40	41	95.1%	91.7%	92.8%	88.7%	
W	NP	NP3		40	40	85.0%	93.1%	86.7%	88.5%	
W	NP	NP4		40	41	82.1%	59.0%	84.2%	85.2%	
W	PC	PC1		40	41	89.5%	86.8%	87.7%	89.8%	
W	PC	PC2		40	41	77.0%	76.8%	79.8%	81.4%	
W	PC	PC3		40	42	90.9%	87.8%	87.7%	88.7%	
W	PL	PL1		40	39	87.3%	85.7%	92.2%	87.6%	
W	PL	PL2		40	45	95.6%	94.3%	85.3%	86.6%	
W	PL	PL3		40	40	83.5%	75.1%	84.0%	88.6%	
West Totals:				16	640	628	83.5%	84.6%	86.3%	86.0%

STUDENT SUCCESS PROGRAMS

INDEPENDENT STUDY

Board Policy #3200 INDEPENDENT STUDY

Approved: September 13, 2000

*amended May 9, 2001, February 13, 2002, February 20, 2003, February 21, 2008, September 9, 2009, February 8, 2012, June 29, 2015, **June 21, 2018, June 23, 2021***

The Board of Directors of Student Success Programs, Inc. hereby adopts this Independent Study Policy to apply to Audeo Charter School and The Charter School of San Diego ~~and Audeo Charter School~~, all hereafter collectively referred to as “Charter School.”

~~The governing board recognizes its responsibility for the education of all students in the school. The board authorizes the President/CEO to establish independent study as an optional alternative instructional strategy by which all enrolled students may achieve curriculum objectives and fulfill graduation requirements in a setting other than the regular classroom.~~

~~The primary purpose for independent study is to offer a means of individualizing the educational plan for students whose needs may be best met through study outside the regular classroom setting. Independent study may be used by all students who are motivated to achieve educationally as well as or better than they would in the regular classroom.~~

- ~~1. No student shall be required to participate in independent study. All students shall have the alternative of classroom instruction.~~
- ~~2. No course required for high school graduation shall be offered exclusively through independent study.~~
- ~~3. No individual with exceptional needs as defined in *Education Code* Section 56026 may participate in independent study unless his or her individualized education program (IEP) specifically provides for that participation.~~
- ~~4. No temporarily disabled student may receive individual instruction pursuant to *Education Code* Section 48206.3 through independent study. However, if the temporarily disabled student’s parent or guardian and the district(s) agree, the student may receive instruction through independent study instead of receiving the “home and hospital” instruction provided pursuant to *Education Code* Section 48206.3.~~
- ~~5. The Charter School shall provide appropriate existing services and resources to enable students to complete their independent study successfully and shall ensure that the independent study student has the same access to all existing services and resources in the school in which the student is enrolled as are available to all other students in the school.~~

~~As part of the school's individualized instructional process, students with Individualized Service Plans (ISP/504 plans) shall receive instruction appropriate to their needs.~~

~~6. Students at the secondary level must make the major commitment and must be assisted or supported, as necessary, by parents and others who may help directly with instruction.~~

Written Agreement and Contracts

~~1. The President/CEO or designee shall ensure that the school executes a written independent study agreement with each participating student as prescribed by law. Assignments will be consistent with the school's adopted course of study.~~

2.1. Primary Students (K-5th Grade):

- For students in grades K through ~~12-5~~ in independent study at the Charter School the maximum length of time that may elapse between when an assignment is made and when that assignment is due shall be ~~one month or~~ 20 school days. ~~When special or extenuating circumstances justify a longer time for individual students, the President/CEO or designee may approve a period not to exceed eighteen weeks.~~

~~3. When any student in grades K-5 **misses two or more** assignments during any period of 20 school days, an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study, or whether he or she should return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school. fails to complete 4 or more days of assigned work during a 20 day learning period, or misses two appointments without valid reason during a 20-day learning period, the President/CEO or designee shall conduct an evaluation to determine whether the pupil or student should be allowed to continue in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be maintained in the student's mandatory interim record as part of the personalized education plan.~~

2. Secondary Students (6-12th grade):

- For students grades 6 through 12 in independent study at the Charter School the maximum length of time that may elapse between when an assignment is made and when that assignment is due shall be **2040 school days.**
- ~~or when~~ When any student grades 6 through 12 fails to complete two independent study courses during any period of 40 schools days, or misses **two or more** assignments during any period of 20 school days, an evaluation is conducted to determine whether he or she should return to the regular school program. appointments without valid reasons during any period of 40 school days, the President/CEO [MB] or designee shall conduct an evaluation to determine whether the pupil or student should be allowed to continue in independent study. A written record of the findings of any evaluation conducted pursuant

~~to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the records shall be forwarded to that school. Policy shall be maintained in the student's permanent mandatory interim record as part of the personalized education plan.~~

- ~~4. The President/CEO or designee shall report to the governing board the number of students in charter independent study by typical categories of study and duration; the ADA generated; a description of the students' performance on those indicators of quality which the board may specify; and the number and proportion of students, by typical categories, who graduate or successfully complete their studies.~~
- ~~5. The President/CEO or designee shall establish regulations to implement this policy in accordance with the law.~~
- ~~6. The Charter School will not provide any funds or other thing of value to the pupil or his or her parent or guardian that a school district could not legally provide to a similar situated pupil of the school district, or to his or her parent or guardian.~~

Legal References

~~Education Code 46300(e), 47612.5, 51745-51749.5~~

~~California Code of Regulations, Title 5 11700-11703~~

Administrative Regulations for Independent Study

- ~~1. Educational opportunities offered through independent study may include, but shall not be limited to, the following:

 - ~~a. Special assignments that extend the content of regular courses of instruction~~
 - ~~a. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum~~
 - ~~a. Individualized alternative education designed to teach the knowledge and skills of the core curriculum~~
 - ~~a. Continuing and special study during travel~~
 - ~~a. Volunteer community service activities that support and strengthen the student's achievement~~~~
- ~~1. Approval of proposed independent study agreements shall be based on the following criteria:

 - ~~a. Evidence that the student in grades K-5 has sufficient parental support to be successful, and/or that the student in grades 6-12 can work independently~~
 - ~~a. Indication that the student will work to complete the assignments and meet necessary appointments~~
 - ~~a. Availability of one or more certificated teachers with appropriate qualifications, including classroom teaching experience, and adequate time to supervise the student effectively~~~~

a. ~~A written statement of educational objectives and the means of accomplishing and measuring progress toward the objectives~~

1. ~~If the student or parent appeals a rejection of the application to the President/CEO or the charter board, a committee established by the President/CEO shall reconsider the application and make recommendations.~~

~~If the student applicant is under 18 years of age, the parent, guardian, or caregiver must approve and sign the written agreement.~~

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

- The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- The specific resources, including materials and personnel, that will be made available to the pupil.
- A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion. Students in grades K-5 are expected to complete work assigned in each core subject area, providing for at least one year's academic growth per year. Students in grades 6-12 are expected to earn one credit per month or 12 credits per year. Students choosing to graduate from the Charter School shall have earned 42 credits in specified courses for graduation.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

- Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
 - If a new teacher takes over the classroom, he or she shall sign an addendum. Any changes to the Master Agreement will be noted in an addendum agreement.
 - The Master Agreement shall include subsidiary agreements such as the Assignment and Work Records. The independent study agreement for a student shall include a study plan that represents the same amount of study that would be required of a student in the classroom for the student's grade level for every school day covered by the agreement.
4. The President/CEO or designee shall establish regulations to implement this policy in accordance with the law.
 5. Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
 6. Students engaging in independent study must be residents of the ~~ce~~county or an adjacent county.
 - ~~7.~~
 7. Students who are 19 ~~or 20-22~~ years of age may engage in independent study through the regular high school program, apart from Adult Education, only if they have been continuously enrolled in public school upon turning 19 and without a break in enrollment since that time, and making satisfactory progress toward a high school diploma (or, if a student in special education, satisfactory progress in keeping with an IEP). ~~school since their eighteenth birthday.~~
 - ~~8.~~
 - 9.8. Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee.

Independent Study Written Agreements

~~A written independent study agreement shall be executed for each participating student. Each agreement shall be signed by the student, the teacher, and the parent/guardian or caregiver and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. If a new teacher takes over the classroom, he or she shall sign an addendum. The independent study~~

~~agreement for a student shall include a study plan that represents the same amount of study that would be required of a student in the classroom for the student's grade level for every school day covered by the agreement. Any changes to the Master Agreement will be noted in an addendum agreement. The Master Agreement shall include subsidiary agreements such as the Assignment and Work Records. The Master Agreement and subsidiary documents shall specify:~~

~~The manner, frequency, date, time, and place for submitting a student's assignments and for reporting his or her progress.~~

~~The objectives and methods of study for the student's work covered by the agreement.~~

~~The specific resources, including materials and personnel, that will be made available to the student in order to attain the objectives.~~

~~A schedule for achieving objectives and completing the agreement.~~

~~A schedule of conferences between student and supervising teacher.~~

~~The methods used to evaluate the student's work.~~

~~A statement of the maximum length of time allowed between the assignment and the completion of the student's assigned work, as determined by governing board policy.~~

~~A statement of the maximum number of assignments that a student may miss before an evaluation must be made of whether the student should be allowed to continue in independent study, as determined by board policy.~~

- ~~1. The duration of the independent study agreement, including the beginning and ending dates for the student's participation under the agreement, up to duration of one full school year (July—June).~~
- ~~1. Students in grades K-5 are expected to complete work assigned in each core subject area, providing for at least one year's academic growth per year. Students in grades 6-12 are expected to earn one credit per month or 12 credits per year. Students choosing to graduate from the Charter School shall have earned 42 credits in specified courses for graduation.~~
- ~~1. A statement that independent study is an optional alternative in which no student may be required to participate (Further, in the case of a student who is referred or assigned to any school, class, or program pursuant to Section 48917, the agreement shall also include the statement that instruction may be provided to the student through independent study *only if the student is offered the alternative of classroom instruction.*~~
- ~~1. The signatures of the student, student's parent(s), guardian, or caregiver, if the student is less than 18, certificated employee of the school who has been designated as the person responsible for the general supervision of independent study, and any person who has direct responsibility for providing assistance to the student.~~

Independent Study Attendance Rules

- ~~1. The Charter School shall maintain records for the students enrolled in the school.~~
- ~~1. Records shall include, but not be limited to, the following:

 - ~~a. A copy of the district policy, administrative regulations, and procedures pertaining to independent study.~~~~

- a. ~~A file of all agreements with representative samples of completed and evaluated student assignments, with notations on the work samples that indicate the supervising teacher's determination of the time value of the student's work. Representative samples will include one entire assignment each attendance month a student worked on the class.~~
- a. ~~Records of all students who have participated or are currently participating in independent study, showing the credits attempted by and awarded to each student in grades 6-12, or, for students in grades K-5, other measures of academic accomplishment appropriate to the agreement and a record of the pupil's attendance.~~
- a. ~~An attendance register, separate from the register used for regular actual classroom attendance, in which attendance is recorded on the basis of positive attendance accounting procedures approved by the California Department of Education.~~
- a. ~~A record of grades and other evaluations of independent study assignments issued to the student.~~
- 1. ~~Units of credit earned by a student are applied toward promotion to the next grade or toward graduation. The high school in which the student is enrolled shall certify independent study students for graduation providing they meet all the requirements. In the event there is a dispute about the credits given, the parents and student have a right to appeal through the Charter School procedures.~~
- 1. ~~Students may earn credit for all the work they submit based on the time value the student work produces, as personally judged in each instance by a certificated teacher. The school may claim one day's apportionment credit for each day's worth of independent study work done by a student. If a student completes more work than there are days for apportionment, they shall receive academic credit for their work but no additional apportionment.~~

~~Independent Study Students' Privileges, Rights, and Responsibilities~~

- 1. ~~Each student engaged in independent study has the right, continuously, to enter or return to the regular classroom mode of instruction.~~
- 1. ~~Independent study students who are late for or miss scheduled conferences, or who do not submit assigned work on time, fail to meet the terms of their written agreements.~~
- 1. ~~The administrator shall incorporate in program procedures the appropriate use of the following strategies to deal with missed appointments. The aim is to increase the student's achievement as well as to reduce and prevent the student's failure to meet the terms and conditions of the written agreement.~~
 - a. ~~Immediately telephone or contact the student and/or parent.~~
 - a. ~~Send a letter of concern to the student and parent, if appropriate.~~
 - a. ~~Schedule a special appointment.~~
 - a. ~~Set up a special meeting with the teacher or counselor or both.~~

- ~~a. Meet with the student, together with the parent, guardian, or caregiver, if appropriate.~~
- ~~a. Place the student on probation.~~
- ~~a. Terminate the agreement and return the student to a regular classroom program of instruction or other appropriate alternative.~~

~~Parents' Right to Appeal~~

~~Parents may appeal decisions in accordance with charter school procedures.~~

~~Independent Study Supervising Teachers~~

~~The following regulations shall apply to the selection and duties of supervising teachers:~~

- ~~1. Teachers who directly supervise independent study on a regular basis will be approved, prior to assignment, by the independent study administrator.~~
- ~~1. Independent study teachers shall:~~
 - ~~a. Complete designated portions of the written agreement.~~
 - ~~a. Add additional information when appropriate.~~
 - ~~a. Supervise and approve coursework.~~
 - ~~a. Personalize lesson plans.~~
 - ~~a. Write the assignments for students~~
 - ~~a. Assess all student work[†]~~
 - ~~a. Personally judge the time value of assigned work or work products completed and submitted by the student.~~
 - ~~b. Select and save with each agreement representative samples of the student's completed and evaluated assignments. Representative samples will include one entire assignment for each attendance month a student completed work on the class.~~
 - ~~c. Sign and complete the course agreement when the student has reached his or her objectives or the course agreement is terminated.~~
 - ~~d. Maintain any required records and files on a current basis.~~
- ~~1. Independent study teachers shall complete a record of the student's assignments on a monthly schedule. The record form shall provide for individual assignments; due date; and any comments to be added when the assignments have been completed. Each form shall be consistent with the terms of the written agreement and be signed by the teacher at the time the assignment is due and after evaluation of the completed work.~~
- ~~1. Independent study teachers shall determine and assign grades or other approved measures of the student's achievement when appropriate.~~

[†]Parents, instructional aides, and other support persons can assist in the educational program only under the supervision of a credentialed staff member.

Administration of Independent Study

The use of independent study shall be administered by the President/CEO. His or her responsibility shall include:

1. Ensuring that independent study occurs in accordance with charter and independent study law/regulations.
1. Approving the participation of students requesting independent study for a period exceeding five school days.
2. Facilitating the completion of independent study written agreements.
3. Approving all credits earned through independent study and forwarding the information to the appropriate charter school staff so that it becomes part of the student's permanent record.
4. Authorizing the selection of all staff who are assigned to supervise independent study.
5. Supervising any staff assigned to independent study functions who are not regularly supervised by another administrator.
6. Completing or coordinating the preparation of all necessary records and reports.
7. Establishing and maintaining in a systematic manner all records required by state regulations for an audit trail of average daily attendance attributed to independent study and reported by the school.
8. Developing and managing the budget for independent study.
9. Obtaining and maintaining current information and skills required for the operation of an independent study strategy that meets established standards for California charter schools.
10. Preparing and submitting reports as required by the Charter School, the district, the county and/or the state.

Audeo

Charter School

10170 HUENNEKENS ST
SAN DIEGO, CA 92121

MID-CYCLE PROGRESS REPORT
JUNE 1, 2021

2
 90°

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 60°
 45°

$(\frac{1}{2}, \frac{\sqrt{3}}{2})$
 $(\frac{\sqrt{3}}{2}, \frac{1}{2})$

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I: Student/Community Profile Data

Ethnicity	2018-2019		2019-2020		2020-2021*		SDUSD 2019-2020
	#	%	#	%	#	%	%
African American	59	11.4%	46	9.0%	56	7.0%	7.9%
American Indian/Alaskan Native	1	0.2%	2	0.4%	4	1.0%	0.3%
Asian	8	1.5%	4	0.8%	9	1.0%	8.5%
Filipino	3	0.6%	2	0.4%	8	1%	4.7%
Hispanic or Latino	263	50.8%	263	51.6%	366	48%	46.2%
Pacific Islander	1	0.2%	2	0.4%	1	0.1%	0.4%
White	130	25.1%	151	29.6%	259	34%	23.2%
Two or More Races	52	10.0%	39	7.6%	52	7.0%	7.9%
Other Student Groups							
Socioeconomically Disadvantaged	318	61.4%	292	57.3%	429	57.0%	58.4%
Students with Disabilities	95	18.3%	88	17.3%	144	19.0%	11.3%
English Learners	54	10.4%	40	7.8%	54	7.0%	19.5%
Foster Youth	3	0.6%	1	0.2%	1	0.1%	0.2%
Homeless Youth	15	2.9%	18	3.5%	26	3.0%	5.7%
Migrant Education	1	0.2%	0	0.0%	0	0.0%	0.1%

Figure 1. Audeo Student Population by ethnicity and student group

Source: CDE DataQuest, California Longitudinal Pupil Achievement Data System (CALPADS)

*2019-2020 data generated locally

Grade Level	2018-2019		2019-2020		2020-2021*	
	#	%	#	%	#	%
K	8	1.5%	21	4.1%	39	5%
1	3	0.6%	13	2.5%	35	5%
2	8	1.5%	7	1.4%	26	3%
3	1	0.2%	11	2.2%	19	3%
4	4	0.8%	6	1.2%	35	5%
5	3	0.6%	3	0.6%	24	3%
6	13	2.5%	19	3.7%	26	3%
7	39	7.5%	26	5.1%	38	5%
8	4	7.9%	27	5.3%	44	6%
9	71	13.7%	102	20.0%	165	22%
10	95	18.3%	118	23.1%	154	20%
11	60	11.6%	71	13.9%	98	13%
12	172	33.2%	86	16.9%	53	7%
Total	518	100 %	510	100 %	756	100%

Figure 2. Audeo Student Population by grade level

Source: CDE DataQuest, California Longitudinal Pupil Achievement Data System (CALPADS)

*2019-2020 data generated locally

California School Dashboard Results:

The 2019 Dashboard results provide evidence of a successful continuous improvement plan for all students and significant student groups (socioeconomically disadvantaged, Hispanic, and White).

Based on these groups' indicator results in Figure 3, Audeo maintained or improved its performance in 20 out of 22 student group indicator areas.

2019 Audeo California Dashboard Results				
	All Students	Socioeconomically Disadvantaged	Hispanic	White
Chronic Absenteeism	Yellow	Orange	Orange	Orange
Suspension Rate	Blue	Blue	Blue	Blue
Graduation Rate	Green	Yellow	Green	Orange
College/Career	Yellow	Red	Yellow	Orange
English Language Arts	Green	Yellow	Green	Green
Mathematics	Orange	Orange	Orange	Orange

Figure 3. 2019 Audeo California School Dashboard Results

Source: California School Dashboard (2019); <https://www.caschooldashboard.org/>.

2018 Audeo California Dashboard Results				
Indicator	All Students	Socioeconomically Disadvantaged	Hispanic	White
Chronic Absenteeism	Orange	Orange	Red	Orange
Suspension Rate	Blue	Green	Blue	Blue
Graduation Rate	Red	Red	Red	Orange
College/Career	Red	Orange	Orange	Yellow
English Language Arts	Orange	Orange	Orange	None
Mathematics	Orange	Red	Orange	None

Figure 4. 2018 Audeo California School Dashboard Results

Source: California School Dashboard (2019); <https://www.caschooldashboard.org/>.

Smarter Balanced Assessment Results

Audeo administers the Smarter Balanced Summative Assessments (SBA) in English Language Arts (ELA) and Mathematics annually. Students entering Audeo are 1-3 grade levels behind in Reading and Math and enroll on average 15 months. Students who are assessed one year may not have been enrolled at Audeo the previous year. Given these unique circumstances, Audeo's Distance From Standard (DFS) may fluctuate from year to year in schoolwide and significant student groups. Distance From Standard includes students with valid scores who were continuously enrolled throughout the year.

Audeo received a -1.9 DFS for all students on the 2019 Dashboard Academic Indicator in ELA (**Figure 5**). This falls in the medium status cut score and was an improvement in results over the previous year. The Charter School improved its DFS in 2019 for Hispanic Students by 16.2 points receiving a -0.4 DFS and improved its DFS in 2019 for socioeconomically disadvantaged students by 23.9 points receiving a -18.9 DFS (**Figures 6-7**). Audeo overwhelmingly outperforms DASS schools that students may otherwise attend in the district and the communities served in ELA for all students (**Figure 5**) and for significant student groups (**Figures 6-7**). In addition, Audeo compares its results against the San Diego county average for DASS Schools as well as the State average for DASS schools. Averages are calculated utilizing the CDE's Dashboard Data Files on the California School Dashboard and System of Support website. Audeo far exceeds both the county and state average for DASS school's in ELA for all students and significant student groups (**Figures 5-7**).

Dashboard Indicator - Academic Indicator ELA			
All Students			
	2016-2017	2017-2018	2018-2019
Audeo	1.3	-6.3	-1.9
Diego Hills	-68.6	-59.7	-65.6
Garfield	-92.9	-149.1	-165.9
Ingenuity	-106.6	-90.6	-88.6
Twain	-94.9	-77.2	-94.4
SD County DASS Avg	n/a	-102.6	-89.9
State DASS Avg	n/a	-110.2	-96.6

Figure 5. Academic Indicator ELA (All Students) Distance from Standard

Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

Dashboard Indicator - Academic Indicator ELA Hispanic			
	2016-2017	2017-2018	2018-2019
Audeo	1.6	-16.6	-0.4
Diego Hills	-74	-58.7	-68.4
Garfield	-92.4	-153.1	-166.0
Ingenuity	-129.8	-76.4	-99.9
Twain	-114.3	-79.6	-95.4
SD County DASS Avg	n/a	-117.2	-105.6
State DASS Avg	n/a	-116.4	-101.2

Figure 6. Academic Indicator ELA (Hispanic) Distance from Standard

Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

Dashboard Indicator - Academic Indicator ELA Socioeconomically Disadvantaged			
	2016-2017	2017-2018	2018-2019
Audeo	-19.7	-42.8	-18.9
Diego Hills	-66.0	-65.2	-67.8
Garfield	-83.9	-153.1	-165.9
Ingenuity	-111.6	-84.8	-94.0
Twain	-96.7	-86.1	-98.7
SD County DASS Avg	n/a	-109.6	-98.9
State DASS Avg	n/a	-116.5	-103.2

Figure 7. Academic Indicator ELA (SEDA) Distance from Standard

Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

Through its continuous improvement process, Audeo has recognized its continued need to focus on Math achievement. Audeo received a -86.5 DFS for all students on the 2019 Dashboard Academic Indicator in Math (**Figure 8**). Math achievement continues to be an area of improvement for DASS schools throughout the state. Audeo overwhelmingly outperforms DASS schools that students may otherwise attend in the district and the communities served in Math for all students and for significant student groups. Audeo also far exceeds both the county and state average for DASS schools in Math for all students and significant student groups (**Figures 8-10**).

Dashboard Indicator - Academic Indicator Math			
All Students			
	2016-2017	2017-2018	2018-2019
Audeo	-59.7	-64.2	-86.5
Diego Hills	-171.1	-146.7	-149.0
Garfield	-186.7	-240.3	-238.5
Ingenuity	-144.7	-177.0	-171.0
Twain	-210.2	-163.0	-193.9
SD County DASS Avg	n/a	-184.3	-174.5
State DASS Avg	n/a	-193.0	-179.5

Figure 8. Academic Indicator Math (All Students) Distance from Standard

Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

Dashboard Indicator - Academic Indicator Math			
Hispanic			
	2016-2017	2017-2018	2018-2019
Audeo	-62.0	-72.3	-94.7
Diego Hills	-172.9	-150.1	-150.6
Garfield	-186.4	-244.2	-229.1
Ingenuity	-148.8	-164.8	-172.3
Twain	-216.5	-186.4	-201.3
SD County DASS Avg	n/a	-194.7	-189.4
State DASS Avg	n/a	-199.3	-184.7

Figure 9. Academic Indicator Math (Hispanic) Distance from Standard

Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

Dashboard Indicator - Academic Indicator Math Socioeconomically Disadvantaged			
	2016-2017	2017-2018	2018-2019
Audeo	-82.5	-96.1	-108.5
Diego Hills	-174.7	-155.4	-149.9
Garfield	-186.7	-243.9	-238.2
Ingenuity	-138.5	-188.2	-171.5
Twain	-209.8	-174.8	-195.5
SD County DASS Avg	n/a	-195.8	-185.8
State DASS Avg	n/a	-198.5	-185.8

Figure 10. Academic Indicator Math (SEDA) Distance from Standard

Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

Smarter Balanced Assessments ELA Proficiency Rate

Smarter Balanced Assessment results are published by the CDE on the CAASPP Results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance From Standard calculations. Students are proficient if they receive a performance level of Standard Met or Standard Exceeded.

In 2019 nearly 50% of Audeo students were proficient in English Language Arts/Literacy.

Audeo increased the percent of students meeting or exceeding the standard by 4.4% from the previous year (**Figure 11**). In addition, 50.5% of Hispanic students met or exceeded the ELA standard, an increase of 12.0% from the previous year and 40.0% of socioeconomically disadvantaged students met or exceeded the ELA standard, an increase of 6.1% from the previous year (**Figures 12-13**). Audeo overwhelmingly outperforms DASS schools that students may otherwise attend in the district and the communities served in ELA for all students and for significant student groups (**Figures 11-13**).

In addition, Audeo compares its results for all students against the San Diego county DASS school's average proficiency rate as well as the State DASS school's average proficiency rate. Averages are calculated utilizing the CDE's CAASPP Research files on the CAASPP Results website. Audeo far exceeds the county DASS school's average in ELA for all students and student groups (**Figures 11-13**) and exceeds the state DASS school's average for all students (**Figure 11**).

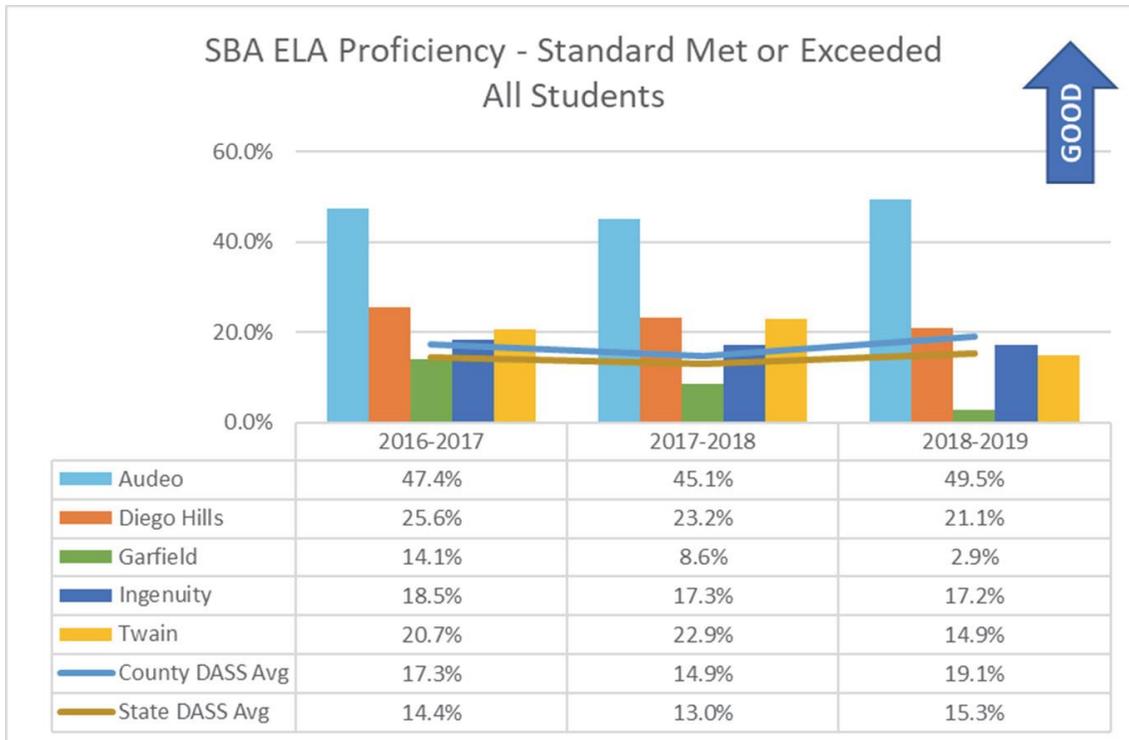


Figure 11. SBA ELA Proficiency – Standard Met or Exceeded (All Students)

Source: CDE CAASPP Results (2018-2019); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

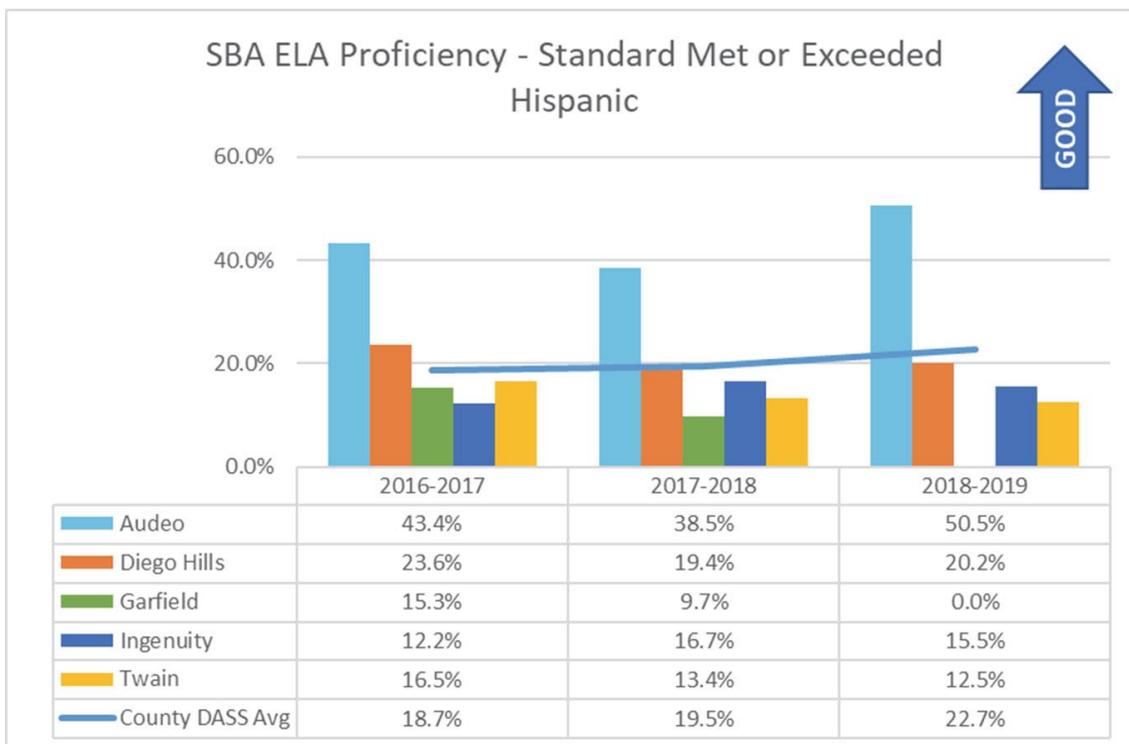


Figure 12. SBA ELA Proficiency – Standard Met or Exceeded (Hispanic Students)

Source: CDE CAASPP Results (2018-2019); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

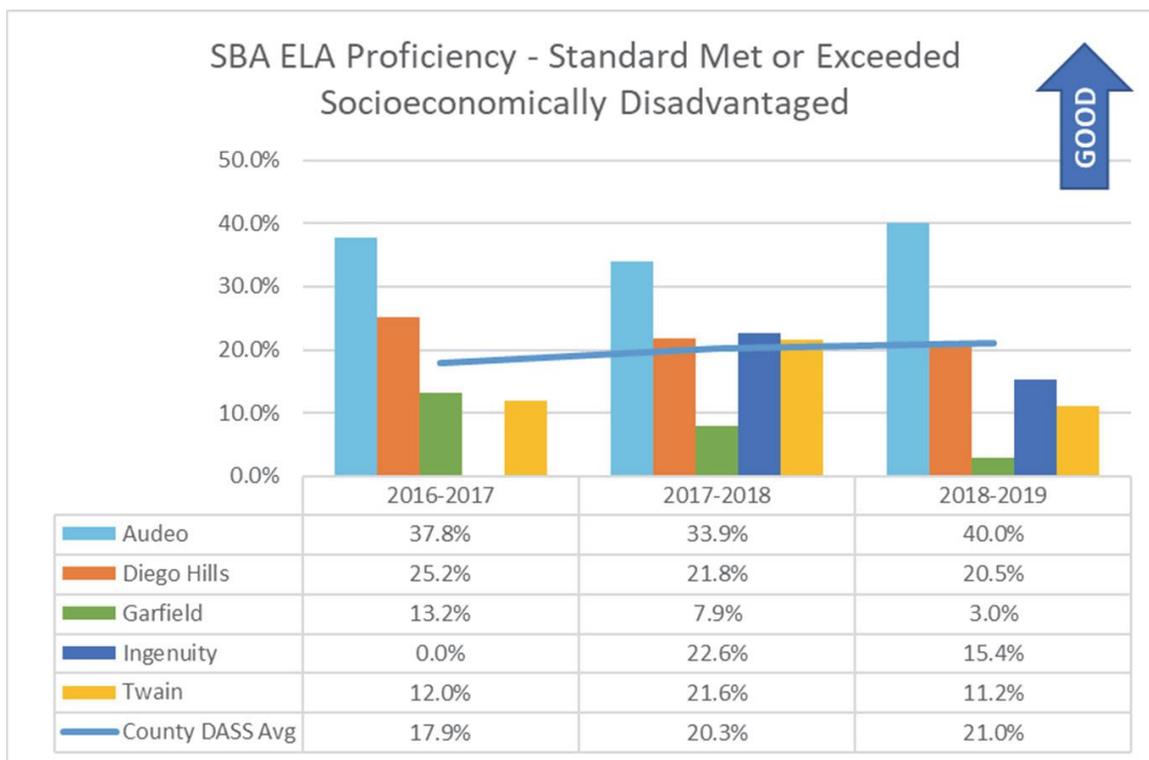


Figure 13. SBA ELA Proficiency – Standard Met or Exceeded (Socioeconomically Disadvantaged Students)

Source: CDE CAASPP Results (2018-2019); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

Smarter Balanced Assessments Math Proficiency Rate

Smarter Balanced Assessment results are published by the CDE on the CAASPP Results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance From Standard calculations. Students are proficient if they receive a performance level of Standard Met or Standard Exceeded. Audeo recognizes its need to continuously improve in Mathematics. In 2019, nearly 19% of Audeo students were proficient in Math. Audeo outperformed comparable schools in the district and communities it serves (**Figure 14**). Standards proficiency in Math continues to be an area of improvement for DASS Schools. San Diego County DASS schools' average proficiency rate was 2.8% for all students. The proficiency rate average for all DASS schools at the State level was 2.7% for all students. Audeo outperforms both county and state DASS schools' averages for all students (**Figure 14**).

Hispanic students at Audeo outperform comparable DASS schools and also exceed the San Diego county DASS schools' average (**Figure 15**). Audeo's socioeconomically disadvantaged (SEDA) students outperform comparable DASS schools and also exceed the San Diego county DASS schools' average in Math (**Figure 16**).

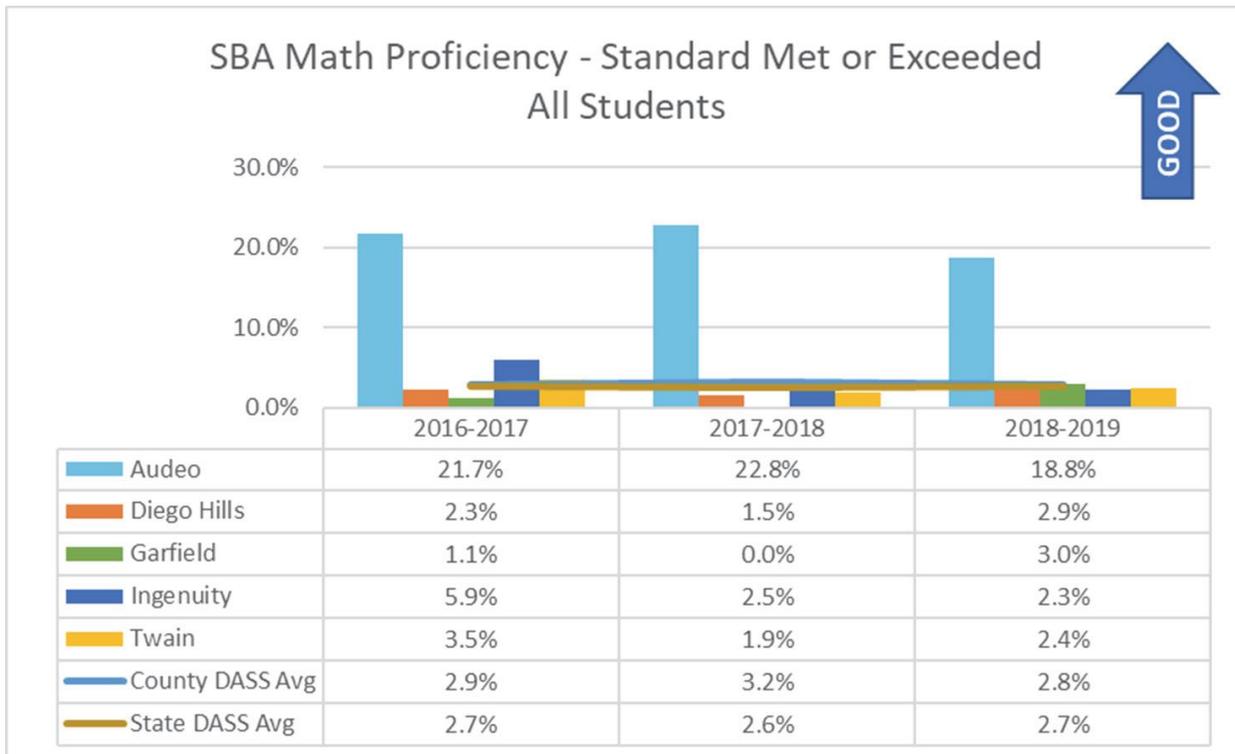


Figure 14. SBA Math Proficiency – Standard Met or Exceeded (All Students)

Source: CDE CAASPP Results (2018-2019); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

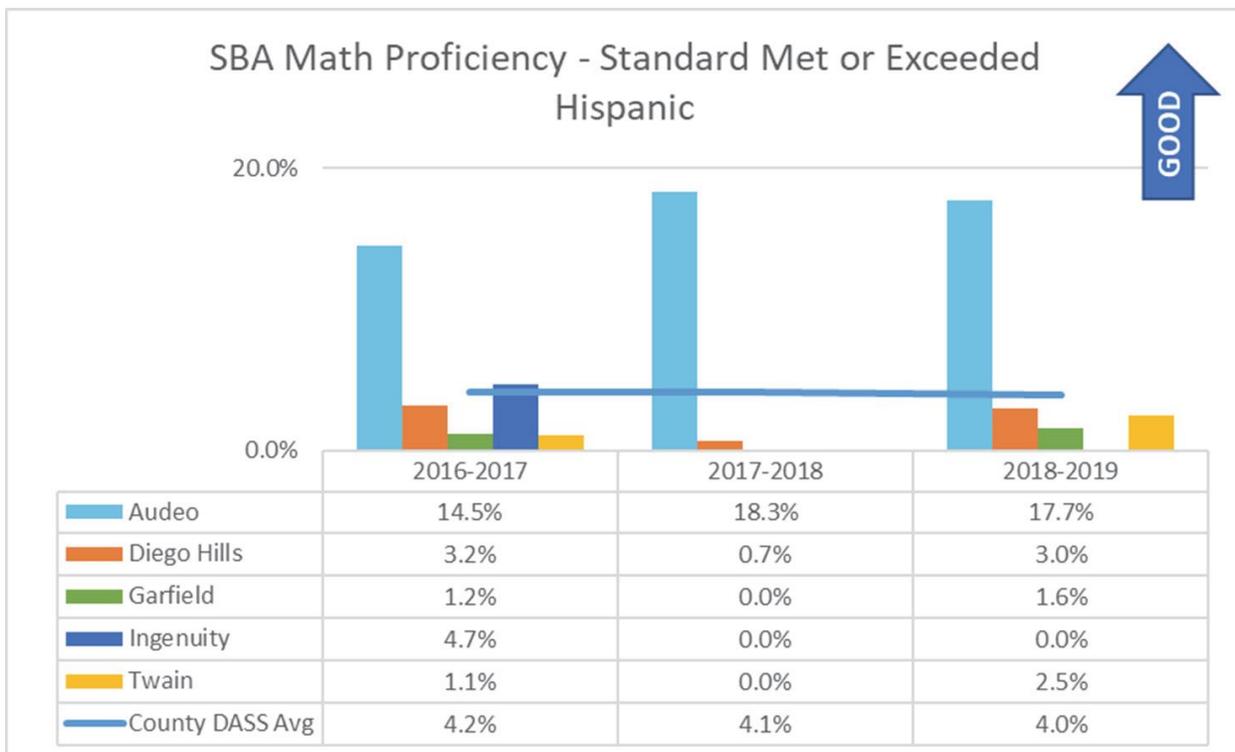


Figure 15. SBA Math Proficiency – Standard Met or Exceeded (Hispanic Students)

Source: CDE CAASPP Results (2018-2019); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

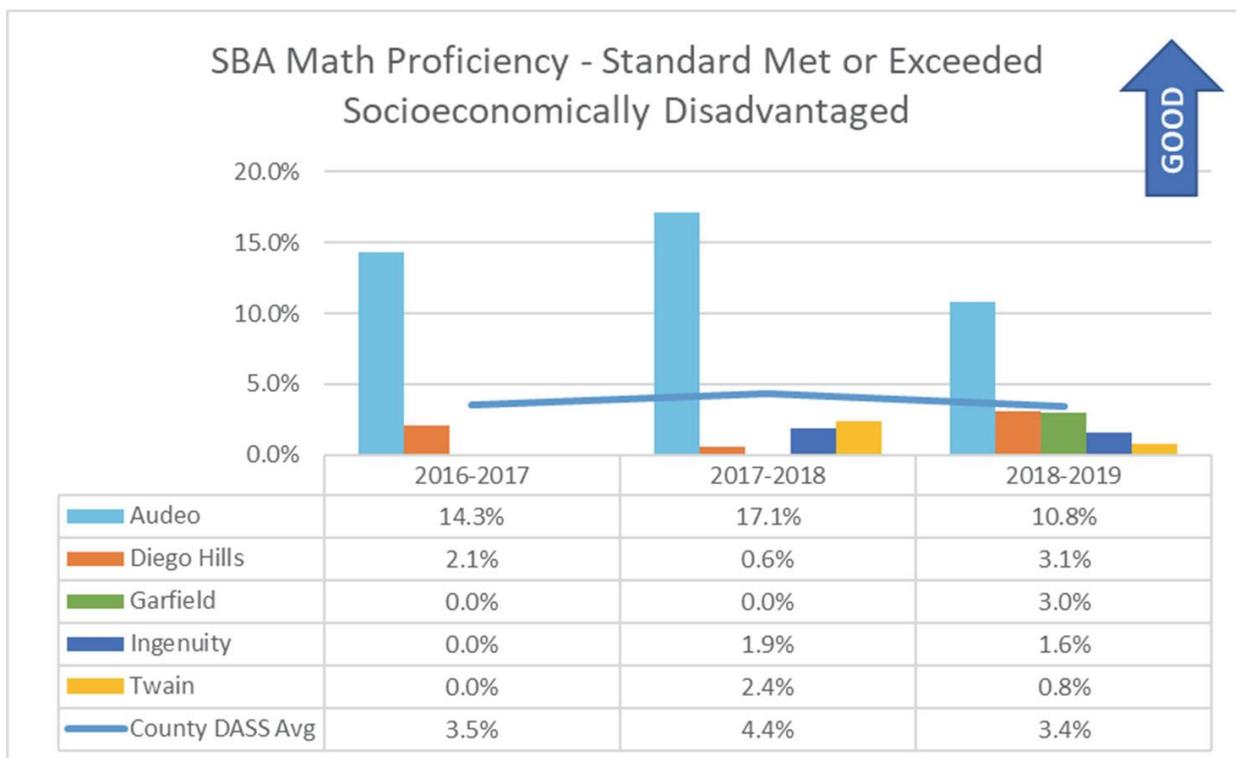


Figure 16. SBA Math Proficiency – Standard Met or Exceeded (Socioeconomically Disadvantaged Students)

Source: CDE CAASPP Results (2018-2019); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

In addition to the mandated state assessments in ELA and Math, Audeo utilizes the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) as a local assessment to evaluate student growth and performance in Reading, Language Usage and Mathematics. Once students are enrolled, the initial MAP survey assessment is administered to students to identify initial grade level proficiency. Over the last five years, on average, students are entering Audeo 1-2 grade levels behind in Reading and 2-3 grade levels behind in Math.

NWEA Measures of Academic Progress:

Each year, Audeo administers the MAP Growth assessments in Reading, Language Usage, and Mathematics in the Fall and Spring semesters. Students’ fall assessment results are used to set growth targets and identify areas for improvement. These targets and areas are also used to plan and differentiate instruction throughout the year. Students are assessed again in the Spring to determine students’ growth from the Fall. Audeo’s target for MAP growth as identified in the school’s LCAP is 60% of students will meet their MAP growth target. Audeo has seen an increase of all students meeting their growth targets during the last four years in which the assessments were administered (**Figure 17**). It should be noted that summative assessments were not administered during the spring of 2020, but will be administered for the 2020-21 school year.

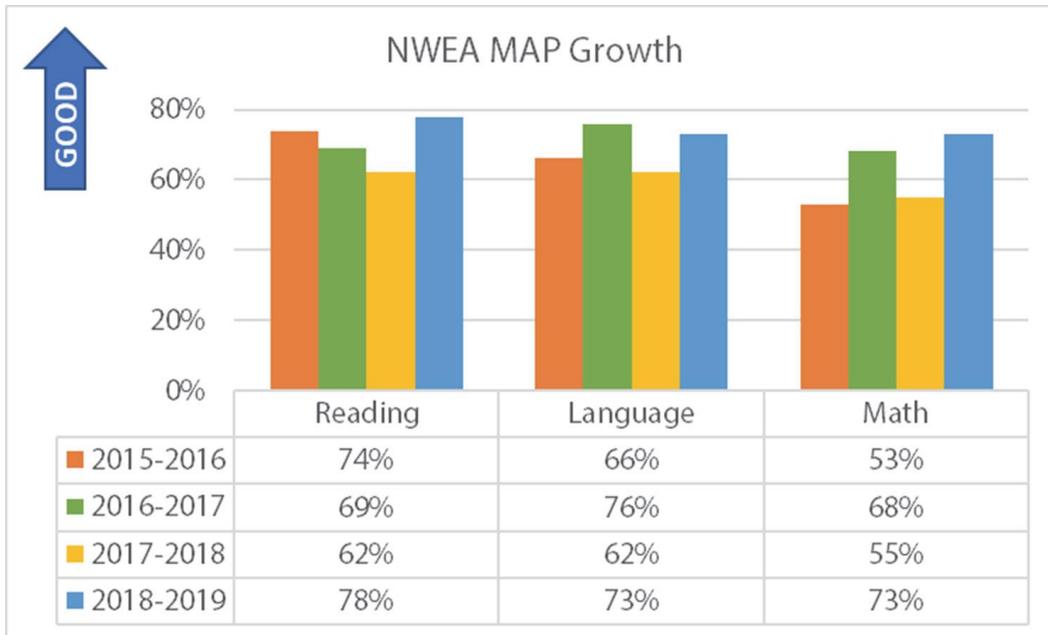


Figure 17. NWEA MAP Growth (Reading, Language Usage, and Mathematics)
 Source: NWEA MAP Growth Reports (2019)

MAP Growth results are also disaggregated by student group and utilized to apply differentiated strategies for significant student populations at Audeo. The 60% LCAP growth target also applies to student groups. Overall, student groups met the 60% target or demonstrated growth in Reading. All student groups saw an increase in the percent of students meeting their growth targets in 2018-2019 except White students (**Figure 18**).

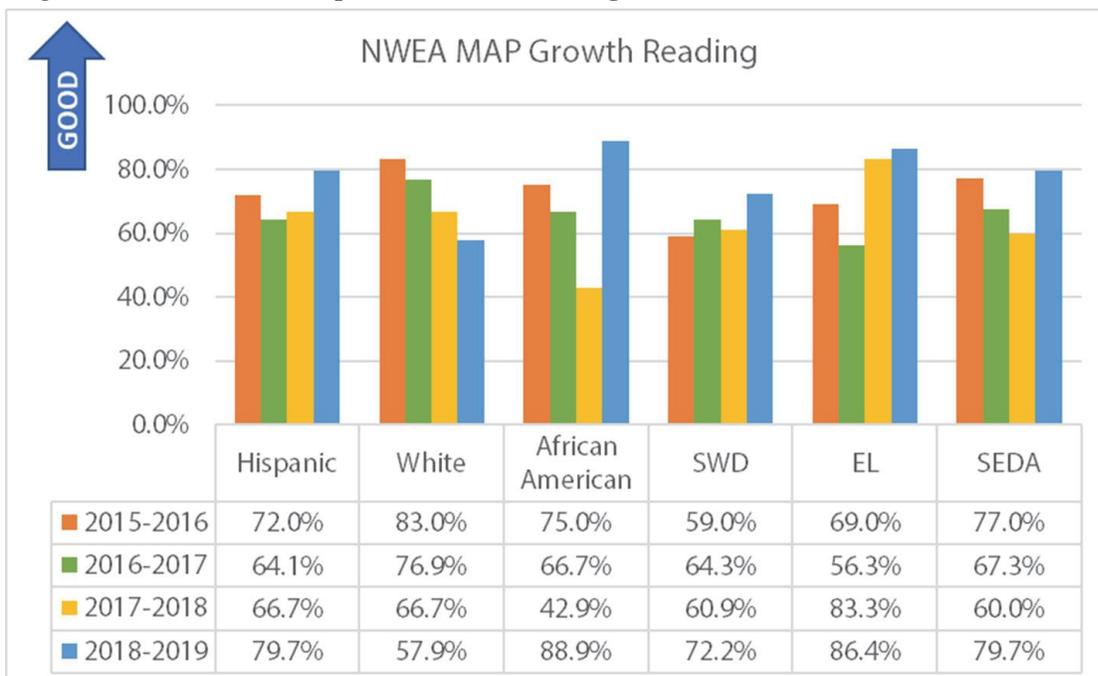


Figure 18. NWEA MAP Growth by Student Group (Reading)
 Source: NWEA MAP Growth Reports (2019)

From 2016-2018, all student groups met or exceeded the 60% LCAP growth target in Language except students with disabilities in 2017-2018 (**Figure 19**). Students with disabilities met and exceeded the growth target the following year in 2018-2019. Hispanic students, White students, students with disabilities and socioeconomically disadvantaged students also saw increases in Language in 2018-2019.

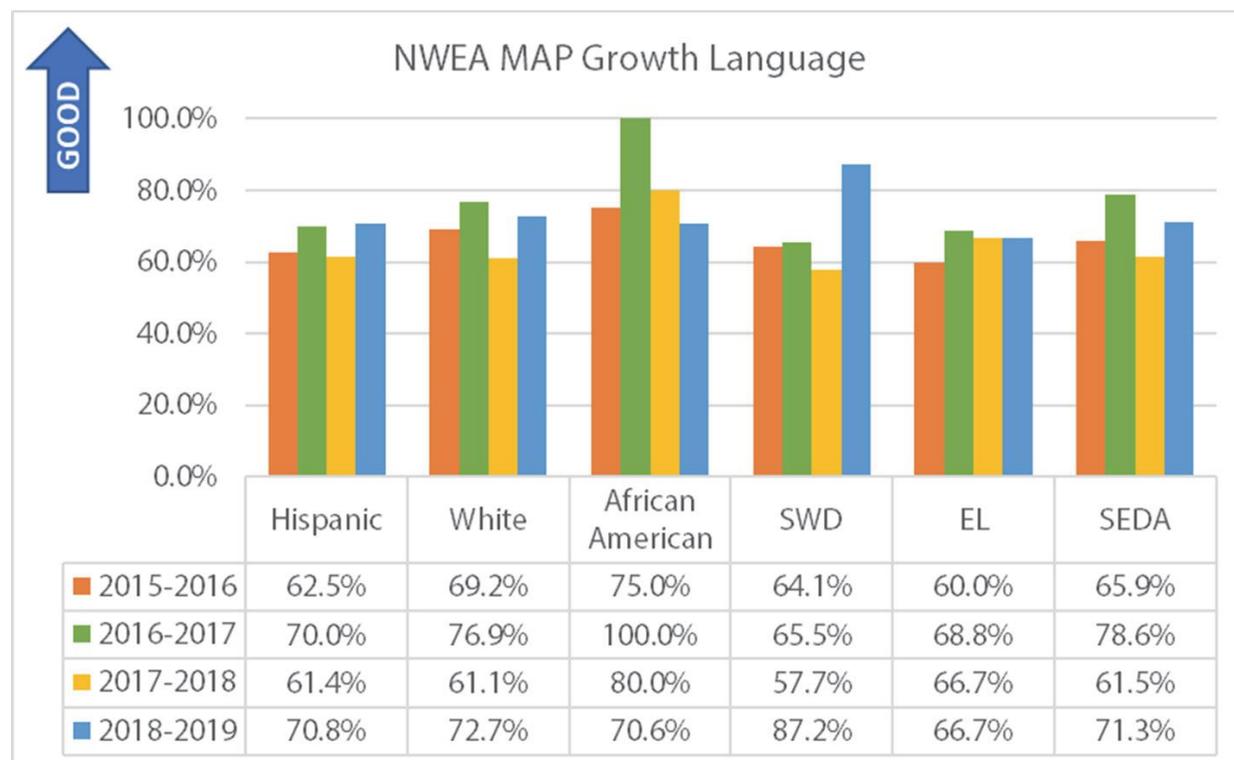


Figure 19. NWEA MAP Growth by Student Group (Language)

Source: NWEA MAP Growth Reports (2019)

In 2018-2019, all student groups met or exceeded the 60% LCAP growth target in Mathematics (**Figure 20**). African American students and students with disabilities have seen a steady increase in Math over the last four years for which we have data. White students have seen an increase in math over the last three years of data. Hispanic students, English Learners, and socioeconomically disadvantaged students increased the percent of students meeting their growth targets in Math over the last two years of data.

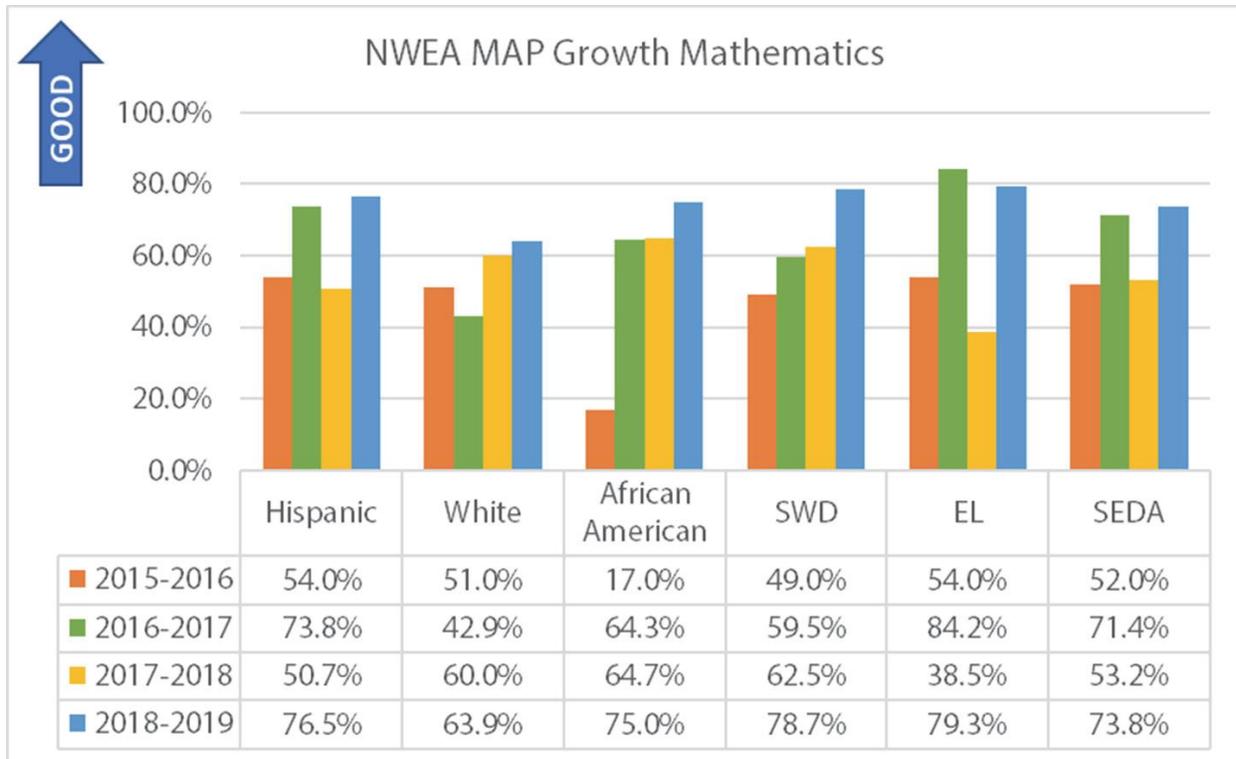


Figure 20. NWEA MAP Growth by Student Group (Mathematics)

Source: NWEA MAP Growth Reports (2019)

Participation Rate

Another measure of progress that has been tracked by Audeo is Participation. Participation is Audeo's measurement of student attendance. Unlike at a traditional school or seat-based charter school where attendance is measured on the number of hours a student is present at school, Audeo measures attendance by the work product produced by students as they work toward credit or course completion. Over the past five years, Audeo's participation on enrollment, segmented by student group, has sustained high performance well above the regulatory target, which is established by an MOU with SDUSD, Audeo's authorizing district. Audeo's target for participation is 84% as part of its LCAP metrics. Over the last four years, Audeo has shown a steady increase, and has met the 84% target participation rate for all students and the majority of student groups (**Figure 21**).

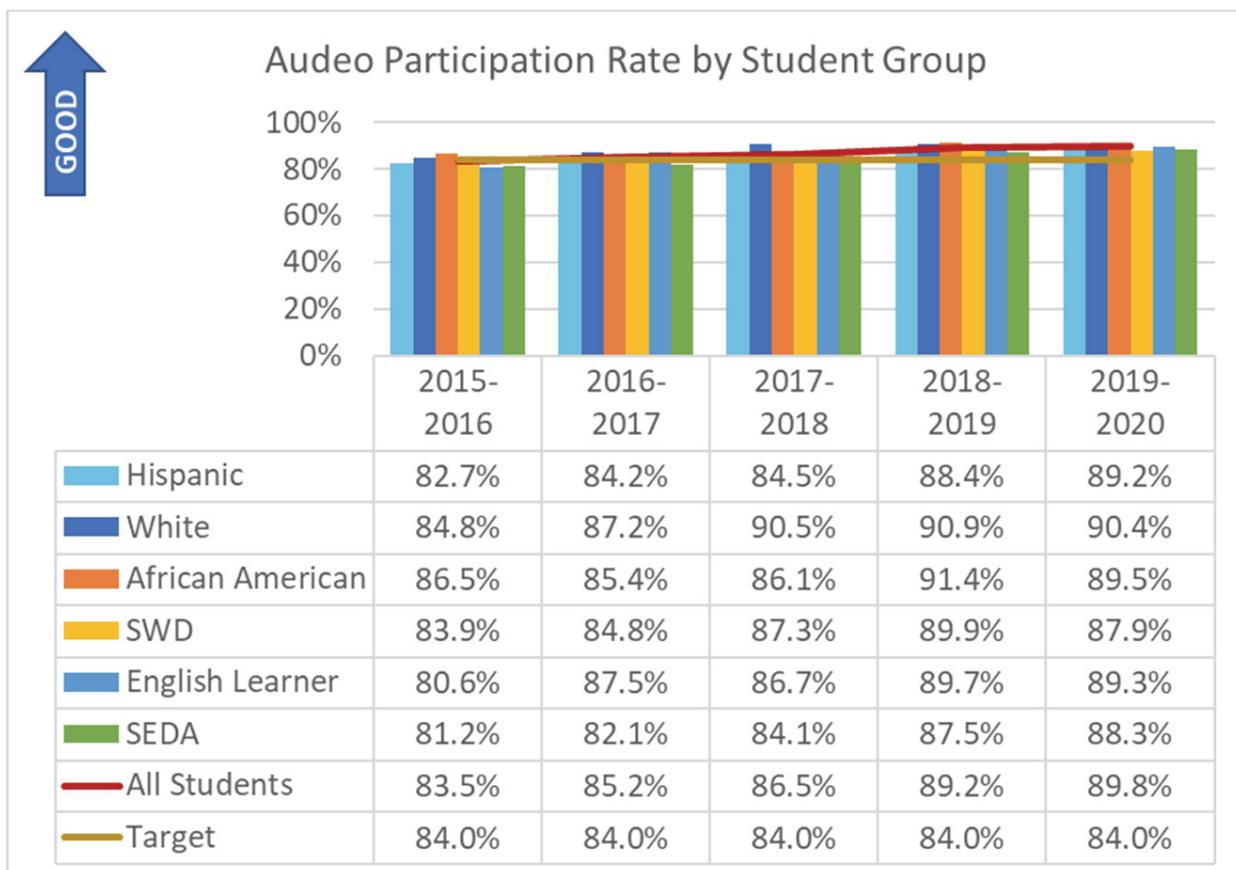


Figure 21. Audeo Participation Rate (All Students and Student Groups)

Source: School Pathways Student Information System (2020)

Cumulative Schoolwide Participation for the 2021-21 school year reported in the Audeo Storybook as of April 2, 2021 is 90.5%, indicating that Audeo students continue to engage in learning at a high level and have not suffered significant learning loss due to the COVID-19 pandemic.

II: Significant Changes and Developments

Since the prior WASC visit, Audeo Charter School has developed several new programs and implemented new procedures to enhance support for student outcomes.

The School has updated all Resource Centers to provide futuristic instructional settings to increase student, parent, and employee engagement. These improvements have positively impacted Audeo's culture and climate, ensuring that all stakeholders feel safe, comfortable, and valued at the school's sites.

To address Social Emotional Learning needs, Audeo has implemented RISE: Resilience In Students & Education. This series of presentations for students and their families addresses issues such as Managing Stress & Anxiety, Trauma, Health & Wellness, Physical and Mental Health, and Healthy Relationships. Student and family surveys indicate a high degree of satisfaction with the presentations.

Audeo has implemented new Technology Infrastructure, including Microsoft 365 and the “Best Practices Portal”, to ensure effective operations throughout all locations and departments. These improvements allow more effective and efficient collaboration among all stakeholders, resulting in better student outcomes.

Audeo has designed and implemented an Early College Credit Program to allow students to earn up to two years of credits while enrolled with Audeo. This program enhances the school’s ability to provide additional options for all students.

Audeo has developed an Instructional Data Warehouse (Illuminate) that is process oriented, clearly defined, and includes protocols and training to provide validated data to more people in a timely, accurate, and actionable way. Availability of data through this system allows staff to disaggregate/aggregate student course mastery and formal assessment data to help inform curriculum, professional development, and teaching to improve student outcomes.

In March 2020, Audeo transitioned to distance learning due to the COVID-19 emergency. To ensure equity and access to distance learning, school staff sent a needs assessment survey to all students and parents to gather information on overall health, mental health, academic and physical needs. School staff, including Learning Leads, counselors, and school nurses, followed-up with each family and provided resources and support based upon specific needs. From March 16, 2020 to June 30, 2020, the Audeo health department and school social worker reported 311 follow-up communications with families regarding health and wellness. Surveys have continued through the 2020-21 school year to ensure continued student support.

To close the digital divide, Audeo deployed Chromebooks and hotspots to families in need of home computing and internet access. Audeo commonly refers to this as the Altus Connect Program. Priority was given to Students With Disabilities to ensure access to Special Education services. As of August 14, 2020, Audeo had issued 140 Chromebooks to students. Of these 140 students, 79% are considered Socio-economically Disadvantaged, 70% are Hispanic or Latino, 32% are Students With Disabilities, 12% are English Learners, 11% are Black or African American, 13% are white, and 5% are Homeless. Audeo staff continue to check-in with families regarding home technology needs and can issue Chromebooks and/or internet hotspots as needed on an ongoing basis. As of May 9, 2021, Audeo has 269 Chromebooks issued for student use.

III: Engagement of Stakeholders in Ongoing School Improvement

Audeo values the perspective and feedback provided by all stakeholder groups. Audeo has collected meaningful stakeholder feedback from student and parent information surveys, including a COVID-19 needs assessment survey, distance learning satisfaction surveys, and engagement surveys. Survey results are collected, organized, and analyzed by staff to identify the academic, physical, mental, and social-emotional needs of all students. This data is critical in the formulation of program goals, services, and allocation of resources.

Moreover, all stakeholders of the School have representatives involved in the development of the School Plan for Student Achievement (SPSA). The design of the School allows for teachers, students, parents, counselors, and school leaders to meet, discuss, and plan for the needs of all students. The School’s key process is the Pathways Personalized Education Plan (PPEP). The

PPEP is collaboratively developed and monitored by the student, parent, teacher, school counselor, and school leader. On an ongoing basis, PPEP meetings are conducted to review student progress and implement planning to continuously improve student outcomes which are aligned to state indicators. In addition to PPEP meetings, school staff use multiple collaborative settings to be involved in the decision-making process of the School and the development on the SPSA. Stakeholder involvement contributes to the SPSA development in several important ways: identification and refinement of needs based on data analysis, creation of goals, establishment of metrics, designation of activities, and resource allocation. The following stakeholder groups have contributed to the development of the plan with corresponding methods:

- **School Leadership Team:** Weekly Meetings; Annual Survey
- **Teachers:** Quarterly Instructional Meetings; Resource Center Meetings; APAC Department Meetings; Annual Survey
- **Students:** Ongoing PPEP Meetings; Open House; Senior Exit Orientation; Annual Survey
- **Parents:** Ongoing PPEP Meetings; Open House; Senior Exit Orientation; Annual Survey
- **School Staff:** Quarterly Staff Meetings; Department Meetings; Annual Survey
- **School Site Council (SSC):** Ongoing Meetings
- **English Language Advisory Council (ELAC):** Ongoing Meetings

Stakeholder groups participated in a comprehensive Needs Assessment of the entire school, which considers the needs of students who are failing, or at-risk of failing, to meet state academic standards. Stakeholder groups followed an Improvement Science protocol to determine the gaps between the current state of graduation rates and the School's ideal rates of growths. Additionally, stakeholder groups analyzed a variety of data and information related to student engagement and achievement, including:

- Graduation rates
- Chronic Absenteeism
- Smarter Balanced Assessment results
- NWEA Measures of Academic Progress (MAP)
- English Learner progress rates
- College and Career Indicator
- Suspension rates
- Student demographic reports
- Student participation rates
- Student credit completion rates
- Course enrollment rates
- Student intervention reports
- Average credit deficiency upon initial enrollment
- Average skill deficiency (ELA and Mathematics) upon initial enrollment

All of the information and data reviewed for creation of the SPSA was then incorporated into this WASC progress report. The report was reviewed by stakeholder groups and presented to school leadership and the Board of Directors for final comments.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

Audeo's 2018 Schoolwide Action Plan consisted of four goals:

1. Increase academic achievement in mathematics. *

In 2019, all students who completed the Mathematics Summative SBA scored 86.5 points below standard. This was a 22.3 point decline from the prior year. ELs, SWDs, SED students scored 142.5, 180.4, and 108.5 points below standard, respectively. School Stakeholders agree that math achievement continues to be a critical area of need. The School will continue to refine and implement a systematic approach of curriculum, instruction, and professional learning to improve mathematics achievement for All Students and significant student groups. No statewide assessments were administered in 2020.

Because the student population at Audeo is transient in nature, comparing year-over-year SBA results does not always reflect the successes achieved with Audeo students. A local assessment tool used by the School to monitor progress, the NWEA Measures of Academic Progress, allows the school to report on annual growth within cohorts. While the NWEA was not administered as a summative assessment in 2020, results from 2019 indicate that all student groups met their target growth goals for the 2018-19 school year, and many of the groups improved by ten percent or more (*Figure 20*).

2. Increase academic achievement in English/Language Arts *

In 2019, All Students who completed the English Language Arts Summative SBA scored 1.6 points below standard. This was a 4.7 point improvement from the prior year for All Students. Both ELs and SWDs scored lower than All Students and did not demonstrate improvement from the prior year. Improving ELA achievement for ELs and SWDs will need to be an instructional priority. No statewide assessments were administered in 2020.

Similarly to math, Audeo administers NWEA Measures of Academic Progress in Reading and Language annually. For the 2018-19 school year, all groups met their growth targets in both areas with the exception of white students in the reading assessment. (*Figures 18 & 19*)

*It should be noted that regularly scheduled schoolwide assessments were not administered in 2020 and have not yet been completed for the 2020-2021 school year. One additional measure of progress that has been tracked by Audeo is Participation. Participation is Audeo's measurement of student attendance. Unlike at a traditional school or seat-based charter school where attendance is measured on the number of hours a student is present at school, Audeo measures attendance by the work product produced by students as they work toward credit or course completion. Over the past five years, Audeo's participation on enrollment, segmented by student group, has sustained high performance well above the regulatory target, which is established by an MOU with SDUSD, Audeo's authorizing district. (*Figure 21*)

Cumulative Schoolwide Participation for the 2021-21 school year as reported in the Audeo Storybook as of April 2, 2021 is 90.0.5%, indicating that Audeo students continue to engage in learning at a high level and have not suffered significant learning loss due to the COVID-19 pandemic.

3. Complete CTE Pathways design to achieve industry level certification in five different industry sectors

Audeo currently has completed six CTE Pathways, three of which have courses articulated for college credit. The ability to enroll in their chosen Pathway coursework adds impetus to student learning, as well as offering opportunities for students to earn college credit while enrolled with Audeo, thus engaging students in higher education at an earlier age.

Fully integrate and enhance the Information Technology (IT) systems to enhance the sharing of targeted assessment data results TK-12

This goal has been fully accomplished. Audeo accelerated its cloud-based systems implementation to allow for a seamless shift to a remote learning and working environment during the COVID-19 pandemic. One example is the newly implemented “Best Practices Portal” that allows stakeholders to share and deploy best practices not only within Audeo, but across all Altus work sites. Another example is the “Altus Go” web page that provides students with a single sign-on interface with all of the technology based resources provided by the School. Finally, the implementation of the Instructional Data Warehouse (Illuminate) allows staff to disaggregate/aggregate student course mastery and formal assessment data to help inform curriculum, professional development, and teaching to improve student outcomes.

V: Schoolwide Action Plan/SPSA Refinements

- **Based on the findings of the current progress report, further refine the schoolwide action plan/SPSA as needed and include a link to the school’s most recent schoolwide action plan/SPSA.**

Audeo’s School Plan for Student Achievement:

<https://www.audeocharterschool.net/wp-content/uploads/2020/10/Audeo-SPSA-20-21.pdf>

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE MANUAL

PLEASE READ THE EMPLOYEE MANUAL AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE HUMAN RESOURCES DEPARTMENT.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Manual. I have read and understood the contents of the Manual, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Manual. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Manual. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Manual are guidelines for employees concerning some of Student Success Program’s (“SSP”) policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with SSP. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by SSP.

I understand that other than the President/CEO of SSP, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board Chair Person.

Employee’s Signature: _____

Date: _____

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The purpose of this manual is to inform you about Student Success Programs (“SSP”), its philosophy, employment practices, and policies, as well as the benefits provided to you as a valued employee and the conduct expected from you.

We ask that you read this manual carefully and refer to it whenever questions arise. Policies, benefits, and rules, as explained in this manual, may be changed from time to time as operations, legislation, and economic conditions dictate.

No employee manual can answer every question, nor would we want to restrict the normal question and answer exchange among us. It is through our person-to-person conversations that we can better know each other, express our views, and work together in a harmonious relationship.

Our goal is to support you in guiding students to their success. **Our success is student success!** We hope this manual will help you feel more comfortable with the culture and expectations you will find at SSP. We strongly believe you will find SSP an amazing place to work that continues to stay focused on our core mission of ***TRANSFORMING LIVES!***

Notices

SSP, at its option, may change, delete, suspend, or discontinue any part or parts of the policies in this manual at any time without prior notice. Any such action shall apply to existing as well as future employees with continued employment being the consideration between the employer and employee. Employees may not accrue eligibility for monetary benefits that they have not earned through actual time spent at work. Employees shall not accrue eligibility for any benefits, rights, or privileges beyond the last day worked. No one other than the President/CEO, in writing, may alter or modify any of the policies in this manual. No statement or promise by a supervisor, manager, or department head may be interpreted as a change in policy nor will it constitute an agreement with an employee.

Should any provision in this Employee Manual be found to be unenforceable and invalid, such finding does not invalidate the entire Employee Manual, but only the subject provision. This manual replaces (supersedes) all other previous employee manuals for SSP.

504 Coordinator:

[Kirsten Henderson, khenderson@altusschools.net](mailto:khenderson@altusschools.net)

Title V Coordinator:

Lynne Alipio, lalipio@altusschools.net

Title II, Title IX Coordinator:

Tim Tuter, ttuter@altusschools.net

Civil Rights Coordinator:

Lynne Alipio, lalipio@altusschools.net

Our employee relations philosophy strives to:

- Select people on the basis of skill, training, ability, attitude, and character without discrimination with regard to age, gender, color, race, creed, religion, political belief, national origin, ancestry, marital status, sexual orientation, health condition, or disability that does not prohibit performance of essential job functions.
- Dedicate ourselves to student success through accountability and continuous improvement.
- Review wages, employee benefits, and working conditions continually with the objective of providing competitive benefits in these areas, consistent with sound business practices.
- Provide eligible employees with medical, disability, retirement, and other benefits.
- Develop competent people who understand and meet our objectives, and who accept with open minds the ideas, suggestions, and constructive criticisms of fellow employees.
- Assure employees, after talking with their supervisor, an opportunity to discuss any problem with SSP's leadership.
- Operate in an economically efficient manner to ensure that there are adequate resources available to meet the needs of our students.
- Make prompt and fair adjustment of any complaints that may arise in the everyday conduct of SSP to the extent that is practicable.
- Respect individual rights and treat all employees with courtesy and consideration.
- Maintain mutual respect in our working relationship.
- Provide a workplace that is safe, supportive, attractive, comfortable, and orderly.
- Keep all employees informed of the progress of the overall Strategic Plan, Initiatives, Goals and targets.
- Do all these things in a spirit of friendliness and cooperation so that SSP will continue to be known as "a great place to work!"

Your first responsibility is to know your own duties and how to do them promptly, correctly and pleasantly. Secondly, you are expected to cooperate with SSP leadership and your fellow workforce members and maintain a good team attitude. How you interact with fellow

members and those within the communities we serve, can affect the success of your students and assignments. In turn, the performance of one resource center/department can impact the entire service offered by SSP. Consequently, whatever your position, you have an important assignment: **perform every task to the very best of your ability. The result will be better success for our students, SSP and your own personal satisfaction.**

You are encouraged to take advantage of opportunities for personal development that are offered to you. This manual offers insight on how you can positively perform to the best of your ability to meet and exceed expectations.

We believe in direct access to the leadership team, which includes members of SSP leadership and supervisors. We are dedicated to making SSP an organization where you can approach your supervisor, or any member of school leadership, to discuss any problem or question. We expect you to voice your opinions and offer your suggestions to improve the quality of the organization.

Remember, you help create the healthful, pleasant, and safe working conditions that SSP intends for you. Your dignity and that of fellow employees, as well as that of our students, is important.

SSP needs your help in making each working day enjoyable and rewarding so that we may transform the lives of our students, their families, and our community!

Whether you are a new hire or a former employee returning, you may feel a little lost in your new surroundings. This is a normal feeling. Your fellow employees, especially the Leadership Team, want to help you get off to a great start. Feel free to ask them for help concerning anything you don't understand.

One of the first things you should do is carefully read this manual. It is designed to answer many of your questions about the practices and policies of SSP, what you can expect from SSP, and what SSP expects from you.

Statutory Provisions Relating to Charter School Employment

SSP has been established and operates pursuant to the Charter Schools Act of 1992, Education Code § 46700 et seq., and by action of the Board of Education of the San Diego Unified School District (SDUSD) which has approved the charter petition for The Charter School of San Diego (“CSSD”), and Audeo Charter School (“Audeo”).

Pursuant to Education Code section 47604, SSP has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law (Part 2, commencing with section 5110 et seq. of the Corporations Code). As such, SSP is considered a separate legal entity from SDUSD and SDUSD shall not be liable for any debts and obligations of SSP or its schools. Employees should recognize that they are being employed by SSP and not SDUSD.

Pursuant to Education Code section 47610, SSP must comply with all of the provisions set forth in its charter petitions, but is otherwise generally exempt from the laws governing school districts.

Pursuant to Education Code section 47605(b)(5) each school’s petition has set forth the qualifications to be met by individuals to be employed.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

SSP is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. SSP’s policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver’s license issued to persons unable to prove their presence in the U. S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence pursuant to the Family Medical Leave Act (“FMLA”), Pregnancy Disability Leave (“PDL”) law, Americans with Disabilities Act (“ADA”), California Family Rights Act (“CFRA”), the Fair Employment and Housing Act (“FEHA”), or laws related to domestic violence, sexual assault and stalking; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

SSP does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which SSP does business). Supervisors and managers are to report any complaints of unlawful harassment to the Executive Director or designee.

When SSP receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. SSP is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

SSP is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of their hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training every two (2) years thereafter. SSP will also provide sexual harassment

prevention training to temporary or seasonal employees within thirty (30) days after the hire date or within one hundred (100) hours worked if the employee work for less than six (6) months. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See **Appendix A** for the "Harassment/Discrimination/ Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;

- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate SSP policy.

At-Will Employment Relationship

While SSP expects the employment relationship to be mutually beneficial, employment is entered into voluntarily and the employment relationship is considered at-will. Given the at-will employment relationship, either SSP or the employee may terminate the employment relationship at any time with or without cause, with or without notice, at the party's sole and unreviewable discretion.

Without impacting the at-will nature of the employment relationship, SSP may attempt to remedy and address issues of unsatisfactory performance with the employee.

No employee has the authority to enter into any agreement for employment or employment for a specified period of time, or to make an agreement or contract contrary to the at-will employment relationship stated above. The only exception to this would be an employment relationship stated in a written contract signed by both the employee and the Executive Director or Board of Directors Chairperson.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

SSP will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by

Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Manual, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Code of Ethics

Workforce members should always conduct themselves in a manner that reflects high standards of professionalism. The SSP professional educator strives to create a learning environment that nurtures to fulfillment the potential of all students. He or she acts with conscientious effort to exemplify the highest ethical standards.

The Code of Ethics contains four basic principles relating to the rights of students and educators; ethical conduct toward students, ethical conduct toward practices and performances, ethical conduct toward professional colleagues, and ethical conduct toward parents and the community. A document containing the Code of Ethics and Integrity Statement is signed by all workforce members annually.

Integrity Statement

SSP is committed to servicing students and families in a manner which demonstrates integrity and honesty. This can be accomplished by leading our students and each other to success through being truthful, taking responsibility for one's actions, and knowing and working within the laws and regulations relevant to our daily work both in letter and spirit.

Please understand the high level of trust placed on all employees at SSP. Commit yourself to the creation of a work and learning environment infused with integrity and respect.

Confidential Information

Our students and parents entrust SSP with important and sensitive personal information. The nature of this relationship requires a high level of confidentiality. In maintaining and safeguarding the information received, SSP earns the respect and further trust of our students and families.

Your employment with SSP assumes an obligation to maintain confidentiality, even after you leave our employ. Any violation of confidentiality seriously injures SSP's reputation and effectiveness. Therefore, please do not discuss school business with anyone who does not work for us and never discuss transactions with anyone who does not have a direct

association with the transaction. Even casual remarks can be misinterpreted and repeated, so develop the personal discipline necessary to maintain confidentiality. If you hear, see, or become aware of anyone else breaking this trust, consider what he or she might do with information they receive from you.

If someone outside SSP questions you, and you are concerned about the appropriateness of giving them certain information, remember that you are not required to answer and that we do not wish you to do so. Instead, as politely as possible, refer the request to your supervisor or one of the leadership team members.

No one is permitted to remove or make copies of any school records, reports, or documents without prior approval by the President/CEO or designee.

Because of its seriousness, disclosure of confidential information as described above could lead to discipline, up to and including immediate termination.

Credentials

To meet the requirements of the State of California, teachers generally must possess a current teaching credential or credential appropriate to their position. SSP supports teachers in their effort to obtain and renew teaching credentials. SSP will facilitate evaluation of credentials by working closely with universities, county and state credentialing offices.

Instructional employees who begin work holding an emergency permit or intern certificate assume the responsibility to meet the requirements to maintain this credential and/or transition to a regular teaching credential.

It is the responsibility of instructional employees to maintain the required credential for their position as a condition of continued employment. Failure to maintain the required credential may result in suspension without pay or termination of employment.

Any changes of credential status related to their position must be reported to the Human Resources Department immediately.

Driver's License, Insurance Liability Minimums, & Driving Record

Employees whose work requires operation of a motor vehicle must maintain a valid driver's license, at least minimum private vehicle liability insurance, and an acceptable driving record. All Resource Center employees are required to have transportation available to carry out their duties. Employees must submit a copy of driver's license, and proof of insurance annually. Employees may also be asked to submit a copy of their driving record. Any changes must be reported to the Human Resources Department immediately. Failure to do so may result in disciplinary action, including possible dismissal.

Drug-Free Workplace

SSP is committed to providing a drug- and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to workers and to other SSP stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Equal Employment Opportunity

SSP is an equal opportunity employer. It is the policy of SSP to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), or the Fair Employment and Housing Act ("FEHA") or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, SSP will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. SSP then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. SSP will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, SSP will make the accommodation.

Introductory Period

For full-time employees only, your first sixty (60) actual workdays) of employment are considered an Introductory Period. This Introductory Period will be a time to get to know your fellow employees, your supervisor and the tasks involved in your position, as well as becoming familiar with SSP's program and services. The Leadership Team will work closely with you to help you understand the needs and processes, and expectations of your job.

During the Introductory Period, a member of the Leadership Team and/or your supervisor will discuss your job performance with you. This review will be similar to a performance review that is held for regular full-time or part-time employees. During the course of the discussion, you are encouraged to give your comments and ideas as well.

During this Introductory Period, SSP will evaluate your suitability for employment, and you can evaluate SSP as well. At any time during this introductory period, you may resign without any detriment to your record. If, during this period, your work habits, attitude, attendance or performance do not measure up to our standards, we may release you. If you take approved time off in excess of five (5) workdays during the Introductory Period, the Introductory Period may be extended by that length of time.

Please understand that completion of the Introductory Period does not guarantee continued employment for any specified period of time, nor does it require that an employee be discharged only for "cause." **Successful completion of the Introductory Period does not alter your status as an "at-will" employee of SSP.**

A former regular employee who has been rehired after a separation from SSP of more than one (1) year is considered an introductory employee during his or her first sixty (60) days following rehire; however, the President/CEO may reduce or waive the Introductory Period based on prior satisfactory work, length of separation, and school need.

Job Descriptions and Responsibilities

We maintain a job description for each position in SSP. If you wish to see your job description, please ask your supervisor or the Human Resources Department.

Criminal Background Checks

As required by law, all individuals working or volunteering at SSP will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise SSP's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at SSP include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with SSP, be charged or convicted of any offense, the employee must immediately report the charge or conviction to the Executive Director.

Tuberculosis Testing

All employees of SSP must submit written proof from a physician or NP of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with SSP and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to SSP will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with SSP students.

Immigration Compliance

SSP will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, SSP will not check the employment authorization status of current employees or applicants who were not offered positions with SSP unless required to do so by law.

SSP shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, SSP shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

Professional Boundaries: Staff/Student Interaction Policy

SSP recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning- conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of SSP personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 1. Stopping a student from fighting with another student;
 2. Preventing a pupil from committing an act of vandalism;
 3. Defending yourself from physical injury or assault by a student;
 4. Forcing a pupil to give up a weapon or dangerous object;
 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

- B. Examples of PROHIBITED actions (corporal punishment)
 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;

2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all SSP faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust. Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from SSP.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.

- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Tobacco Free Workplace

SSP is a tobacco-free environment for all sites/offices. Good health is recognized as a major factor in helping individuals, both students and adults, function at optimal levels. Research indicates that tobacco use and passive smoke can be detrimental to the health and well-being of the individual and to our society in terms of economic costs.

SSP recognizes the importance of providing educational programs and a school environment that discourages tobacco product use. SSP, therefore, endorses the tobacco-free plan that emphasizes tobacco use prevention education, staff in service, appropriate employee assistance.

SSP is committed to servicing students and families in a manner which demonstrates integrity and honesty. This can be accomplished by leading our students and each other to success through being truthful, taking responsibility for one's actions, and knowing and working within the laws and regulations relevant to our daily work both in letter and spirit. A high level of trust placed is on all employees at SSP. We expect employees to accept this trust and commit themselves to the creation of a work and learning environment infused with integrity and respect.

By accepting employment with SSP, you have a responsibility to SSP, your coworkers, the students and their parents, to adhere to certain rules of behavior and conduct. The purpose of these rules is not to be restrictive, but rather to be certain that you understand what conduct is expected and necessary. When each person is aware that he or she can fully depend upon fellow workers to follow the rules of conduct, then SSP will be a better place to work for everyone.

Unacceptable Activities

Employee must act in a mature and responsible way at all times. However, to avoid any possible confusion, some of the more obvious unacceptable activities are noted below. Your avoidance of these activities will be to your benefit as well as the benefit of SSP. If you have any questions concerning any work or safety rule, or any of the unacceptable activities listed, please see your manager for an explanation.

Though not an all-inclusive list, occurrences of any of the following violations, due to their seriousness, may result in immediate dismissal without prior notice:

- Willful violation of any school rule; any deliberate action that is extreme in nature and is obviously detrimental to the school, its students, staff, and community.
- Dishonesty, willful falsification or misrepresentation on student records and/or work, master agreements, alteration of school records or other school documents.
- Dishonesty, willful falsification or misrepresentation on your application for employment or other work records; lying about sick or personal leave; falsifying a reason for a leave of absence or other data requested by SSP.
- Violating the non-disclosure agreement; giving confidential or proprietary school information to unauthorized persons; breach of confidentiality of personnel/student information.
- Willful violation of security or safety rules or failure to observe safety.
- Negligence or any careless action that endangers the life or safety of another person.
- Being intoxicated or under the influence of alcohol or controlled substance drugs while at work; use or possession or sale of alcohol or controlled substance drugs in any quantity while on school premises except medications prescribed by a physician which do not impair work performance.
- Unauthorized possession of dangerous or illegal firearms, weapons or explosives on school property or while on duty.
- Engaging in criminal conduct or acts of violence, or making threats of violence toward anyone on school premises or when representing SSP; fighting, or horseplay or provoking a fight on school property, or negligent damage of property.
- Insubordination or refusing to obey instructions properly issued by your manager pertaining to your work; refusal to assist on a special assignment.
- Threatening, intimidating or coercing fellow employees or students on or off the premises at any time, for any purpose.

- Engaging in an act of sabotage; willfully or with gross negligence causing the destruction or damage of school property, or the property of fellow employees, students, suppliers, or visitors in any manner.
- Theft of school property or the property of fellow employees; unauthorized possession or removal of any school property, including documents, from the premises without prior permission from one of the directors; unauthorized use of school equipment or property for personal reasons;
- Using school equipment for profit.
- Malicious gossip and/or spreading rumors unrelated to SSP operations; engaging in behavior designed to create discord and lack of harmony; interfering with another employee on the job; willfully restricting work output or encouraging others to do the same.
- Immoral conduct or indecency on school property.
- Conducting a lottery or gambling on school premises.
- Failure to possess or maintain the credential/ certificate required of the position.

Occurrences of any of the following activities, as well as violations of any rules or policies, may be subject to disciplinary action, including possible immediate dismissal. This list is not all-inclusive and, notwithstanding this list, all employees remain employed “at-will.”

- Unsatisfactory or careless work; failure to meet production or quality standards as explained to you by your manager; mistakes due to carelessness or failure to get necessary instructions.
- Any act of harassment, sexual, racial or other; telling sexist or racial-type jokes; making racial or ethnic slurs.
- Sleeping on the job; loitering or loafing during working hours.
- Excessive use of telephone for personal calls.
- Leaving your workstation during your work hours without the permission of your manager, except to use the restroom.
- Creating or contributing to unsanitary conditions.
- Posting, removing or altering notices on any bulletin board on school property without permission of the Leadership Team.
- Failure to report an absence or late arrival; excessive absence or lateness.
- Obscene or abusive language toward any manager, employee, parent or student; indifference or rudeness towards a customer or fellow employee; any disorderly/antagonistic conduct on school premises.
- Failure to immediately report an accident or damage to school equipment.
- Soliciting during working hours and/or in working areas; selling merchandise or collecting funds of any kind for charities or others without authorization during business hours, or at a time or place that interferes with the work of another employee on school premises.
- Failure to maintain a neat and clean appearance in terms of the standards established by your manager; any departure from accepted conventional modes of dress or personal grooming; wearing improper or unsafe clothing.

- Failure to use your timesheet; alteration of your own timesheet or records or attendance documents; altering another employee's timesheet or records, or causing someone to alter your timesheet or records.

Process for Support and Remediation of Instructional Staff Performance Indicators

The objective of this process is to assist the instructional staff in improving productivity indicators. Success for students and staff is SSP's primary goal. Data distributed to all instructional employees that reflects the status of individual and group performance indicators, i.e., participation, academic credit indicators (ratio and averages), records audit, test participation, pre- and post-test results, etc.

The following is a range of opportunities designed to assist staff in improving performance indicators. SSP has no obligation to go through each step, and reserves the right to determine the appropriate steps for each employee given the nature of the situation. Further, neither this policy nor any action taken pursuant thereto alters the "at-will" nature of employment with SSP.

Notice of Concern. The supervisor will send a written notice of concern to an employee whose performance indicator(s) are below expectations.

Deployed Assistance. If there is no significant improvement within a specified period as determined by members of the Leadership Team, the team may deploy staff (which may include learning leads, mentor teachers, auditors, peer coaches, or designee) to assist the employee in remediating the indicator(s) that requires improvement.

Consultation/Criteria for Improvement. If there is no significant improvement within the specified period as determined by the Leadership Team, the supervisor consults with the employee. The employee will submit an action plan with timeline to the supervisor for review and approval by the Leadership Team.

Consultation/Criteria for Continued Employment. If there is no significant improvement within the specified timeline, the employee meets with the supervisor and/or designated school administrator to set criteria for continued employment.

Non-Renewal/Dismissal. If the criteria for continued employment are not met, the Executive Director may send a written notice of non-renewal of contract or dismissal to the employee.

This process focuses on support for the remediation of performance indicators that do not meet standards. In the event that the employee engages in activities that breach the Standards of Conduct, immediate dismissal without prior notice may result.

Disciplinary Actions

Unacceptable behavior, which does not lead to immediate dismissal, may be dealt with in the following manner: Verbal Warning, Written Warning, Dismissal. Written warnings will include the reasons for the supervisor's dissatisfaction and any supporting evidence. You will have an opportunity to defend your actions and rebut the opinion of your supervisor at the time the warning is issued. Disciplinary actions may also include suspensions or other measures deemed appropriate to the circumstances. All pertinent facts will be carefully reviewed, and the employee will be given a full opportunity to explain his or her conduct before any decision is reached. The President/CEO or another member of the Leadership Team will give a second opinion concerning the unacceptable behavior before dismissal occurs.

Notwithstanding the above process, employment remains "at-will." Accordingly, either the employee or SSP may terminate the employment relationship at any time with or without advance notice, or with or without cause. Further, SSP shall retain the discretion to deviate from the applicable level of disciplinary action in its sole discretion.

Off-Duty Conduct

While SSP does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with SSP's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect SSP or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects SSP's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by SSP, employees are expected to devote their energies to their jobs with SSP. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at SSP.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with SSP.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with SSP.
- Additional employment that requires the employee to conduct work or related activities on SSP's property during the employer's working hours or using SSP's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of SSP.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to SSP explaining the details of the additional employment. If the additional employment is authorized, SSP assumes no responsibility for it. SSP shall not provide workers' compensation coverage or any other

benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Resignation

While we hope both you and SSP will mutually benefit from your continued employment, we realize that it may become necessary for you to leave your job. If you anticipate having to resign your position, we ask that you please submit written notification to your supervisor as early as possible and at least two (2) weeks in advance of your final workday. Your supervisor will forward the notice to the Human Resources Department. You will be given direction from the Human Resources Department on the required checkout procedure.

Return of School Property

Any school property or materials issued to you, such as orientation manuals, equipment, and books, must be returned to SSP at the time of your separation from employment, or whenever it is requested by your supervisor or a member of the Leadership Team. You are responsible for paying for any lost or damaged items.

Exit Interviews

In instances where an employee voluntarily leaves our employ, SSP would like to discuss your reasons for leaving and any other impressions that you may have about SSP. If you decide to leave, you will be asked to grant us the opportunity to conduct an exit interview. During the exit interview, you can express yourself freely and provide insights into possible improvements we can make. All information will in no way affect any reference information that SSP provides to prospective employers about you.

References

SSP does not respond to oral requests for references. All requests must be in writing, on the prospective employer's official letterhead, and must include signed authorization from the employee allowing SSP to release employment information.

As SSP employees, you may not respond to any information requests for information regarding another employee unless it is part of your assigned job responsibilities. Forward the request to the Human Resources Department.

Reinstatement of Former Employees

Former employees who wish to be considered for re-employment must submit an application. The former employee may be required to participate in an interview and

workplace survey. If hired as a new employee, fingerprint and TB evaluation requirements must be met.

The Executive Director is responsible for handling personnel records and related personnel administration functions at SSP. Questions regarding insurance, wages, and interpretation of policies may be directed to the Human Resources Department.

Personnel File

Keeping your personnel file up-to-date can be important to you with regard to pay, deductions, benefits and other matters. If you have a change in any of the following items, please be sure to notify the Human Resources Department as soon as possible:

1. Legal name;
2. Home address;
3. Home telephone number;
4. Person to call in case of emergency;
5. Number of dependents;
6. Change of beneficiary;
7. Driving record or status of driver's license and auto insurance, if you operate any vehicle in the course of work for SSP;
8. Military or draft status; and
9. Exemptions on your W-4 tax form.

Coverage or benefits that you and your family may receive under your school's benefits package could be negatively affected if the information in your personnel file is incorrect.

Since SSP refers to your personnel file when we need to make decisions in connection with promotions, transfers, and dismissals, it is to your benefit to be sure your personnel file includes information about completion of educational or training courses, outside civic activities, and areas of interest and skills that may not be part of your current position here.

You have the right to inspect documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You also have the right

to obtain a copy of your personnel file as provided by law. Please make arrangements with the Human Resources Department when you wish to review your file.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

Performance Feedback

Performance feedback is a vital part of each individual's professional development. Honest and open dialog is valued as an integral part of its success. SSP leadership is continuously evaluating your job performance. Day-to-day interaction between you and your supervisor/school leadership should give you a sense of how your performance is perceived. In addition, data are distributed for instructional employees on a regular basis that reflect individual and staff performance indicators, i.e., student attendance participation, credit indicators, growth targets, records compliance audit of records, etc. Additional performance indicators may be created and current ones may be adjusted based on programmatic needs.

SSP will conduct a formal review of its employees at regular intervals. New employees may be reviewed more frequently. A review may also be conducted in the event of a promotion or change in duties and responsibilities.

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by their supervisor or designee. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of SSP and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with their supervisor or designee, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by their supervisor or designee within the first one hundred twentieth (120) work days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the supervisor will review employee job performance with an employee in order to establish goals for future performance and to discuss your current performance. SSP's evaluation system, or any failure to evaluate, will in no way alter the at-will employment relationship.

At the time of your hire, your position is listed as certificated or classified. Your position may be full-time, part-time, or temporary. You will be paid on an hourly rate, contract-based days, or monthly salary.

Certificated Employees

An employee that is working in a position that requires a professional credential or certificate issued by the California Commission on Teacher Credentialing ("CTC"). Positions include: Teacher, Counselor, Education Specialist, selected administrators, and Certificated Teacher Resource ("CTR").

Classified Employees

An employee working in the school that does not require a professional credential or certificate issued by the CTC. Employees in these positions are generally administrative, and non-instructional. Positions include: administrative assistants, clerical staff, and selected managers, ~~and Resource Center Associates ("RCA").~~

Full-Time Employees

An employee who is regularly scheduled to work at least forty (40) hours per week is considered a full-time employee.

Part-Time Employees

An employee who is regularly scheduled to work less than a regular forty (40) hour workweek is considered a part-time employee. Part-time employees are not eligible for benefits described in this manual, except to the extent required by applicable law.

Monthly Salaried Employees

Monthly salaried employees are primarily full-time. There are selected positions that may be less than full-time to serve the needs of SSP. Employees in these positions are paid monthly based on their placement on SSP's salary scale related to the position.

Hourly Employees

Hourly employees are paid twice a month based on the time worked, as reported on the employee timesheet at the hourly rate designated for the position.

Temporary Employees

From time to time, SSP may hire employees for specific periods of time or for the completion of a specific project. An employee hired under these conditions will be considered a temporary employee. The job assignment, work schedule and duration of the position will be determined on a case-by-case basis.

Normally, a temporary position will not exceed six (6) months in duration, unless specifically extended by a written agreement. An extension of a temporary position will be evidenced by a written agreement executed by both the temporary employee and the Executive Director or designee.

If you are a temporary employee, you are not eligible for benefits described in this manual, except to the extent required by provision of applicable law. Those temporary employees classified as “nonexempt” (see the definition that follows) who work more than eight (8) hours in one day or more than forty (40) hours during any workweek are not eligible for overtime pay.

“Nonexempt” and “Exempt” Employees

At the time you are hired, all employees are classified as either “exempt” or “nonexempt.” By law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of eight (8) hours per day or forty hours (40) per workweek. These employees are referred to as “nonexempt” in this manual. This means that they are not exempt from (and therefore should receive) overtime pay.

Exempt employees include directors, managers, professional staff (teachers), and others whose duties and responsibilities allow them to be “exempt” from overtime pay provisions as provided by applicable laws. If you are an exempt employee, you will be advised that you are in this classification at the time you are hired, transferred or promoted.

Overtime Pay

From time to time, it may be necessary for you to perform overtime work (hours in excess of your regular, full-time assignment) in order to complete a job on time. **The appropriate Administrator must approve all overtime IN ADVANCE.** Failure to obtain approval in advance may result in disciplinary action. When it is necessary to work overtime, you are expected to cooperate as a condition of your employment.

If you are a “nonexempt” employee and you perform overtime work, you will be compensated one and one-half (1 1/2) times your regular hourly pay rate for time worked over eight (8) hours per day or forty (40) hours per week that you work. Employees are entitled to double time compensation for those hours worked in excess of twelve (12) hours in any one day or for any hours worked beyond the eighth (8th) hour on the seventh consecutive workday in a workweek. If, during that week, you were away from the job

because of a job- related injury, paid holiday, jury duty, vacation taken in single-day increments, or paid sick time, those hours not worked will not be counted as hours worked for the purpose of computing eligibility for overtime compensation.

Pay Period and Hours

The payroll workweek begins on Sunday at 12:01 a.m. and ends on Saturday at 12:00 midnight. The monthly employees' pay period for the month begins at 12:01 on the first day of the month and ends on the last workday (as noted in SSP's official calendar) of the month. The hourly employees' have bi-monthly pay periods wherein period one is between the 1st and the 15th of the month and period two is between the 16th and last working day of the month.

Pay Cycle/Paycheck Distribution

For monthly employees, payday is the last workday of the month. Employees are strongly encouraged to set up direct deposit for their paycheck to their preferred banking institution.

For hourly employees, payroll checks, if not direct deposit, will be sent to the mailing address indicated on the payroll system on the 10th and 26th of each month, or the last business day preceding those dates when they fall on a weekend or holiday. It is critical that employees report address changes at least thirty (30) day prior to the payday to the Human Resources Department.

Payday date changes will be made and announced in advance whenever holidays or closings interfere with the normal payday.

Salary Overpayment and Correction

Overpayment can result from early termination of employee contracts, delays or inaccuracies in pay-related information, system failures, and human error. Regardless of the origin of the error, there is a shared responsibility between employee and the school to correct errors and recover the funds in a timely manner.

"Overpayment" is defined as compensation paid to an employee in excess of the amount owed to them and to which the employee is not entitled.

"Repayment" is the process by which an employee or former employee returns the overpayment to SSP.

Employees are expected to review their salary payments each pay period for accuracy and promptly report any discrepancies to their supervisor and/or the Human Resources Department. When overpayments have been identified, employees will work with Finance-Payroll to promptly repay the debt to SSP.

The Human Resources Department (“HR”) is responsible for maintaining accurate employee records. HR is responsible for the timely reporting when employee separates employment or takes leave of absence. HR will fully cooperate with and assist Finance-Payroll in the effort to recover funds in a timely manner.

The Finance-Payroll Department is responsible for timely and accurate salary payments to employees. When an overpayment is identified, Payroll will review records to determine the source of error and calculate net overpayment amount, accounting for taxes and withholdings. Finance-Payroll will manage the recovery process, including: correspondence, repayment arrangements, receipt of funds, etc.

Notification and Repayment

Finance-Payroll will notify active and terminated employees of the overpayment as soon as it is discovered and confirmed. This notification will be in writing through email and/or letter (may be certified mail). Notification will include: amount of overpayment, dates of overpayment, reasons, and employee options for repayment.

Options for repayment may include:

- Personal check payable to SSP either one-time payment, or multiple payment plans established with Payroll.
- Payment plan, as agreed upon with Finance-Payroll, through a series of payroll deductions for a period not to exceed six (6) months.

Other options may be submitted in writing to Chief Financial/Business Officer for consideration.

Salary Placement for Teachers

Placement on the salary schedule is based on review of the employee’s transcripts and employment history documents.

It is the employee’s responsibility to ensure that education and experience documents are submitted to HR **within fifteen (15) days** from the date of signing the initial employment contract. The documents include teaching experience verification from previous school employers and original sealed coursework transcripts.

Failure to submit documents within fifteen (15) days of employment could result in the employee remaining on the initial placement (Column A, Step 1) until complete documentation is submitted, even after the employee has satisfactorily completed the Introductory Period. Note that this also delays the effective date of benefits eligibility.

If, after initial placement on the salary scale, the employee submits additional education or experience documents, adjustments will be made during the next open period described below.

Academic Credits Earned

We encourage our teacher's efforts in continuing education that supports student learning and builds subject matter expertise.

Eligible employees may advance to a higher column provided that the minimum number of *qualifying units* or the advanced degree are earned and verified by official sealed transcripts submitted to HR within the designated open periods as defined below.

There are two periods open to submit salary advancement application forms and transcripts: June 1 through July 30 and January 1 through February 28.

The effective date of the advancement will be the first workday of the next month following submission and approval of education documentation. (July 1, August 1, February 1, or March 1 effective dates only)

Example: for documents submitted/approved in June, the effective date of the advancement will be July 1; for documents submitted/approved in July, effective date will be August 1.

Employees are encouraged to submit their application and transcripts for salary advancement as early in the open period as possible. If the documentation submitted is incomplete, eligibility for salary advancement may be delayed to the next month or the next open period.

Employees may submit form and transcripts for evaluation only ONCE during this period.

Qualifying Credits

Allowable academic units or credits must come from an accredited college or university. Only coursework that was taken post-bachelor's degree (i.e., graduate level) date will be accepted. Courses are reviewed for content and posted based on support of professional growth and/or advanced degree that aligns with the professional field of education. Units for salary placement refer to semester units. Quarter units are valued at two-thirds (2/3) of semester units.

Payroll Withholdings

As required by law, SSP shall withhold Federal Income Tax, State Income Tax, and Social Security/Medicare (FICA), as well as the employee's contributions to STRS or PERS, as follows:

1. **Federal Income Tax Withholding:** The amount varies with the number of exemptions the employee claims and the gross pay amount.

2. **State Income Tax Withholding:** The same factors which apply to federal withholdings apply to state withholdings.
3. **FICA:** The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by SSP.
4. **STRS/PERS:** All eligible employees shall be enrolled in the appropriate retirement system, and SSP shall withhold the legally required percentage of the employee's wages representing the employee's contribution to the retirement system.

In addition to the deduction described above, SSP shall also withhold any voluntary deductions (e.g. deferred compensation, disability insurance, etc.).

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Human Resources Department to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the HR Department. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the HR Department and to fill out a new W-4 form. From time to time tax law, and tax rates, change which may affect your tax returns. SSP recommends that all employees review their tax withholdings annually and complete a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Wage Attachments and Garnishments

Under normal circumstances, SSP will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies, or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Executive Director will discuss the situation with the employee.

Work Year

When hired, employees are assigned a work year. The number of days/hours in a work year is prorated for part-time employees based on their full-time equivalency (FTE). Work years for the following employees are:

- Teachers, Education Specialist, ~~Resource Center Associate~~[Certificated Teacher Resource](#): 12-month/228 days from July 1 to June 30.
- Certificated and Classified Management: July 1 to June 30 inclusive; 12 months
- Classified, non-management: July 1 to June 30 inclusive; 12 months

The work year for several specialized positions will be determined by the needs and requirements of the program, particularly those funded by grants and outside funding sources. SSP reserves the right to adjust position work year, full or part-time hours, based on the needs of the school.

Employees may be required to submit a work year calendar to designate workdays, non-workdays, vacations, floating holidays, and professional/personal improvement days, if applicable. Changes to this calendar are subject to the approval of your supervisor and the Executive Director.

Workday and Workweek

The operating hours of the administrative offices are generally 7:30 a.m. to 4:00 p.m. Monday through Friday, but may vary based on the needs of the school and community. The hours of Resource Centers may vary according to the needs of the students as developed by the assigned teacher in consultation with the School Administrator. Some Resource Centers have been designated as extended-day sites.

Your particular hours of work and the scheduling of your lunch period will be determined by your location and the school's program needs. Full-time and hourly teachers are required to conduct business (instruction, visits to home, agencies, office, etc.) within the assigned hours, not to exceed eight (8) hours in one (1) day or forty (40) hours in a week.

Expense Reimbursement

Prior to incurring an expense on behalf of your school and/or Resource Center, you must have written authorization (requisition/purchase order, etc.) from your supervisor or School Administrator.

To be reimbursed for all authorized expenses, you must submit an expense report/voucher in the proper form accompanied by signed original receipts and approved by your manager. Please submit your expense report/ voucher as you incur authorized reimbursable expenses. Failure to meet prescribed due dates and deadlines may result in rejection of your request for reimbursement.

Mileage Reimbursement

Employees in elected administrative positions or persons involved in designated activities that are required to conduct school business using their personal vehicle may be reimbursed at the current Internal Revenue Service (IRS) rate per mile. Use school form Mileage Claim Form and Mileage Information Report. Claims must be submitted by the first Friday of the month for the previous month's mileage. Each claim report should terminate at the end of a month to avoid duplication in succeeding claims. Claims received after the due date will not be reimbursed.

In computing school business mileage, the starting and finishing points will be your regular workplace. For employees' mileage reimbursement claims, their first school business location for the day and their "last" is their "regular workplace".

Claims involving weekends or other non-workdays shall include a statement explaining the need to work on that day. For travel in excess of one hundred (100) miles per day, which has been pre-approved, a brief explanatory note shall be included on the mileage form.

Submission of Claims

Claims should be submitted monthly. Your report is due each month on the first Friday of the month. (Example your September mileage report must be completed and submitted on the first Friday of October) If you do not submit the forms by the due date, you will not be reimbursed. Each claim report should terminate at end of a month to avoid duplication in succeeding claims. Since SSP's fiscal year ends on June 30, claims for June mileage shall be submitted no later than employee's last workday in June. Employees should expect a reimbursement check on the 26th of each month.

Auditable Records

School and department internal records must be kept indicating: employee name, date of travel, and actual mileage traveled. Record of destination and/or purpose of trip are required. Include total dollar amount of requests for reimbursement. Attach this record to your claim for review by the School Administrator or designee. For claiming mileage to and from the office/s, signing in and out at the front desk is required; failure to do so may result in rejection of claim. Such records shall be subject to audit, and will be retained for a period of one (1) year after close of the fiscal year during which a claim is submitted.

Meal and Rest Periods

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday, but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and SSP mutually consent to the waiver.

Nonexempt employees are also provided with a fifteen (15) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. An employee's supervisor must be aware of and approve scheduled meal and rest periods.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees are prohibited from combining meal and rest period time. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods.

Attendance

You are expected to be at your work site and ready to work at the beginning of your assigned daily work hours, and you are expected to remain at your work site until the end of your assigned work hours, except for approved breaks and lunch.

Be aware that excessive time off could lead to disciplinary action.

Absences

From time to time, it may be necessary for you to be absent from work. We are aware that emergencies, illnesses, or pressing personal business that cannot be scheduled outside your work hours may arise. Report all absences to your supervisor and email attendance at attendance@altuschools.net.

Planned Absences

If you know in advance that you will be absent, you are required to request this time off from your supervisor and the School Administrator *in advance and in writing* and copy your supervisor and the Human Resources Department. Email is an appropriate means of doing so. Include in your request the dates of absence and type of leave to be used (basic reason for request). If you are a Resource Center employee, include a recommendation or plan for student coverage.

Your supervisor will work with you to determine the feasibility and timing for the planned absence, and also the need for a substitute. Upon approval, the employee submits "Leave of Request/Absence Request" to the Human Resources attendance email.

Employees who plan to attend a professional development or continuing education event must request authorization from their supervisor and the School Administrator *in advance and in writing*.

Unexpected Absences

If you are unable to report to work as scheduled, call your supervisor and the Human Resource Office at (858) 678- 2040 by 8 a.m. Leave a voice mail message if staff is unavailable to receive your call.

Report the absence due to illness or personal emergency and estimate when you expect to return. Update the Human Resources Department daily. If you are unable to make the call yourself for an absence or late arrival, for whatever reason, be sure to have someone call on your behalf.

If you expect to report to your worksite later than your scheduled time, notify your Resource Center personnel, your lead or school coordinator; all others must notify the Human Resources Department. Notifying a fellow- employee does not fulfill this requirement.

Absence from work for three (3) consecutive days without notifying your manager or the personnel administrator may be considered a voluntary resignation.

Record of Absence or Lateness

Your supervisor and/or the School Administrator may require you to submit written documentation from your physician for *any absence*. If you are absent three (3) or more days because of illness, you may be required to provide written documentation from a doctor that you are able to resume normal work duties before you will be allowed to return to work.

SSP documents absence or lateness, and the reason, in personnel files. Your attendance record will be considered when evaluating requests for leaves of absence and approved time off.

Excessive Absenteeism or Lateness

In general, a consistent pattern of absence will be considered excessive, and the reasons for the absences may come under question. Tardiness or leaving early is as detrimental to SSP as an absence. Be aware that excessive absenteeism, lateness or leaving early may lead to disciplinary action, including possible dismissal.

Timesheets/Records

By law, we are obligated to keep accurate records of the time worked by “nonexempt” hourly employees.

Your timesheet is the only way the Payroll Department knows how many hours you worked and how much to pay you.

You are responsible for your timesheet, which contains your hours worked, meal periods taken, vacation or sick pay used, and other information needed by Payroll. Remember to record your time daily. The employee submits their timesheet to their direct supervisor or

designee for approval. Employees and supervisors are expected to verify that all information entered on the timesheet is correct.

Signed or electronically signed timesheets are due to your supervisor by the last day of that reporting period. Late or incomplete timesheets can have an impact on the amount you are paid and require subsequent corrections.

No one may record hours work on another employee's timesheet except for the immediate supervisor or designee of the employee and only with the employee's consent. For example, if an employee has an emergency and cannot be at work to submit their timesheet when it is due, then they can contact their immediate supervisor and request that this be done on their behalf.

Tampering with another employee's timesheet is cause for disciplinary action, including possible dismissal, of both employees. Do not falsify another person's record, or influence anyone else to alter your record for you. In the event of an error in recording your time, please report the matter to your supervisor immediately.

Lactation Accommodation

In accordance with California law, we will provide employees who wish to express breast milk for nursing infants with a reasonable opportunity to take breaks for the purpose of expressing breast milk, which can be timed with the employee's regular break schedule; and reasonable access to a private location to express breast milk, other than public restrooms if possible, that is in close proximity to the employee's regular work area. Such room/location shall have electricity. Employee shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Contact your supervisor if you have any questions or need assistance in making these arrangements.

Bulletin Boards

Bulletins and bulletin board(s) are an "official" way of keeping everyone informed about new policies, changes in procedures and special events. Information of general interest is posted regularly on the bulletin board(s). Please make it a habit of reading the bulletin board(s) regularly so that you will be familiar with the information posted on it.

Only authorized personnel are permitted to post, remove or alter any notice on the bulletin board(s). If you want to have notices posted on bulletin board(s), see the Human Resources Department for instructions.

Communications

Successful working conditions and relationships depend upon successful communication. Not only do you need to stay aware of changes in procedures, policies and general

information, you also need to communicate your ideas, suggestions, personal goals or problems as they affect your work.

In addition to the exchanges of information and expressions of ideas and attitudes which occur daily, make certain you are aware of and utilize all school methods of communication, including this Employee Manual, bulletin boards, discussions with your supervisor and members of the Leadership Team, memoranda, meetings (faculty, department, teams), newsletters, training sessions, etc.

In addition, you may receive correspondence from SSP. There is no regular schedule for distribution of information. The function of each correspondence is to provide you and your family with interesting news and helpful information that will keep you up-to-date on the events here at SSP.

Communications with the Press; Other Outside Agencies

From time to time, there may be events at SSP that invite interest from the media or other outside agencies. To maintain a coherent, centrally organized public relations policy which is consistent with the philosophy and vision for SSP, all requests to faculty, staff, general or advisory board members made by the media, electronic or print, must be referred to the Chief of Staff for approval and coordination.

Computer Software (Unauthorized Copying)

SSP does not condone the illegal duplication of software.

The law protects the exclusive rights of the copyright holder and generally does not give users the right to copy software. Unauthorized duplication of software is a Federal crime. Penalties include fines and imprisonment. Further, employees who make, acquire or use unauthorized copies of computer software shall be disciplined as appropriate under the circumstances. Such discipline may include dismissal from employment.

Even the users of unlawful copies suffer from their own illegal actions. They receive no documentation, no customer support and no information about product updates.

SSP licenses the use of computer software from a variety of outside companies. SSP does not own this software or its related documentation and, unless authorized by the software manufacturer, does not have the right to reproduce it.

With regard to use on local area networks or on multiple machines, employees shall use the software only in accordance with the license agreement.

Employees learning of any misuse of software or related documentation within the company shall notify the department manager.

Dress Code/Personal Appearance

You are expected to dress and groom yourself in accordance with accepted social and business standards. Your job involves dealing with students, parents, and the community. In many cases, you serve as a role model. You must use good judgment in determining what is a reasonable dress code appropriate to the job you perform. Clothing that exposes bare backs, midriffs, and/or shoulders, T-shirts, undershirts, jeans, shorts, thongs and beach sandals are not appropriate.

A neat, tasteful appearance contributes to the positive impression you make on our community. You are expected to be suitably attired and groomed during working hours or when representing SSP. A good clean appearance bolsters your own poise and self-confidence and greatly enhances our school image.

Personal appearance should be a matter of concern for each employee. If your supervisor feels your attire is inappropriate, you may be asked to leave your workplace until you are properly attired. You will not be paid for the time you are off the job for this purpose. The support team has the sole authorization to determine an appropriate dress code, and anyone who violates this standard will be subject to appropriate disciplinary action.

First Aid

If you hurt yourself or become ill, please contact your manager for assistance. If you fail to report an injury, you may jeopardize your right to collect workers' compensation payments as well as health benefits. Should you have any questions or concerns, contact the Human Resources Department or your supervisor for more information.

First Aid and CPR Certification

To ensure the safety of its students and employees, it is highly recommended that staff maintain a current cardio-pulmonary resuscitation ("CPR") and First Aid certification. All candidates applying for a preliminary teaching credential are required to obtain certification in CPR. The Commission on Teacher Credentialing states that CPR certification shall meet the criteria of the American Heart Association or the American Red Cross. Submit a copy of your certification to the Human Resources Department for inclusion into your personnel file.

Intellectual Property

SSP shall own any employee-created intellectual property under the following circumstances:

1. The intellectual property was created within the scope of employment;
2. The intellectual property was created on SSP time with substantial use of SSP equipment, services or resources; or
3. The intellectual property was commissioned by SSP

- Pursuant to a signed contract; or
- Within a specific category of works considered works-for-hire under copyright law.

A copyright work is “created within the scope of employment” if it is the kind of work the employee is employed to do and the employee creates it, at least in part, for the employee’s use at work, or for use by co-workers, SSP, and/or the students and families SSP serves. Such works related to an individual’s job responsibilities, even if he or she is not specifically requested to create them, will be- long to SSP as “works-for-hire.”

The use of personal time or other facilities to create the work will not change its basic nature if it is related to job duties as described above. Works that have nothing to do with job duties will remain the property of the employee, so long as he or she does not make substantial use of SSP facilities to do so. “Substantial use” is the use of resources other than those “ordinarily available” to most or all staff and/or students. Such ordinarily available resources include office space and personal office equipment, office computer, general use information resources, and the means of network access to such re- sources.

If an employee creates intellectual property other than a scholarly work and which may lead to commercial development, then he or she is expected to immediately notify the Leadership Team in order to provide SSP with sufficient information to permit it to evaluate the work, both its ownership and its commercial potential, and, if appropriate, to take steps to protect SSP’s intellectual property rights. If ownership rests with SSP, but SSP elects not to exercise its ownership rights, then ownership rights and responsibilities related to patenting, copyrighting and licensing shall revert to the author(s). In such case, SSP shall retain a nonexclusive, royalty-free right to use the work for non-commercial purposes.

Personal Phone Calls

School telephones are a vital tool in communicating with parents, community resources, and to conduct official school business. Please keep personal phone calls, using school phones or your personal cell phones, to a minimum; they must not interfere with your work.

If calls are made from a school phone to areas that incur toll or long-distance charges, the employee responsible for initiating the calls must complete the appropriate school form to report the call. Employees are responsible for payment of any fees incurred for toll or long-distance personal phone calls.

Personal Use of School Property

If you want to use school equipment or tools during or after work hours for personal benefit, you must have written authorization from the School Administrator. SSP is not liable for personal injury incurred during the use of school property for personal projects. As an employee of SSP, you accept full responsibility for any and all liabilities for injuries or losses that occur, and for the malfunction of equipment. You are responsible for returning the

equipment or tools in good condition, and you agree that you are required to pay for any damage that occurs while using the equipment or tools for personal projects.

Property and Equipment Care

It is your responsibility to understand the equipment/ machines you need to use to perform your duties. Good care of any machine that you use during the course of your employment, as well as the conservative use of supplies, will benefit you and SSP. If you find that a machine and/or piece of equipment is not working properly or in any way appears unsafe, please notify your supervisor immediately so that repairs or adjustments may be made. Under no circumstances should you start or operate a machine you deem unsafe, nor should you adjust or modify the safeguards provided.

Responsibility for School Property

All school equipment assigned to RC/locations is purchased and consigned to staff with the express intent that it be used in the delivery of instruction and/or services offered to students enrolled in the school.

Equipment owned by SSP is considered an asset and under the protection of workforce members. Equipment such as computers, telephones, radios, laptops/ computers, televisions, etc. are to be used expressly for the purpose for which they were intended, that is, to enhance the teaching and learning that occurs in the RC and support to job functions.

Equipment, other than employee's assigned laptop, should never be removed from the site without prior written notification, twenty-four (24) hours in advance, directed to the School Administrator/Site Coordinator or designee. School property that the employee is allowed to remove from school premises becomes the liability of that employee until the employee returns it to SSP in good working condition.

It is the responsibility of the employee to exercise reasonable care and appropriate precautions to prevent damage to or loss/theft of school property in their care. The terms "reasonable care and appropriate precautions" may mean, at minimum:

- The property is not left unattended.
- The property is secured in a locked facility.
- When being transported the property is locked in a vehicle out-of-sight, preferably in the trunk.
- Transporting of the property is limited primarily to between school sites, on school business, and to and from work.

The employee is liable for the payment of damages whenever his/her wrongful or negligent act or omission causes loss, theft, disappearance, damage to or destruction of school property for which he/she is responsible.

In the event that school property under the employee's care is lost or stolen, it must be reported to the local police AND the School Administrator/School Coordinator or designee immediately. A copy of police report must be sent to the School Administrator/School Coordinator or designee within two (2) working days of the loss. Failure to secure and submit a police report automatically results in the employee's liability for the replacement cost.

Within two (2) working days after notification that school property has been lost or damaged, the employee's supervisor will interview the employee, prepare a written report, and submit it to the School Administrator for review.

The Executive Director, will determine if the employee is deemed negligent, and whether or not financial liability and/or other sanctions are justified. This determination will be based on the facts established in each case. The School Administrator will inform the employee in writing as to the findings and any consequences. The employee has the option to request an appeal of the decision. The appeal must be submitted in writing, addressed to the Executive Director, within five (5) working days after the receipt of the findings.

After review, the Executive Director will convey the decision, in writing, to all concerned.

If the finding of liability is upheld, the School Administrator will be responsible for instituting the sanctions/ consequences other than financial. If there is a financial liability, the Finance Department will submit a bill to the employee requesting payment due as soon as possible AND prior to the end of the employee's contract term.

Safety/Fire/Earthquake Drills

The safety of our students and employees is a priority. Drills are scheduled throughout the year. The Safety Coordinator and/or School Administrator will advise you about the requirements and expectations.

Safety Rules (General)

Safety is everybody's business. Safety must be given primary importance in every aspect of planning and performing of all school activities. We want to protect you and our students from injury and illness.

Please report all injuries (no matter how slight) to your supervisor immediately, as well as anything that needs repair or is a safety hazard. Below are some general safety rules:

- Avoid overloading electrical outlets with too many appliances or machines.
- Use flammable items, such as cleaning fluids, with caution.
- Use stairs one at a time.

- Ask for assistance when lifting heavy objects or moving heavy furniture.
- Smoke only in designated smoking areas, but not on school property.
- Keep cabinet doors and file and desk drawers closed when not in use.
- Sit firmly and squarely in chairs that roll or tilt.
- Avoid “horseplay” or practical jokes.
- Keep your work area clean and orderly; keep aisles clear of obstructions.
- Stack materials only to safe heights.
- Watch out for the safety of fellow employees and students.
- Use the right tool for the job, and use it correctly.

Remember, failure to adhere to these rules will be considered a serious infraction of safety rules and will result in disciplinary actions, up to and including immediate termination.

Security

Maintaining the security of school assets and buildings is every employee’s responsibility. Develop habits that ensure security as a matter of course. For example:

- Always keep cash properly secured. If you are aware that cash is insecurely stored, immediately inform the person responsible and/or your supervisor. Do not keep cash in the resource center. Turn in any school cash at the end of the school day to the Finance Department; issue receipts.
- Know the location of all alarms and fire extinguishers, and familiarize yourself with the proper procedure for using them should the need arise.
- When you leave school’s premises make sure that all entrances are properly locked and secured and that, where applicable, security alarms are set.

Pandemic Response Procedures

The School has developed pandemic response procedures in order to be prepared in such emergency circumstances. Viruses such as influenza are a group of highly contagious diseases that can be fatal. A pandemic differs from both seasonal influenza (flu) and other known influenza viruses in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new virus of which little is known and to which people do not have immunity.

- Depending upon the specific virus, it can cause more severe illness than regular flu, with a higher death rate, and can affect and be spread by young, healthy people as well as older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily by region or state to contain spread of the virus.

Executive Director Actions:

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- Ensure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette.
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

Staff and Student Actions:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, aches, cough, sore throat).
- Practice “respiratory hygiene etiquette,” including but not limited to covering your cough and sneezing with a tissue, washing hands with soap and water or a waterless hand hygiene product, and placing used tissues into a sealed bag.
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement distance learning and online homework assignments so that students can maintain academic progress during shelter in place orders.

Additional Steps for the School:

- Identify Essential Employees (Teachers, Administrators, etc.).
- Provide modified distance learning for periods of school closure.
- Direct custodial staff to thoroughly clean and sanitize school facilities.

Emergency Preparedness

Every school must have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty. Administrators will conduct regular trainings with staff and students to ensure that disaster procedures will be followed in the event of an emergency.

(Please see **Appendix C** for a list of emergency numbers related to pandemic response.)

Essential Employees

Functioning critical infrastructure is imperative during the response to a public health or other emergency for the health and safety of staff and students as well as community well-being. Certain critical infrastructure industries have a special responsibility in such times to continue operations.

The Department of Homeland Security’s (DHS) Cybersecurity & Infrastructure Security Agency (CISA) has prepared a list of 14 critical industry sectors. Employees that fall under these categories are referred to as “Essential Critical Infrastructure Workers” and are generally required to deliver services during an emergency. Included among these sectors are community-based government operations and essential functions. This category refers to critical government workers, as defined by the employer, and includes most staff members of SSP, as follows:

- Educators supporting public and private K-12 schools for purposes of facilitating distance learning or performing other essential functions, if operating under rules for social distancing.
- Administrators of public and private K-12 schools for purposes of supporting the work of educators to deliver distance learning and to perform other essential functions, if operating under rules for social distancing.

SSP shall designate essential employees who are required to work and provide services during any pandemic, emergency, or natural disaster.

Temporary Telework Policy to Address COVID-19 Remote Working Conditions

Purpose

The Board of Student Success Programs (the “School”) recognizes approved teleworking as a necessary work arrangement while the School is closed during the ongoing coronavirus (“COVID-19”) pandemic. This policy details conditions and requirements which apply to all temporary telework assignments during the School’s closure due to COVID-19.

Definition

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a school-wide benefit. This temporary arrangement in no way alters or changes the terms and conditions of employment with the School, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, the School has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

General Requirements

Employees shall not telework unless they receive advance written approval from the School. Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all School policies and procedures when teleworking. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.

Nonexempt employees will be required to (1) record all hours worked as assigned by the School and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

Eligibility Considerations

Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole discretion of the School and its management, the following eligibility factors will be considered:

- The employee has a position where effective communication can be accommodated electronically;
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of the School;
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of School data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet the School's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;
- Telework sites must be in California;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location; and

- The employee has no recent or pending corrective or disciplinary actions.

Supervisor Responsibilities

Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/department events, messages, etc. as applicable to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

Communication and Accessibility

Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor and as needed, their co-workers or other School stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Employees must be accessible by phone and email at all times to their supervisor, co-workers, School stakeholders, and the School generally during assigned work hours. Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods. Employees must post their telework schedule on their calendar, including applicable meal and rest periods. Employees must also remain flexible in their scheduling, and shall be available to attend staff meetings and other meetings as required by their supervisor.

Safety

Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).

Supplies, Equipment, and Furniture

The School will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs for each telework assignment on a case-by-case basis.

All necessary technology equipment will be supplied and maintained by the School, subject to availability. Equipment supplied by the School is to be used for work purposes only. Employees must sign an inventory of School property and agree to protect the items from damage or theft. Employees shall not be entitled to reimbursement for their use of School property. Employees shall be held liable to the School whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of School property. Upon cessation of a telework assignment, School property must be returned to the School.

Information Security and Confidentiality

Employees must never provide any third parties access to the School network or share network access passwords, and must comply with all policies and procedures related to information security and network access.

Consistent with the School's expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential, away from the presence of family members or guests. Any School materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and not be made accessible to any third parties, including the employee's family members or guests. Steps which employees may take to increase security of School materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

Performance Standards

Employees must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members in full compliance with the School's "Professional Boundaries: Staff/Student Interaction" policy and as summarized below:

- Limit communications with students to issues involving School activities or classes only;
- Ensure professional communications with students by avoiding conversations of an overly personal, inappropriate, sexual, offensive, or indecent nature;

- Respect the privacy rights of students by ensuring communications and/or documents involving confidential pupil information are safeguarded appropriately;
- Maintain the same degree of formality as would be appropriate when working on-site, including in manner of speech, tone, method of communication, and appearance and dress, particularly when the employee may be communicating with students via video chat; and
- Continue to comply with any and all School policies, including enforcing appropriate student behavior and student discipline, child abuse and neglect reporting protocols, and prohibitions on harassment or other inappropriate conduct.

Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

Return to Work

Telework assignments are temporary in nature and will only continue subject to School approval. As such, employees must return to on-site work at their assigned work location when directed to do so by their supervisor. However, in limited circumstances and only upon a showing of hardship to the School, employees may be permitted to continue in their telework assignment for up to an additional thirty (30) days beyond the planned termination of their telework assignment.

Any employee requesting an extension of their telework assignment must submit such request in writing to the Executive Director immediately upon being notified of the requirement to return to on-site work. The written request must explain in detail the basis for the hardship.

Upon completion of any approved extension of a telework assignment, the School may allow the extension to continue, subject to demonstrable ongoing hardship experienced by the employee and the overall needs of the School. The decision as to whether to grant any initial or continuing request to extend the telework assignment remains within the sole and unreviewable discretion of the School.

Evaluation & Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

The School may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, the School shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever

possible. All telework assignments shall be subject to termination upon resumption of regular onsite duties at the School following the COVID-19 pandemic.

Staff/Professional Development

The goal of professional development at SSP is to ensure a well-trained and well-rounded staff. SSP offers a variety of staff development opportunities that include:

- New employee orientation.
- Meetings and trainings held during the year focused on effective methods of instruction for a broad range of grade levels and subject areas.
- Professional development sessions for teachers appropriate to their needs.
- Workshops offered within regular meetings (faculty, team, all-staff, department chair, advisory group meetings), plus specially scheduled meetings as needed.
- Participation in outside conferences on subject area-specific topics, including math, science, English/ reading, independent study, health issues, technology, etc.

Most outside professional development opportunities are paid by SSP. Staff may be selected by school leadership, or may apply to their supervisor to attend a conference or staff development opportunity.

Employees who attend professional development on a workday must have prior approval from their supervisor.

Traffic Violations

If you operate your own vehicle in performing your job, you will be considered completely responsible for any accidents, fines or traffic violations incurred. In the event of a vehicular accident, notify your immediate supervisor as soon as you are able.

Violations of Policies

You are expected to abide by the policies in this manual. Failure to do so will lead to appropriate disciplinary action being taken against you, up to and including termination. A written record of all policy violations is maintained in each individual's personnel file.

A partial list of causes for possible disciplinary action ("Unacceptable Activities") is presented under "Standards of Conduct" in the "Employment" section of this manual. This list is not to be considered all-inclusive.

The Benefits Package

A good benefits program is a solid investment in SSP and its employees. It serves as an incentive for current employees and also helps to attract talented newcomers. School

benefits programs are evaluated regularly and altered, as appropriate, to meet our employees' changing needs and to offer the advantages of future trends in employee benefits. SSP offers a benefits program designed to address the individual and family needs of our employees.

SSP is committed to maintaining and delivering a comprehensive and competitive benefits program that: provides a "safety net" of basic benefits protection against the financial impact of catastrophic life events; reflects principles of sound financial management, fiscal responsibility, regulatory compliance, administrative efficiency, and sustainability; is dynamic and innovative, evolving as necessary to meet the changing needs and balancing of work/ life issues of both employees and SSP; and is communicated effectively to promote full understanding and value.

SSP contracts with providers for employee health and welfare programs, including, but not limited to, medical, dental, vision, retirement, savings, vacation, sick, workers compensation, life insurance, liability insurance and disability benefits. The following sections are only a brief description of the leaves and benefits available to employees. Any questions with respect to benefits programs should be directed to the Human Resources Department.

Health and Welfare Benefits

SSP is interested in the health and well-being of both you and your family. SSP offers a comprehensive benefits package to eligible employees and their eligible dependents, including medical, dental, vision, chiropractic, employee assistance, basic life insurance and professional liability insurance for certificated teachers.

After completion of the Introductory Period, you become eligible for coverage. At that time, you may choose to accept the insurance coverage, or waive them. For detailed information on these benefits and eligibility requirements, contact the Human Resources Department.

Voluntary Insurance Benefits

School employees may elect additional benefits through several providers. Premium payments may be deducted from your monthly salary. Hourly employees may elect this insurance but premiums are not payroll deductible. Employees may elect this benefit during the annual open enrollment period in May. SSP has negotiated special discounted rates for employees. Though other options may be adopted by SSP, the current list of insurance available includes:

- Additional coverage for employee life insurance, plus dependent life insurance and accidental death and dismemberment coverage;
- Short & Long Term Disability;
- Flexible Spending Accounts (Section 125);
- Long Term Care;
- Legal Assistance;

- Automobile, Homeowners, and Renter's Insurance;
- Cancer Insurance; and
- Critical Illness.

Questions regarding this benefit may be directed to the Human Resources Department.

Eligibility for Benefits

If you are an active employee in a monthly salaried position of half time or more, you will enjoy all of the benefits described in this manual as soon as you meet the eligibility requirements for each particular benefit.

If you are an active employee in an hourly and/or temporary position, you will enjoy only those benefits that are required by law, provided that you meet the minimum requirements set forth by law and in the benefit plan(s).

No benefits are available to you during your Introductory Period, except as otherwise provided by law.

Holidays

Only regular full-time monthly classified and administrative employees are eligible for paid holidays. You are not eligible for paid holidays during your Introductory Period. Nor are you eligible for paid holidays if you are part-time hourly or temporary employee.

Holidays and vacation breaks are incorporated into the school calendar, i.e. Thanksgiving observance, winter and spring break, etc.

SSP observes the following holidays:

- Independence Day
- Labor Day
- Veterans' Day
- Thanksgiving Holiday/Post-Thanksgiving Holiday
- Pre- or Post-Christmas Holiday/Christmas Day
- New Year's Eve Holiday/New Year's Day
- Martin Luther King Jr. Day
- Lincoln's Birthday
- Presidents' Day
- Memorial Day

Floating Holiday – for Monthly Classified Employees

A classified monthly employee who is in a paid status on September 9 (California Admission Day) is entitled to a floating holiday in lieu of Admission Day. This benefit may not be taken

before it is earned. It may be taken any time (after it is earned) during the work year with prior approval from your supervisor.

This benefit is non-accumulative and must be taken in increments of not less than one-half day. It must be taken by June 30.

Vacation

Only monthly-salaried full-time classified, and administrative employees are eligible for paid vacation. (You are not eligible for paid vacation during your Introductory Period. Nor are you eligible for paid vacation if you are an hourly or temporary employee. Full-time monthly instructional employees are not eligible for vacation days. Holidays and vacation breaks are incorporated by the school calendar, i.e., Thanksgiving observance, winter and spring breaks, etc.)

Purpose

The purpose of vacation is to provide essential rest and recreation away from work-related pressure in order that an employee may return to the job better able to carry out responsibilities of the assignment.

Vacation Accumulation

The total vacation entitlement will be advanced on July 1 of each year. **It is strongly encouraged that all vacation is taken in a fiscal year it is earned.** If an employee is unable to utilize their vacation in the fiscal year it is earned due to extenuating circumstances, the carry-over of vacation leave is capped at one and one-half (1 ½) times the amount of vacation leave the employee would accrue.

If any employee separates before the year ends, all earned and unused vacation for the year will be paid in one lump sum.

Vacation Entitlement

Managers (classified and certificated) and Resource Center management employees with a 228-day work year accrue 1.75 days (14 hours) of vacation for each month of service. Entitlement for full year of service is 21 days.

Monthly salaried classified office/ administrative employees accrue vacation days based on years of service. (See Classified Vacation Chart below.)

Vacation Scheduling

Employees complete a calendar at contract signing *to request vacation days* for the school year. Preliminary approval is given by the immediate supervisor, and then submitted to the School Administrator for review and final approval. The Executive Director (or designee)

approves vacation/non-workday requests for managers and directors. Vacations will be authorized with due consideration given to maintaining adequate administrative coverage.

Years of Employment Service	Vacation Days Per Month	Vacation Days Per Year		
		12-Month	11-Month	10-Month
1-4	8.0	12.0	11.0	10.0
5-9	11.0	16.5	15.1	13.8
10-12	13.0	19.5	17.9	16.3
13+	14.0	21.0	19.3	17.5

Teachers, school nurses and special education resource specialists do not earn vacation.

Maternity Leave for Birth Mothers

Employees (birth mothers) who have been employed with SSP for at least twelve (12) months shall be granted three (3) consecutive work weeks of leave with pay immediately following the birth of her child.

Changes in vacation dates must be submitted in writing, and approved in the same manner as the original schedule. SSP reserves the right to cancel/change vacation days based on critical and unforeseen needs of SSP. SSP will make every effort to give the employee as much advanced notice as possible.

~~*Teachers, school nurses and special education resource specialists do not earn vacation.*~~

Professional/Personal Improvement Days

Every fiscal year, managers (both classified and certificated) accrue four (4) Professional/Personal Improvement days. You may carry over no more than four (4) days per year. Your balance cannot exceed eight (8) days. Request for use of these days must be submitted in advance, and is subject to the approval of the Executive Director.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, SSP offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e. children, parents, spouses/ domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health

condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Additionally, employees may also take paid sick leave when SSP is closed due to a public health emergency or to care for a child who's childcare or school is closed due to a public health emergency.

Paid sick leave is available to all SSP employees (including employees who are still on their Introductory Period) who work at least two (2) hours in a calendar week.

Eligible full-time, salaried monthly employees shall receive forty (40) hours of paid sick leave by the time he/she begins work for the fiscal year, and will accrue additional hours per month worked until that employee accrues his/her full allocation of paid sick leave for the fiscal year. Salaried monthly employees shall earn no more than eight (8) hours of sick leave per month worked for each fiscal year as follows:

Months Worked	Maximum Sick Leave Per Fiscal Year
10	80 hours
11	88 hours
12	96 hours

Eligible full-time, salaried monthly employees should speak to the HR Department if there are any questions regarding sick leave. All other employees shall accrue sick leave at the rate of one (1) hour for every thirty (30) hours worked.

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours. Accrued sick leave shall carry over from year to year. Unused, accrued sick leave shall not be paid out upon separation from employment.

Employees are required to notify SSP as soon as possible when using sick leave. A request to use sick leave and/or confirm the absence must be submitted to the Human Resources Department within ten (10) days upon return to duty.

If an employee is absent longer than three (3) days due to illness, medical evidence of illness and/or medical certification of fitness to return to work satisfactory to SSP may be required. SSP will not tolerate abuse or misuse of sick leave privileges. If SSP suspects abuse of sick leave, SSP may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by SSP.

Personal Necessity Leave

You may use not more than seven (7) days of accumulated full-salary sick leave in any school year for personal necessity leave. Absence in excess of these limits, or in excess of full-time sick leave, must be taken as unpaid personal leave upon approval of the Executive Director or designee. Approved use of this leave includes:

- Death of a member of immediate family. Full-salary sick leave may be used after bereavement leave benefits are exhausted (see *Bereavement*). Additionally, you may use one (1) day per year of full pay sick leave for the purpose of attending the funeral of a close friend or relative not included in the definition of immediate family.
- Serious or critical illness of a member of the immediate family. You may be required to furnish a physician's statement and any other proof requested by the Executive Director.
- Accident involving you, your immediate family, your property or property of your immediate family.
- Appearance in court, not part of school business, as a litigant or as a witness under an official order. You must furnish proof of court appearance.
- Observance of a religious holiday of your faith, limited to three (3) days per year. A request must be filed in advance.
- Unpredictable and verifiable acts of nature.
- Parental leave due to the birth, adoption or foster placement of a child.
- Family School Partnership leave for your participation as a parent, guardian or custodial parent in school activities. Up to forty (40) hours each school year and not more than eight (8) hours in any calendar month may be used. Reasonable advance notice and approval of supervisor is required.

For purposes of this section, immediate family includes relatives of the employee or employee's spouse: parents and step-parents, son, daughter, brother, sister, spouse, grandparents, grandchildren, son- and daughter-in-law, aunt, uncle, niece, nephew, domestic partner, or any relative living in your immediate household.

SSP may request a signed statement or additional proof to substantiate the absence or personal necessity.

Employees must request personal necessity leave at least one (1) week in advance unless an emergency situation occurs. Approval shall be at the discretion of the Executive Director and shall not serve as precedent for any other request. Personal necessity leave is not vacation, does not carry over from year to year, and is not paid out upon separation from employment.

Transfer of Accumulated Sick Leave

Teachers who previously worked for another California school that participated in CALSTRS, or Classified staff who previously worked for another California school that participated in

CALPERS, may transfer their accumulated sick leave to the school provided that the following conditions are met:

- Employment in the previous district was for one (1) calendar year or more.
- Employment with SSP began within one (1) year of termination from the previous school.

Bereavement

Absence without the loss of salary may be granted to a monthly-salaried employee upon death of a member of his/her immediate family (or that of the spouse), as defined above, for a period not to exceed five (5) days. If additional time is required, the employee may request Personal Necessity Leave as described above.

For purposes of this section, immediate family includes relatives of the employee or employee's spouse: parents and step-parents, son, daughter, brother, sister, spouse, grandparents, grandchildren, son- and daughter-in-law, aunt, uncle, niece, nephew, domestic partner, or any relative living in your immediate household.

Jury Duty

If you receive a summons or other notice requiring you to report for Jury Duty, inform your supervisor immediately, and provide Human Resources with a copy of your notice to report for Jury Duty.

Monthly employees called for Jury Duty are granted paid leave of absence for the days actually served and are permitted to keep any jury stipend received. Employees are expected to return to work when they only serve a partial day. Employees who are placed on "telephone standby" must report to work during those days.

At the end of each day of Jury Duty, notify your Supervisor of your status. At the end of jury service submit your jury attendance documents to Human Resources.

Hourly employees called for Jury Duty may receive postponement of service or cancellation due to financial hardship. Contact the Human Resources Department if documentation of your employment status is needed.

Family Care and Medical Leave

This policy explains how SSP complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require SSP to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/[CFRA](#) leave in any twelve (12) month period for the purposes

enumerated below. ~~For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as “FMLA leave.”~~

Employee Eligibility Criteria

To be eligible for FMLA/~~CFRA~~ leave, the employee must have been employed by SSP for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the ~~FMLA~~-leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of ~~baby-bonding~~~~CFRA~~ where the ~~threshold is twenty (20)~~School must only have at least five (5) employees).

Events That May Entitle an Employee To FMLA/~~CFRA~~ Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/~~CFRA~~ allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by SSP, they each will be entitled to a ~~combined total of separate~~ twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by SSP’s separate pregnancy disability policy).
 - a. A “serious health condition” is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

- c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition ~~or military service-related injury~~. A qualifying family member may also include a grandparent, grandchild, or sibling for CFRA purposes.
 4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.
 5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member ~~shall~~may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
3. The "twelve month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, SSP's business activity has temporarily ceased for some reason and employees are generally not expected to

report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days SSP's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, SSP and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA/CFRA leave for ~~child-care~~baby-bonding or to care for a ~~spouse, domestic partner, parent, or child~~qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of SSP's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by SSP during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, SSP will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, SSP will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

SSP may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/ her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by SSP. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of SSP’s request for certification) may result in denial of the leave request until such certification is provided.
2. SSP will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. SSP may contact the employee’s health care provider to authenticate a certification as needed.
3. If SSP has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, SSP may request a second opinion by a health care provider of its choice (paid for by SSP). If the second opinion differs from the first one, SSP will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be given a copy of SSP’s then-current FMLA/CFRA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her ~~spouse, domestic partner, child, or parent~~ qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt SSP's operations.
4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's ~~spouse, domestic partner, parent or child~~ qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that SSP will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. SSP will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, SSP will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee ~~(other than a "key" employee whose reinstatement would cause serious and grievous injury to SSP's operations)~~ is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

2. When a request for FMLA/CFRA leave is granted to an employee ~~(other than a “key” employee)~~, SSP will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/ she is able to resume work.
4. If an employee can return to work with limitations, SSP will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from SSP.

Limitations on Reinstatement

- ~~1. SSP may refuse to reinstate a “key” employee if the refusal is necessary to prevent substantial and grievous injury to SSP’s operations. A “key” employee is an exempt salaried employee who is among the highest paid 10% of SSP’s employees within seventy five (75) miles of the employee’s worksite.~~
- ~~2. A “key” employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if SSP determines that substantial and grievous injury to SSP’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, SSP will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause SSP to suffer substantial and grievous injury. If SSP realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.~~

Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without SSP’s written permission. An employee who accepts such employment without SSP’s written permission will be deemed to have resigned from employment at SSP.

Pregnancy Disability Leave

This policy explains how SSP complies with the California Pregnancy Disability Act, which requires SSP to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period (s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for SSP. SSP is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

SSP shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. SSP can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

Seniority

An employee on pregnancy disability leave remains an employee of SSP and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by SSP. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be referred to SSP's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt SSP's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. SSP will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, SSP will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. SSP will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A “comparable” position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee’s original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, SSP will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with SSP policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, SSP will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from SSP.

Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without SSP’s written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Unpaid Leave of Absence

SSP recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, SSP may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by SSP.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker’s compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/ medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Industrial Injury Leave (Workers’ Compensation)

SSP, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Executive Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Director; and
- Provide SSP with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is SSP's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. SSP, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to SSP's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Executive Director and to the individual responsible for reporting to SSP's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to SSP's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from SSP's approved medical facility before returning to work.
- Any time there is a job-related injury, SSP's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

SSP shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 (“USERRA”). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, SSP shall continue the employee’s health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, SSP will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to SSP, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

SSP shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide SSP with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee’s military spouse will be on leave from deployment, and (2) documentation certifying that the employee’s military spouse will be on leave from deployment during the time that the employee requests leave.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available

outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days' notice.

School Appearance and Activities Leave

As required by law, SSP will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of SSP, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by SSP for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to SSP that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. SSP may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

SSP provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide SSP with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide SSP one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, SSP will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Human Resources Department.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Executive Director thirty (30) days' notice before returning from leave. Whenever SSP is notified of an employee's intent to return from a leave, SSP will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the Executive Director.

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board Chair Person to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

We Need Your Ideas

Ask any of our employees who have worked with us for a long time and they will probably tell you of the many changes and improvements that have come about since they first joined us. We believe the person doing the job is in the best position to think of ways of doing it more easily, more efficiently, and more effectively. If you think of a better way of doing your job or the job of a fellow employee, discuss it with your supervisor, who will welcome your suggestions and ideas.

Remember, there may be areas in SSP's operations that can be improved. These could be in service, programs, equipment, communications, safety, ways to reduce costs, losses, and/or waste, or other improvements you may see a need for. Please give us the benefit of your unique experience and thoughts.

Concerns

Our goal is to maintain a comfortable working environment for everyone. We do this in several ways:

- By treating each of you as an individual and encouraging your maximum development;
- By recognizing that each of you is essential to the success and growth of the school; and
- By maintaining direct communications with all of our employees and ensuring that each and every one of you can speak directly and openly with the Leadership Team.

If something about your job is bothering you or if you feel that you have not been treated fairly or in accordance with school policy, you should discuss your concerns with your immediate supervisor. If you still have questions after this discussion, request a meeting with the President/CEO, Executive Director, or other Leadership Team member. The Leadership will listen to your concerns and will attempt to provide a response as soon as possible. It may not always be possible to achieve the results you want, but if it is not, SSP will attempt in each case to explain why. No employee will be disciplined or otherwise penalized for raising a good faith concern.

Employee Relations

One of SSP's primary goals is to successfully meet its responsibilities to you, our employees, both as individuals, and as contributing members of SSP. This is accomplished by managing in such a way that you will always be treated with respect and dignity. We believe every person deserves to be treated in this manner, in any situation. We also believe this principle helps make SSP successful. And, in this environment, we can work together to solve any problems that may arise.

Suggestions

We encourage all employees to bring forward their suggestions and good ideas about how the school can be made a better place to work, our programs and services improved, and our service to students, parents, and community enhanced. When you see an opportunity for improvement, please talk it over with your immediate supervisor. He or she can help you bring your idea to the attention of the people in the school who will be responsible for possibly implementing it.

All suggestions are valued and listened to. When a suggestion from an employee has particular merit, we provide for special recognition of the individual(s) who had the idea.

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when an SSP employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

- The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the President of SSP's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board Chairperson or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, SSP values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about an SSP employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board Chair Person (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Executive Director (or designee) shall abide by the following process:

- The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

- **Confidentiality:** All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- **Non-Retaliation:** All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

- Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of Student Success Programs (“SSP”) that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of SSP, you may file this form with the Executive Director or Board Chair Person .

Please review SSP’s policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

SSP will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, SSP will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, SSP will need to disclose portions of your factual allegations to potential witnesses, including anyone you have

identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize SSP to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that SSP will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by SSP both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:

Date:

Date of Alleged Incident(s):

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize SSP to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date

Print Name

To be completed by School:

Received by:

Date:

|

INTERNAL COMPLAINT FORM

Your Name:

Date:

Date of Alleged Incident(s):

Name of Person(s) you have a complaint against:

List any witnesses that were present:

Where did the incident(s) occur?:

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize Student Success Programs (“SSP”) to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date

Print Name

To be completed by School:

Received by:

Date:

Student Success Programs

Nonprofit Corporation

County of San Diego
San Diego, California

Audit Report

June 30, 2020

The Charter School of San Diego
(Charter #28)

Audeo Charter School
(Charter #406)


WILKINSON HADLEY
KING & CO. LLP
CPAs AND ADVISORS

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Independent Auditor's Report

To the Board of Trustees of
Student Success Programs
San Diego, California

Report on the Financial Statements

We have audited the accompanying financial statements of Student Success Programs, which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of Student Success Programs as of June 30, 2020, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters*Other Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. The accompanying additional supplementary information, as required by the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated March 26, 2021, on our consideration of Student Success Programs' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Wilkinson Hadley King & Co LLP

El Cajon, California
March 26, 2021

Financial Statements

STUDENT SUCCESS PROGRAMS

Statement of Financial Position

June 30, 2020

Assets

Cash and cash equivalents	\$ 16,426,170
Operating investments	1,656,249
Accounts receivable	50,623
Accounts receivable - grantor government	3,959,422
Accounts receivable - related entities	44,640
Prepaid expenses	352,655
Security deposits	89,672
Property and equipment, net	24,147,559
Total Assets	<u><u>\$ 46,726,990</u></u>

Liabilities and Net Assets

Liabilities

Accounts payable - vendors	\$ 402,124
Accounts payable - grantor government	90,868
Accounts payable - related entities	-
Accrued expenses and other liabilities	339,533
Accrued vacation liability	278,866
Unearned revenue	42,531
Deferred lease liability	115,382
Capital lease obligations	516,773
Note payable	3,810,200
Total Liabilities	<u><u>5,596,277</u></u>

Net Assets

Without donor restrictions	
Undesignated	16,810,026
Invested in property and equipment, net of related debt	24,147,559
	<u><u>40,957,585</u></u>
With donor restrictions	
Restricted for state programs	173,128
	<u><u>173,128</u></u>
Total Net Assets	<u><u>41,130,713</u></u>
Total Liabilities and Net Assets	<u><u>\$ 46,726,990</u></u>

The accompanying notes are an integral part of this statement.

STUDENT SUCCESS PROGRAMS

Statement of Activities
Year Ended June 30, 2020

	Without Donor Restrictions	With Donor Restrictions	Total
Revenue, Support, and Gains			
Local Control Funding Formula (LCFF) sources			
State aid	\$ 8,903,791	\$ -	\$ 8,903,791
Education protection account state aid	451,046	-	451,046
Transfers in lieu of property taxes	15,128,783	-	15,128,783
Total LCFF sources	<u>24,483,620</u>	<u>-</u>	<u>24,483,620</u>
Federal contracts and grants	23,477	1,468,327	1,491,804
State contracts and grants	479,718	3,326,759	3,806,477
Local contracts and grants	84,616	-	84,616
Consultant fees	4,000	-	4,000
Interest income	261,952	-	261,952
Net assets released from restriction -			
Grant restrictions satisfied	4,866,407	(4,866,407)	-
Total revenue, support, and gains	<u>30,203,790</u>	<u>(71,321)</u>	<u>30,132,469</u>
Expenses and Losses			
Program services expense	26,397,497	-	26,397,497
Supporting services expense	2,960,522	-	2,960,522
Total expenses and losses	<u>29,358,019</u>	<u>-</u>	<u>29,358,019</u>
Change in Net Assets	845,771	(71,321)	774,450
Net Assets, Beginning of Year (Note J)	40,111,814	244,449	40,356,263
Net Assets, End of Year	<u>\$ 40,957,585</u>	<u>\$ 173,128</u>	<u>\$ 41,130,713</u>

The accompanying notes are an integral part of this statement.

STUDENT SUCCESS PROGRAMS

Statement of Functional Expenses

Year Ended June 30, 2020

	Program Services	Supporting Services	Total
	Educational Programs	Management and General	
Salaries of Officers, Directors & Key Employees	\$ 555,343	\$ 138,836	\$ 694,179
Other Salaries and Wages	12,428,992	843,147	13,272,139
Pension expense	3,372,216	174,463	3,546,679
Other employee benefits, taxes, and insurance	2,447,629	237,727	2,685,356
Payroll taxes	341,735	61,712	403,447
Fees for services:			
Legal	-	85,791	85,791
Accounting	-	38,950	38,950
Special education	783,099	-	783,099
Professional consulting	101,187	103,875	205,062
District oversight	-	371,125	371,125
Temporary agency services	60,581	-	60,581
Other fees	145,022	-	145,022
Advertising and promotion	263,918	-	263,918
Office expenses	164,085	22,827	186,912
Information technology	658,931	82,151	741,082
Occupancy	2,109,042	54,860	2,163,902
Travel	92,492	8,617	101,109
Conferences, conventions, and meetings	53,281	24,879	78,160
Interest	16,818	2,862	19,680
Depreciation	959,024	208,351	1,167,375
Insurance	-	131,414	131,414
Other expenses:			
Books and supplies	1,108,364	55,584	1,163,948
Maintenance, leases and repairs	566,657	173,139	739,796
Other expenses:	169,081	140,212	309,293
Total expenses included in the expense section on the statement of activities	<u>\$ 26,397,497</u>	<u>\$ 2,960,522</u>	<u>\$ 29,358,019</u>

The accompanying notes are an integral part of this statement.

STUDENT SUCCESS PROGRAMS

Statement of Cash Flows
Year Ended June 30, 2020

Cash Flows from Operating Activities	
Receipts from federal, state, and local contracts and grants	\$ 13,722,164
Receipts from property taxes	15,128,783
Receipts from operating interest	261,952
Other cash receipts	4,000
Payments for salaries, benefits and payroll taxes	(20,702,969)
Payments to vendors	(7,772,913)
Net Cash From Operating Activities	<u>641,017</u>
Cash Flows from Investing Activities	
Purchases of operating investments	(1,553,446)
Purchases of property and equipment	(5,656,191)
Net Cash Used for Investing Activities	<u>(7,209,637)</u>
Cash Flows from Financing Activities	
Proceeds from paycheck protection program	3,810,200
Net proceeds and payments on capital leases	448,572
Net Cash Used for Financing Activities	<u>4,258,772</u>
Net Change in Cash and Cash Equivalents	(2,309,848)
Cash and Cash Equivalents, Beginning of Year	18,736,018
Cash and Cash Equivalents, End of Year	<u>\$ 16,426,170</u>
Reconciliation of Change in Net Assets to Net Cash	
Used For Operating Activities	
Change in net assets	\$ 774,450
Adjustments to reconcile change in net assets to net cash:	
Depreciation and amortization	1,167,375
Changes in operating assets and liabilities	
(Increase) Decrease in assets	
Accounts receivable	170,175
Accounts receivable - grantor government	(1,158,379)
Accounts receivable - related entities	36,217
Prepaid expenses	(68,665)
Security deposits	(5,428)
Increase (Decrease) in liabilities	
Accounts payable	(152,648)
Accounts payable - grantor government	16,325
Accrued expenses and other liabilities	(51,037)
Accrued vacation liability	(50,132)
Unearned revenue	(43,691)
Deferred lease liability	6,455
Net Cash From Operating Activities	<u>\$ 641,017</u>

The accompanying notes are an integral part of this statement.

STUDENT SUCCESS PROGRAMS

Notes to the Financial Statements
Year Ended June 30, 2020

A. Principal Activity and Summary of Significant Accounting Policies*Organization*

Student Success Programs (the Corporation) is a non-profit public benefit corporation established on March 10, 2003. Under the Charter Schools Act of 1992, a charter school is authorized to elect to operate as, or be operated by, a nonprofit public benefit corporation. The Charter School of San Diego and the Audeo Charter School elected to be operated by Student Success Programs. These charter schools were authorized by San Diego Unified School District (SDUSD). The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code. The specific purposes of this corporation are: (1) to support and benefit, and carry out the purposes of (a) the Charter School of San Diego, a California public charter school and (b) such other public charter schools (“Related Public Charter Schools”) as may be established to provide public education based on the educational and teaching concepts, methods, models, techniques, systems and materials of the Charter School of San Diego (collectively the “Altus Model”); (2) to manage, enhance, improve disseminate, administer, guide and direct the Altus Model and its use by Related Public Charter Schools.

The Charter School of San Diego was formed on July 1, 1994 as a charter school pursuant to California Education Code §47600 under a charter agreement with San Diego Unified School District. It is a public school that offers independent study instruction to students in grades six through twelve at fourteen resource centers throughout San Diego. Students receive a personalized and rigorous academic experience from highly qualified credentialed faculty. They learn in a safe and supportive environment. Charter School of San Diego is fully accredited by the Western Association of Schools and Colleges.

Audeo Charter School was formed on November 1, 2001 as a charter pursuant to California Education Code §47600 under an agreement with San Diego Unified School District. It is a public school that offers independent study instruction to students in grades kindergarten through twelve at six resource centers throughout San Diego. Students receive a personalized and rigorous academic experience from highly qualified credentialed faculty. They learn in a safe and supportive environment. Audeo Charter School is fully accredited by the Western Association of Schools and Colleges.

The Corporation’s mission is to implement personalized education programs to facilitate student achievement. These educational programs will demonstrate that student-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future. The Corporation operates under the oversight of a board of directors which is comprised of five members.

Nature of Activities

The Charter School of San Diego is an educational option designed for students in grades six through twelve. The core instructional method is a modified independent study program. The Corporation designs the students’ course of study around their own personalized education plans. It offers students a rigorous academic experience taught by multi-certificated and specially trained teachers. The Corporation also offers small-group instruction that focuses on building skills around a curriculum that is standards based. This “university model” owes much of its positive outcomes to the unique collaboration between parents, student, and teacher.

STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

Audeo Charter School is an educational option designed for students in grades kindergarten through twelve. The core instructional method is a modified independent study program. The Corporation designs the students' course of study around their own personalized education plans. It offers students a rigorous academic experience taught by multi-certificated and specially trained teachers. The Corporation also offers small-group instruction that focuses on building skills around a curriculum that is standards based. This "university model" owes much of its positive outcomes to the unique collaboration between parents, student, and teacher.

Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. The Organization uses the accrual basis of accounting, under which revenues are recognized when they are earned, and expenses are recognized in the accounting period in which the liability is incurred.

Cash and Cash Equivalents

The Corporation considers all cash and highly liquid financial instruments with original maturities of three months or less, which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents.

Accounts Receivable

Accounts receivable consist primarily of noninterest-bearing amounts due to the Corporation for federal, state, and local grants and contracts receivable. The amounts in accounts receivable are considered fully collectable and as such there has not been an allowance for uncollectable accounts or discount established for the Corporation.

Property and Equipment

The Corporation records property and equipment additions over \$5,000 at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any resulting gain or loss is included in the statements of activities. Costs of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed in the current period.

The Corporation reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2020.

STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

Investments

The Corporation's method of accounting for investments, in accordance with generally accepted accounting principles, is the fair value method. Fair value is determined by published quotes. Changes in fair value of investments result in increases or decreases in unrealized fair values of equity investments. Adjustments to fair values are reflected as unrealized gain/loss on investments in the accompanying statement of activities. The Corporation's policy is to follow the fair value measurement and reporting requirements contained in FASB ASC 820 *Fair Value Measurements and Disclosures*.

Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Revenue and Revenue Recognition

The School primarily receives funds from the California Department of Education (CDE). Local Control Funding Formula revenue and state revenues received from CDE are based on the School's average daily attendance (ADA) of students and recognized in the period the ADA occurs.

In addition, the School receives state and local revenues for the enhancement of various educational programs. This assistance is generally received based on applications and submitted to and approved by various granting agencies. This revenue is typically restricted by the grantors and is recorded as restricted. Subsequently, when performance obligations have been met the funds are released from restriction.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to the Corporation's program services, administrating, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. We record donated professional services at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2020.

STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

Advertising

Advertising costs are expensed as incurred and approximated \$263,918 during the year ended June 30, 2020.

Functional Allocation of Expenses

The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the program and supporting services benefited.

Income Taxes

The Corporation is a 509(a)(1) publicly supported non-profit Corporation that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The Corporation is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The Corporation may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2020, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The Corporation follows provisions of uncertain tax positions as addressed in ASC 958. The Corporation recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2020.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires the Corporation to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

Financial Instruments and Credit Risk

The Corporation manages deposit concentration risk by placing cash, money market accounts, and certificates of deposit with financial institutions believed by the Corporation to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, the Corporation has not experienced losses in any of these accounts. Credit risk associated with accounts receivable is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from government agencies. Investments are made by diversified investment managers whose performance is monitored by The Corporation and the investment committee of the Board of Directors. Although the fair values of investments are subject to fluctuation on a year to year basis, The Corporation believes that the investment policies and guidelines are prudent for the long-term welfare of the organization.

LCFF Revenues and Payments in Lieu of Property Taxes

The Corporation's primary funding source is a combination of local property taxes and state revenues. The California Department of Education computes the local control funding formula (LCFF) on statewide charter school rates multiplied by the schools' average daily attendance (ADA) as reported at the second principal apportionment period (P2). The result is then reduced by property tax revenues transferred from the District to the school, which is funding in lieu of property taxes, and education protection account funds paid by the state under proposition 30. The remaining balance is paid from the state general fund, in the form of LCFF State Aid. LCFF funding sources, inclusive of state and local sources, made up 76.73% of the Corporation's revenue.

STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

The LCFF includes the following components applicable to the Corporation:

1. Provides a base grant for each school based on the school's ADA. The actual base grant varies based on grade span.
2. Provides an adjustment of 2.6 percent on the base grant amount for grades nine through twelve.
3. Provides a supplemental grant equal to 20 percent of the adjusted base grants for targeted disadvantaged students. Targeted students are those classified as English learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth, homeless youth, or any combination of these factors (unduplicated count).
4. Provides a concentration grant equal to 50 percent of the adjusted base grant for targeted students exceeding 55 percent of the school's enrollment.

The Corporation is not at risk of losing these funding sources, as long as the schools maintain a steady level of ADA, as these funding sources are mandated by the California State Constitution to fund schools.

New Accounting Guidance

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that became effective during the 2019-20 fiscal year:

1. FASB ASU 2014-09 *Revenue from Contracts with Customers (Topic 606)*
2. FASB ASU 2015-14 *Revenue from Contracts with Customers (Topic 606): Deferral of the Effective Date*
3. FASB ASU 2016-01 *Financial Instruments – Overall (Subtopic 825-10): Recognition and Measurement of Financial Assets and Financial Liabilities.*
4. FASB ASU 2016-04 *Liabilities – Extinguishments of Liabilities (Subtopic 405-20): Recognition of Breakage for Certain Prepaid Stored-Value Products* (a consensus of the Emerging Issues Task Force).
5. FASB ASU 2016-08 *Revenue from Contracts with Customers (Topic 606): Principal versus Agent Considerations (Reporting Revenue Gross versus Net).*
6. FASB ASU 2016-10 *Revenue from Contracts with Customers (Topic 606): Identifying Performance Obligations and Licensing.*
7. FASB ASU 2016-12 *Revenue from Contracts with Customers (Topic 606): Narrow-Scope Improvements and Practical Expedients.*
8. FASB ASU 2016-15 *Statement of Cash Flows (Topic 230) Classification of Certain Cash Receipts and Cash Payments* (a consensus of the Emerging Issues Task Force).
9. FASB ASU 2016-16 *Income Taxes (Topic 740): Intra-Entity Transfers of Assets Other than Inventory*
10. FASB ASU 2016-20 *Technical Corrections and Improvements to Topic 606, Revenue from Contracts with Customers.*
11. FASB ASU 2017-01 *Business Combinations (Topic 805): Clarifying the Definition of a Business*
12. FASB ASU 2017-05 *Other Income – Gains and Losses from the Derecognition of Nonfinancial Assets (Subtopic 610-20): Clarifying the Scope of Asset Derecognition Guidance and Accounting for Partial Sales of Nonfinancial Assets.*
13. FASB ASU 2017-07 *Compensation – Retirement Benefits (Topic 715): Improving Presentation of Net Periodic Pension Cost and Net Periodic Postretirement Benefit Cost.*
14. FASB ASU 2018-03 *Technical Corrections and Improvements to Financial Instruments – Overall (Subtopic 825-10): Recognition and Measurement of Financial Assets and Financial Liabilities.*
15. FASB ASU 2018-09 *Codification Improvements*
16. FASB ASU 2020-04 *Reference Rate Reform (Topic 848) Facilitation of the Effects of Reference Rate Reform on Financial Reporting.*
17. FASB ASU 2020-05 *Revenue from Contracts with Customers (Topic 606) and Leases (Topic 842): Effective Dates for Certain Entities.*

STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The updates effective during the 2019-20 fiscal year did not impact the financial accounting or presentation for the Corporation.

Subsequent Events

In preparing these financial statements, the Corporation has evaluated events and transactions for potential recognition or disclosure through March 26, 2021, the date the financial statements were available to be issued.

B. Liquidity and Availability

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

	Charter School of San Diego	Audeo Charter School	Student Success Programs Corporation	Total
Cash and cash equivalents	\$ 12,768,963	\$ 2,808,471	\$ 848,736	\$ 16,426,170
Operating investments	1,404,460	-	251,789	1,656,249
Accounts receivable	38,393	12,230	-	50,623
Accounts receivable - grantor government	2,848,652	1,110,770	-	3,959,422
Accounts receivable - related entities	44,640	-	-	44,640
	<u>\$ 17,105,108</u>	<u>\$ 3,931,471</u>	<u>\$ 1,100,525</u>	<u>\$ 22,137,104</u>

As part of the Corporation's liquidity management plan, The Corporation invests cash in excess of daily requirements in short-term investments, CDs, and money market funds.

C. Fair Value Measurements and Disclosures

The Corporation reports certain assets and liabilities at fair value in the financial statements. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction in the principal, or most advantageous, market at the measurement date under current market conditions regardless of whether that price is directly observable or estimated using another valuation technique. Inputs used to determine fair value refer broadly to the assumptions that market participants would use in pricing the asset or liability, including assumptions about risk. Inputs may be observable or unobservable. Observable inputs are inputs that reflect the assumptions market participants would use in pricing the asset or liability based on market data obtained from sources independent of the reporting entity. Unobservable inputs are inputs that reflect the reporting entity's own assumptions about the assumptions market participants would use in pricing the asset or liability based on the best information available. A three-tier hierarchy categorizes the inputs as follows:

- Level 1: Quoted prices (unadjusted) in active markets for identical assets or liabilities that we can access at the measurement date.

STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

Level 2: Inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly. These include quoted prices for similar assets or liabilities in active markets, quoted prices for identical or similar assets or liabilities in markets that are not active, inputs other than quoted prices that are observable for the asset or liability, and market-corroborated inputs.

Level 3: Unobservable inputs for the asset or liability. In these situations, the Corporation develops inputs using the best information available in the circumstances.

In some cases, the inputs used to measure the fair value of an asset or a liability might be categorized within different levels of the fair value hierarchy. In those cases, the fair value measurement is categorized in its entirety in the same level of the fair value hierarchy as the lowest level input that is significant to the measurement. Assessing the significance of a particular input to entire measurement requires judgment, taking into account factors specific to the asset or liability. The categorization of an asset within the hierarchy is based upon the pricing transparency of the asset and does not necessarily correspond to the Corporation's assessment of the quality, risk, or liquidity profile of the asset or liability.

The following table presents assets and liabilities measured at fair value on a recurring basis at June 30, 2020:

Assets	Maturity	Total	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
External investment pools measured at fair value					
Cash in county treasury		\$ 9,110,280	\$ -	\$ 9,110,280	\$ -
		<u>\$ 9,110,280</u>	<u>\$ -</u>	<u>\$ 9,110,280</u>	<u>\$ -</u>
Investments by fair value level					
Beneficial interest in investments held by					
US Treasury Bills	7/9/2020	\$ 1,300,961	\$ 1,300,961	\$ -	\$ -
Certificate of deposit	9/2/2020	103,499	-	103,499	-
		<u>\$ 1,404,460</u>	<u>\$ 1,300,961</u>	<u>\$ 103,499</u>	<u>\$ -</u>

D. Cash and Cash Equivalents

Cash and cash equivalents at June 30, 2020 consisted of the following:

	Charter School of San Diego	Audeo Charter School	Student Success Programs Corporation	Total
Cash in county treasury	\$ 6,406,825	\$ 2,703,455	\$ -	\$ 9,110,280
Cash in bank accounts	2,426,892	80,016	848,736	3,355,644
Cash equivalents	2,035,246	-	-	2,035,246
Cash with fiscal agent	1,900,000	25,000	-	1,925,000
Total cash and cash equivalents	<u>\$ 12,768,963</u>	<u>\$ 2,808,471</u>	<u>\$ 848,736</u>	<u>\$ 16,426,170</u>

STUDENT SUCCESS PROGRAMS

Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

Cash in County Treasury

The Corporation is a voluntary participant and therefore maintain a portion of its cash in the San Diego County Treasury as part of the common investment pool (\$9,110,280 as of June 30, 2020). The County Treasury is restricted by Government Code §53635 pursuant to §53601 to invest in time deposits, U.S. Government Securities, state registered warrants, notes or bonds, State Treasurer's investment pool, banker's acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse agreements.

The fair value of the Corporations' investment in this pool is reported in the accompanying financial statements at amounts based upon the Corporation's pro-rata share of the fair value provided by the County Treasury for the entire County Treasury portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasury, which are recorded on an amortized cost basis. Cash may be added or withdrawn from the investment pool without limitation.

Cash Equivalents

The Corporation maintains a portion of their funds in short term investments with maturities less than three months in length (\$2,035,246 as of June 30, 2020). These cash equivalents consist of United States Government Money Market Funds. These funds are not FDIC insured and are therefore exposed to custodial credit risk. The Corporation does not anticipate any losses as a result of this risk. Cash may be added or withdrawn from the money market accounts without limitation.

Cash with Fiscal Agent

The Corporation maintains a portion of their cash (\$1,925,000 as of June 30, 2020) with the San Diego County Schools Fringe Benefits Consortium (FBC). The funds are held by the FBC as a reserve for benefits payable.

Cash in Bank

The remainder of the Corporation's cash (\$3,355,644 as of June 30, 2020) is held in financial institutions which are either insured by the Federal Deposit Insurance Corporation (FDIC) up to a limit of \$250,000 per depositor or certain non-interest-bearing accounts that are fully insured by the FDIC. As of June 30, 2020, The Corporation held \$1,835,816 in excess of the FDIC insured amounts. The Corporation reduces its exposure to risk by maintaining such deposits with high quality financial institutions. The Corporation has not experienced any losses in such accounts and believe it is not exposed to any significant credit risk.

E. Accounts Receivable

As of June 30, 2020, accounts receivable consisted of the following:

Accounts Receivable	Charter School of San Diego	Audeo Charter School	Total
Other Local Sources			
Interest	\$ 25,675	\$ 11,746	\$ 37,421
Other local sources	12,718	484	13,202
Total Accounts Receivable	\$ 38,393	\$ 12,230	\$ 50,623

STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

<u>Accounts Receivable - Grantor Government</u>	<u>Charter School of San Diego</u>	<u>Audeo Charter School</u>	<u>Total</u>
Federal Government			
Special Education	\$ 199,097	\$ 68,939	\$ 268,036
Title I	247,432	104,105	351,537
Other Federal Programs	36,225	35,543	71,768
State Government			
State Aid	563,107	228,131	791,238
Lottery Funding	86,761	28,937	115,698
Mental Health	111,504	43,560	155,064
Special Education	110,091	41,662	151,753
Other State Programs	1,289	3,476	4,765
Local Government			
Property tax payments	1,493,146	556,417	2,049,563
Total Accounts Receivable	<u>\$ 2,848,652</u>	<u>\$ 1,110,770</u>	<u>\$ 3,959,422</u>

<u>Accounts Receivable - Related Entities</u>	<u>Charter School of San Diego</u>	<u>Audeo Charter School</u>	<u>Eliminations</u>	<u>Total</u>
Student Success Programs				
Due from Audeo Charter School	\$ 4,741	\$ -	\$ (4,741)	\$ -
Audeo Charter School Corporations				
Due From Audeo Charter School II	2	-	-	2
Due From Audeo Charter School III	961	-	-	961
Due From Grossmont Secondary School	31,065	-	-	31,065
Due From Sweetwater Secondary School	11,154	-	-	11,154
Mirus Education				
Due From Mirus Secondary School	1,458	-	-	1,458
Total Accounts Receivable	<u>\$ 49,381</u>	<u>\$ -</u>	<u>\$ (4,741)</u>	<u>\$ 44,640</u>

F. Prepaid Expenses

As of June 30, 2020, prepaid expenses consisted of the following:

	<u>Charter School of San Diego</u>	<u>Audeo Charter School</u>	<u>Total</u>
Prepaid rent and leases	\$ 126,033	\$ 28,705	\$ 154,738
Prepaid insurance	124,236	829	125,065
Prepaid vendors	3,458	69,394	72,852
Total Prepaid Expenses	<u>\$ 253,727</u>	<u>\$ 98,928</u>	<u>\$ 352,655</u>

STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

G. Property and Equipment

Property and equipment for Charter School of San Diego consisted of the following at June 30, 2020:

<u>Charter School of San Diego</u>	<u>Beginning Balance</u>	<u>Additions</u>	<u>Deletions</u>	<u>Ending Balance</u>
Non-Depreciable Capital Assets				
Land	\$ 6,119,672	\$ -	\$ -	\$ 6,119,672
Work in Progress	2,330,309	2,981,190	2,936,096	2,375,403
Total Non-Depreciable Capital Assets	8,449,981	2,981,190	2,936,096	8,495,075
Depreciable Capital Assets				
Land Improvements	102,475	-	-	102,475
Buildings	8,700,412	1,237,896	-	9,938,308
Leasehold Improvements	1,973,892	1,496,323	75,575	3,394,640
Equipment, Furniture, and Fixtures	1,243,447	605,614	177,697	1,671,364
Total Depreciable Capital Assets	12,020,226	3,339,833	253,272	15,106,787
Total Capital Assets	20,470,207	6,321,023	3,189,368	23,601,862
Less Accumulated Depreciation	(3,253,071)	(791,282)	(253,272)	(3,791,081)
Capital Assets, Net	\$ 17,217,136	\$ 5,529,741	\$ 2,936,096	\$ 19,810,781

Property and equipment for Audeo Charter School consisted of the following at June 30, 2020:

<u>Audeo Charter School</u>	<u>Beginning Balance</u>	<u>Additions</u>	<u>Deletions</u>	<u>Ending Balance</u>
Non-Depreciable Capital Assets				
Work in Progress	\$ 336,248	\$ 2,071,867	\$ 127,676	\$ 2,280,439
Total Non-Depreciable Capital Assets	336,248	2,071,867	127,676	2,280,439
Depreciable Capital Assets				
Leasehold Improvements	2,273,700	57,856	-	2,331,556
Equipment, Furniture, and Fixtures	355,874	269,217	40,756	584,335
Total Depreciable Capital Assets	2,629,574	327,073	40,756	2,915,891
Total Capital Assets	2,965,822	2,398,940	168,432	5,196,330
Less Accumulated Depreciation	(524,215)	(376,093)	(40,756)	(859,552)
Capital Assets, Net	\$ 2,441,607	\$ 2,022,847	\$ 127,676	\$ 4,336,778

STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

Combined property and equipment consisted of the following at June 30, 2020:

<u>Combined Student Success Programs</u>	<u>Beginning Balance</u>	<u>Additions</u>	<u>Deletions</u>	<u>Ending Balance</u>
Non-Depreciable Capital Assets				
Land	\$ 6,119,672	\$ -	\$ -	\$ 6,119,672
Work in Progress	2,666,557	5,053,057	3,063,772	4,655,842
Total Non-Depreciable Capital Assets	<u>8,786,229</u>	<u>5,053,057</u>	<u>3,063,772</u>	<u>10,775,514</u>
Depreciable Capital Assets				
Land Improvements	102,475	-	-	102,475
Buildings	8,700,412	1,237,896	-	9,938,308
Leasehold Improvements	4,247,592	1,554,179	75,575	5,726,196
Equipment, Furniture, and Fixtures	1,599,321	874,831	218,453	2,255,699
Total Depreciable Capital Assets	<u>14,649,800</u>	<u>3,666,906</u>	<u>294,028</u>	<u>18,022,678</u>
Total Capital Assets	23,436,029	8,719,963	3,357,800	28,798,192
Less Accumulated Depreciation	<u>(3,777,286)</u>	<u>(1,167,375)</u>	<u>(294,028)</u>	<u>(4,650,633)</u>
Capital Assets, Net	<u>\$ 19,658,743</u>	<u>\$ 7,552,588</u>	<u>\$ 3,063,772</u>	<u>\$ 24,147,559</u>

H. Unearned Revenue

At year end each of the schools had performance obligations remaining to expend funds for the ESSA School Improvement Program. As such unexpended cash received is reflected in unearned revenue.

The following table provides information about significant changes in unearned revenue for the year ended June 30, 2020:

	<u>Charter School of San Diego</u>	<u>Audeo Charter School</u>	
Unearned Revenue, beginning of period	\$ 43,111	\$ 43,111	\$ 86,222
Increases in deferred revenue due to cash received during the period	59,853	42,531	102,384
Decreases in deferred revenue due to performance obligations met during the period	<u>(102,964)</u>	<u>(43,111)</u>	<u>(146,075)</u>
Unearned Revenue, end of period	<u>\$ -</u>	<u>\$ 42,531</u>	<u>\$ 42,531</u>

STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

I. Net Assets With Donor Restrictions

Net assets with donor restrictions are restricted for the following purposes or periods at June 30, 2020:

	<u>Charter School of San Diego</u>	<u>Audeo Charter School</u>	<u>Total</u>
Subject to expenditure for specified purpose:			
California Clean Energy Jobs Act	\$ 105,192	\$ 43,892	\$ 149,084
Classified School Employee Prof. Development Block Grant	6,871	2,792	9,663
Low Performing Students Block Grant	<u>14,381</u>	<u>-</u>	<u>14,381</u>
Total net assets with donor restrictions	<u>\$ 126,444</u>	<u>\$ 46,684</u>	<u>173,128</u>

J. Loan Payable

On May 8, 2020 the Corporation was approved for \$3,810,200 in Paycheck Protection Program (PPP) Loan from the Small Business Administration. The loan was divided between the Charter School of San Diego and Audeo Charter School in the amounts of \$2,915,218 and \$894,982 respectively. The PPP, established as part of the Coronavirus Aid, Relief and Economic Securities Act (CARES Act), provides for loans to qualifying businesses for amounts up to 2.5 times of the average monthly payroll expenses of the qualifying business. The loans and accrued interest are forgivable after 24 weeks as long as the borrower uses the loan proceeds for eligible purposes, including payroll, benefits, rent and utilities, and maintains its payroll levels. The amount of loan forgiveness will be reduced if the borrower terminates employees or reduces salaries.

The unforgiven portion of the PPP loan is payable over two years at an interest rate of 1%, with a deferral of payments for the first six months. The Schools intend to use the proceeds for purposes consistent with the PPP. While the Schools currently believes that its use of the loan proceeds will meet the conditions for forgiveness of the loan, there is not a guarantee that the Schools will be eligible for forgiveness, in whole or in part.

STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

K. Leases

The Corporation leases office space under various operating leases and copy machines under various capital leases expiring at various dates through 2025.

Future minimum lease payments are as follows:

<u>Year Ended June 30</u>	<u>Capital Leases</u>	<u>Operating Leases</u>
2021	\$ 104,478	\$ 1,815,694
2022	109,831	1,693,741
2023	115,453	1,201,519
2024	66,660	865,124
2025	<u>13,775</u>	<u>155,304</u>
Total minimum lease payments	410,197	<u>\$ 5,731,382</u>
Less amount representing interest	<u>(40,300)</u>	
Capital lease obligation	<u>\$ 369,897</u>	

Rent expense for facilities leases for the year ended June 30, 2020 totaled \$1,573,865 for Charter School of San Diego and \$474,655 for Audeo Charter School. In accordance with generally accepted accounting principles, rent is expensed on a straight-line method. The difference between rent expense and cash payments for rent is a deferred lease liability of \$70,796 for Charter School of San Diego and \$44,586 for Audeo Charter School.

Leased property under capital leases at June 30, 2020 includes the following:

Copy Machines	\$ 629,403
Less accumulated amortization	<u>(122,648)</u>
	<u>\$ 506,755</u>

STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

L. Employee Retirement System

Qualified employees are covered under multiple-employer defined benefit pension plans by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS). The risks of participating in these multi-employer plans are different from single-employer plans in the following aspects:

- a. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of the other participating employers.
- b. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.
- c. If the Corporation choose to stop participating in some of its multi-employer plans, the Corporation may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

The Corporation's participation in these plans for the fiscal year ended June 30, 2020, is outlined in the table below. The "EIN/Pension Plan Number" column provides the Employee Identification Number (EIN) and the three-digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2020, 2019 and 2018 is for the plan's year-end at June 30, 2020, 2019 and 2018, respectively. The zone status is based on information that the School received from the plan and is certified by the plan's actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The "FIP/RP Status Pending/Implemented" column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented.

Period to Period Comparability:

The contributions made by the State during the fiscal year ended June 30, 2019 included amounts resulting from Senate Bill (SB) 90 settlement in which the State contributed an additional \$2.2 Billion to CalSTRS and \$904 Million to CalPERS during the 2018-19 fiscal year in order to reduce employer contribution rates in 2019-20 and 2020-21. In addition, the State contributed an additional \$1.1 Billion to CalSTRS during the 2019-20 fiscal year as a continuing settlement associated with SB90. As a result, on behalf contributions for the years ended June 30, 2019 and June 30, 2020 are not comparable to the year June 30, 2018 as presented.

STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

Pension Fund	EIN/ Pension Plan Number	Pension Protection Act Zone Status Year Ended June 30,			FIP/RP Status Pending/ Implemented
		2020	2019	2018	
Charter School of San Diego					
CalSTRS	37069	Yellow	Yellow	Yellow	No
CalPERS	2894216509	Yellow	Yellow	Yellow	No
Audeo Charter School					
CalSTRS	37058	Yellow	Yellow	Yellow	No
CalPERS	588503125	Yellow	Yellow	Yellow	No
Pension Fund	Contributions			Number of Employees	Surcharge Imposed
	2020	2019	2018		
Charter School of San Diego					
CalSTRS	\$ 2,082,574	\$ 2,394,805	\$ 1,082,543	119	No
CalPERS	557,505	838,392	448,329	111	No
Audeo Charter School					
CalSTRS	791,245	797,839	330,492	62	No
CalPERS	115,355	167,540	85,986	44	No
Total	<u>\$ 3,546,679</u>	<u>\$ 4,198,576</u>	<u>\$ 1,947,350</u>	<u>336</u>	

CalSTRS:

The Schools contribute to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. Required contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level of percentage of payroll using the entry age normal actuarial cost method. CalSTRS also uses the level of percentage of payroll method to calculate the amortization of any unfunded liability. Copies of the STRS annual report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

For the fiscal year ended June 30, 2020, active plan members were required to contribute between 10.205% and 10.25% of their salary, depending on their hire date. The employer contribution rate was 17.10% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The School made contributions as noted above. For the year ended June 30, 2020 the State contributed \$984,140 (10.238% of certificated salaries) on behalf of the Corporation.

STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

CalPERS:

The School contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost of living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, with the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, California 95814.

Active plan members are required to contribute 7% of their salary and the School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2019-20 was 19.721% of classified salaries. The School made contributions as noted above.

M. Joint Ventures (Joint Powers Agreements)

The Corporation participates in two joint powers agreement (JPA) entities, the San Diego County Schools Risk Management (SDCSRM) and the San Diego County Schools Fringe Benefits Consortium (FBC).

The JPAs arrange for and provide for various types of insurances for its member districts and charter schools as requested. The JPAs are governed by boards consisting of one or more representatives from each member. The boards control the operations of the JPAs, including selection of management and approval of operating budgets, independent of any influence by the member districts and schools beyond their representation on the boards. Each member district and school pay a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPAs.

Information on JPAs financials can be obtained by contacting the JPAs directly at 6401 Linda Vista Road, San Diego, CA 92111.

N. Related Party Transactions

Related parties as defined by generally accepted accounting standards include:

1. Affiliates of the entity,
2. Management and members of their immediate families, or
3. Other parties that can significantly influence management or operating policies.

Student Success Programs, Audeo Charter School Corporation, and Mirus Education are affiliated through common executive management. In order to benefit from cost savings associated with sharing of employees, bulk purchasing, and other negotiations that benefit all three organizations, the organizations reimburse such expenses to the organization paying the transaction if there are any.

STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

There were no material transactions between the related entities.

The following represent related party accounts receivable at June 30, 2020:

<u>Affiliated Organization</u>	<u>Payable</u>	<u>Purpose</u>	<u>Repayment Term</u>
Audeo Charter School Corporation	\$ 43,182	Reimburse expenses	Due within 90 days
Mirus Education	<u>1,458</u>	Reimburse expenses	Due within 90 days
Total	<u>\$ 44,640</u>		

There were no outstanding related party accounts payable at June 30, 2020.

O. Other Charter School Requirements

1. Each school administers to each pupil the achievement test designed by the California State Board of Education, such as CAASPP, ELPAC, and Physical Fitness Test.
2. All teachers hold a valid California Teaching Credential.
3. Each school has complied with the state requirements relating to the number of instructional days.

P. Upcoming Changes in Accounting Pronouncements

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that become effective over the next few fiscal years:

1. FASB ASU 2016-02 *Leases (Topic 842)* – Effective Fiscal Year Ending June 30, 2022
2. FASB ASU 2016-13 *Financial Instruments – Credit Losses (Topic 326): Measurement of Credit Losses on Financial Instruments* – Effective Fiscal Year Ending June 30, 2024
3. FASB ASU 2017-04 *Intangibles – Goodwill and Other (Topic 350): Simplifying the Test for Goodwill Impairment* – Effective Fiscal Year Ending June 30, 2024
4. FASB ASU 2017-08 *Receivables – Nonrefundable Fees and Other Costs (Subtopic 310-20): Premium Amortization on Purchased Callable Debt Securities* – Effective Fiscal Year Ending June 30, 2021
5. FASB ASU 2017-11 *Earnings Per Share (Topic 260); Distinguishing Liabilities from Equity (Topic 480); Derivatives and Hedging (Topic 815): (Part I) Accounting for Certain Financial Instruments with Down Round Features, (Part II) Replacement of the Indefinite Deferral for Mandatorily Redeemable Financial Instruments of Certain Nonpublic Entities and Certain Mandatorily Redeemable Noncontrolling Interests with a Scope exception.* – Effective Fiscal Year Ending June 30, 2021
6. FASB ASU 2017-12 *Derivatives and Hedging (Topic 815): Targeted Improvements to Accounting for Hedging Activities* – Effective Fiscal Year Ending June 30, 2022

STUDENT SUCCESS PROGRAMS

Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

7. FASB ASU 2018-01 *Leases (Topic 842): Land Easement Practical Expedient for Transition to Topic 842* – Effective Fiscal Year Ending June 30, 2022
8. FASB ASU 2018-07 *Compensation – Stock Compensation (Topic 718): Improvements to Nonemployee Share Based Payment Accounting*. – Effective Fiscal Year Ending June 30, 2021.
9. FASB ASU 2018-08 *Not-for-Profit Entities (Topic 958): Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. – Effective Fiscal Year Ending June 30, 2021
10. FASB ASU 2018-10 *Codification Improvements to Topic 842, Leases* – Effective Fiscal Year Ending June 30, 2022
11. FASB ASU 2018-11 *Leases (Topic 842): Targeted Improvements* – Effective Fiscal Year Ending June 30, 2022
12. FASB ASU 2018-12 *Financial Service – Insurance (Topic 944): Targeted Improvements to the Accounting for Long-Duration Contracts* – Effective Fiscal Year Ending June 30, 2025
13. FASB ASU 2018-13 *Fair Value Measurement (Topic 820): Disclosure Framework – Changes to the Disclosure Requirements for Fair Value Measurement* – Effective Fiscal Year Ending June 30, 2021
14. FASB ASU 2018-14 *Compensation – Retirement Benefits – Defined Benefit Plans – General (Subtopic 715-20): Disclosure Framework – Changes to the Disclosure Requirements for Defined Benefit Plans* – Effective Fiscal Year Ending June 30, 2023
15. FASB ASU 2018-15 *Intangibles – Goodwill and Other – Internal Use Software (Subtopic 350-40): Customer’s Accounting for Implementation Costs Incurred in Cloud Computing Arrangement That is a Service Contract (a consensus of the FASB Emerging Issues Task Force)* – Effective Fiscal Year Ending June 30, 2022
16. FASB ASU 2018-16 *Derivatives and Hedging (Topic 815): Inclusion of the Secured Overnight Financing Rate (SOFR) Overnight Index Swap (OIS) Rate as a Benchmark Interest Rate for Hedge Accounting Purposes* – Effective Fiscal Year Ending June 30, 2022
17. FASB ASU 2018-17 *Consolidation (Topic 810): Targeted Improvements to Related Party Guidance for Variable Interest Entities* – Effective Fiscal Year Ending June 30, 2021
18. FASB ASU 2018-18 *Collaborative Arrangements (Topic 808): Clarifying the Interaction between Topic 808 and Topic 606* – Effective Fiscal Year Ending June 30, 2022
19. FASB ASU 2018-19 *Codification Improvements to Topic 326, Financial Instruments – Credit Losses* – Effective Fiscal Year Ending June 30, 2024
20. FASB ASU 2018-20 *Leases (Topic 842): Narrow Scope Improvements for Lessors* – Effective Fiscal Year Ending June 30, 2022
21. FASB ASU 2019-01 *Leases (Topic 842): Codification Improvements* – Effective Fiscal Year Ending June 30, 2022.
22. FASB ASU 2019-02 *Entertainment – Films – Other Assets – Film Costs (Subtopic 926-20) and Entertainment – Broadcasters – Intangibles – Goodwill and Other (Subtopic 920-350): Improvements to Accounting for Costs of Films and License Agreements for Program Materials (a consensus of the Emerging Issues Task Force)* – Effective Fiscal Year Ending June 30, 2022
23. FASB ASU 2019-03 *Not-For-Profit Entities (Topic 958): Updating the Definition of Collections* – Effective Fiscal Year Ending June 30, 2021
24. FASB ASU 2019-04 *Codification Improvements to Topic 326, Financial Instruments – Credit Losses, Topic 815, Derivatives and Hedging, and Topic 825, Financial Instruments* – Effective Fiscal Year Ending June 30, 2021

STUDENT SUCCESS PROGRAMS

Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

25. FASB ASU 2019-05 *Financial Instruments – Credit Losses (Topic 326): Targeted Transition Relief* – Effective Fiscal Year Ending June 30, 2021
26. FASB ASU 2019-08 *Compensation – Stock Compensation (Topic 718) and Revenue from Contracts with Customers (Topic 606): Codification Improvements – Share Based Consideration Payable to a Customer* – Effective Fiscal Year Ending June 30, 2021
27. FASB ASU 2019-09 *Financial Services – Insurance (Topic 944): Effective Date* – Effective Fiscal Year Ending June 30, 2025
28. FASB ASU 2019-10 *Financial Instruments – Credit Losses (Topic 326), Derivatives and Hedging (Topic 815), and Leases (Topic 842): Effective Dates* - Effective Fiscal Years Ending June 30, 2022 and June 30, 2024
29. FASB ASU 2019-11 *Codification Improvements to Topic 326, Financial Instruments – Credit Losses* – Effective Fiscal Year Ending June 30, 2024
30. FASB ASU 2019-12 *Income Taxes (Topic 740): Simplifying the Accounting for Income Taxes* – Effective Fiscal Year Ending June 30, 2024
31. FASB ASU 2020-01 *Investments – Equity Securities (Topic 321), Investments – Equity Method and Joint Ventures (Topic 323), and Derivatives and Hedging (Topic 815) – Clarifying the Interactions between Topic 321, Topic 323, and Topic 815 (a consensus of the Emerging Issues Task Force)*. – Effective Fiscal Year Ending June 30, 2022
32. FASB ASU 2020-03 *Codification Improvements to Financial Instruments* – Effective Fiscal Years Ending June 30, 2021 and June 30, 2024

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The updates effective during the future fiscal years are not expected to impact the financial accounting or presentation for the School.

Q. COVID-19 Impact and Considerations

In March 2020 the World Health Corporation declared the outbreak of the novel coronavirus COVID-19 a global pandemic. The nature of the pandemic resulted in a mandatory school property closure affecting the Student Success Programs from March 16, 2020 and continuing into the Fall of 2020-21 school year. California Governor Gavin Newsom issued a state-wide executive order mandating that schools remain closed until the county in which the school is located is off the COVID-19 watch list for fourteen consecutive days. The schools operated by Student Success Programs continued with independent study programs for their students during the mandated school closure period. Resource centers re-opened in October 2020 on modified schedules in accordance with the Corporations re-opening plan that included enhanced safety measures and personal protective equipment for employees and students.

In addition to school closures, new regulations and safety measures were required to be put in place by all schools in California as part of a re-opening plan. The Student Success Programs has established a re-opening plan that they believe will provide a safe environment for the students and teachers.

The federal and state government have provided schools with temporary funds to assist in the additional costs that resulted from the COVID-19 pandemic. Additionally, for the 2019-20 fiscal year, the state placed all school districts in a hold harmless state shifting attendance reporting periods to a point prior to the pandemic to prevent sudden losses of attendance from impacting funding for the 2019-20 fiscal year. Finally, funding for the 2020-21 fiscal year is frozen at amounts provided in 2019-20, with adjustments based on the Governor's budget. The Corporation has established their 2020-21 budget with this in consideration.

STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

R. Subsequent Events

Subsequent to fiscal year end the Corporation entered into four new facility lease agreements. The agreements provide for monthly payments that vary each year. The leases vary in length from twenty-four months to sixty months with the final lease payment on December 31, 2025.

Future minimum lease payments under the agreements are as follows:

Audeo Charter School			
Year Ended June 30, 2020	Rent Expense	Lease Payments	Deferred Rent
2021	\$ 73,541	\$ 73,541	-
2022	73,541	73,541	-
Total	\$ 147,081	\$ 147,081	
Charter School of San Diego			
Year Ended June 30, 2020	Rent Expense	Lease Payments	Deferred Rent
2021	82,179	79,075	3,104
2022	129,651	126,467	6,288
2023	129,651	129,363	6,577
2024	93,898	95,363	5,112
2025	76,021	79,445	1,688
Thereafter	29,596	31,283	-
Total	\$ 540,996	\$ 540,996	

Supplementary Information

Student Success Programs
Combining Statement of Financial Position
June 30, 2020

	Charter School of San Diego	Audeo Charter School	Student Success Programs Corporation	Elimination	Total
Assets					
Cash and cash equivalents	\$ 12,768,963	\$ 2,808,471	\$ 848,736	\$ -	\$ 16,426,170
Operating investments	1,404,460	-	251,789	-	1,656,249
Accounts receivable	38,393	12,230	-	-	50,623
Accounts receivable - grantor government	2,848,652	1,110,770	-	-	3,959,422
Accounts receivable - related entities	49,381	-	-	(4,741)	44,640
Prepaid expenses	253,727	98,928	-	-	352,655
Security deposits	59,150	30,522	-	-	89,672
Property and equipment, net	19,810,781	4,336,778	-	-	24,147,559
Total Assets	<u>\$ 37,233,507</u>	<u>\$ 8,397,699</u>	<u>\$ 1,100,525</u>	<u>\$ (4,741)</u>	<u>\$ 46,726,990</u>
Liabilities and Net Assets					
Liabilities					
Accounts payable - vendors	\$ 217,843	\$ 184,281	\$ -	\$ -	\$ 402,124
Accounts payable - grantor government	81,607	9,261	-	-	90,868
Accounts payable related entity	-	4,741	-	(4,741)	-
Accrued expenses and other liabilities	253,350	86,183	-	-	339,533
Accrued vacation liability	247,488	31,378	-	-	278,866
Unearned revenue	-	42,531	-	-	42,531
Deferred lease liability	70,796	44,586	-	-	115,382
Capital lease obligations	385,415	131,358	-	-	516,773
Note payable	2,915,218	894,982	-	-	3,810,200
Total Liabilities	<u>4,171,717</u>	<u>1,429,301</u>	<u>-</u>	<u>(4,741)</u>	<u>5,596,277</u>
Net Assets					
Without donor restrictions					
Undesignated	13,124,565	2,584,936	1,100,525	-	16,810,026
Invested in property and equipment, net	19,810,781	4,336,778	-	-	24,147,559
	<u>32,935,346</u>	<u>6,921,714</u>	<u>1,100,525</u>	<u>-</u>	<u>40,957,585</u>
With donor restrictions					
Restricted for state programs	126,444	46,684	-	-	173,128
	<u>126,444</u>	<u>46,684</u>	<u>-</u>	<u>-</u>	<u>173,128</u>
Total Net Assets	<u>33,061,790</u>	<u>6,968,398</u>	<u>1,100,525</u>	<u>-</u>	<u>41,130,713</u>
Total Liabilities and Net Assets	<u>\$ 37,233,507</u>	<u>\$ 8,397,699</u>	<u>\$ 1,100,525</u>	<u>\$ (4,741)</u>	<u>\$ 46,726,990</u>

Student Success Programs
Combining Statement of Activities
June 30, 2020

	Charter School of San Diego		Audeo Charter School		Student Success Programs Corporation	Eliminations	Total
	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions		
Revenue, Support, and Gains							
Local Control Funding Formula (LCFF) sources							
State aid	\$ 6,709,277	\$ -	\$ 2,194,514	\$ -	\$ -	\$ -	\$ 8,903,791
Education protection account state aid	331,772	-	119,274	-	-	-	451,046
Transfers in lieu of property taxes	11,128,149	-	4,000,634	-	-	-	15,128,783
Total LCFF sources	<u>18,169,198</u>	<u>-</u>	<u>6,314,422</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>24,483,620</u>
Federal contracts and grants	17,713	1,076,484	5,764	391,843	-	-	1,491,804
State contracts and grants	359,834	2,247,277	119,884	1,079,482	-	-	3,806,477
Local contracts and grants	71,670	-	12,946	-	-	-	84,616
Transfer from Charter School of San Diego	-	-	-	-	1,120,000	(1,120,000)	-
Consultant fees	-	-	-	-	4,000	-	4,000
Interest income	192,066	-	67,677	-	2,209	-	261,952
Net assets released from restriction -							
Grant restrictions satisfied	<u>3,380,803</u>	<u>(3,380,803)</u>	<u>1,485,604</u>	<u>(1,485,604)</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total revenue, support, and gains	<u>22,191,284</u>	<u>(57,042)</u>	<u>8,006,297</u>	<u>(14,279)</u>	<u>1,126,209</u>	<u>(1,120,000)</u>	<u>30,132,469</u>
Expenses and Losses							
Program services expense	20,528,922	-	6,988,575	-	-	(1,120,000)	26,397,497
Supporting services expense	<u>2,215,895</u>	<u>-</u>	<u>718,943</u>	<u>-</u>	<u>25,684</u>	<u>-</u>	<u>2,960,522</u>
Total expenses and losses	<u>22,744,817</u>	<u>-</u>	<u>7,707,518</u>	<u>-</u>	<u>25,684</u>	<u>(1,120,000)</u>	<u>29,358,019</u>
Change in Net Assets	(553,533)	(57,042)	298,779	(14,279)	1,100,525	-	774,450
Net Assets, Beginning of Year	<u>33,488,879</u>	<u>183,486</u>	<u>6,622,935</u>	<u>60,963</u>	<u>-</u>	<u>-</u>	<u>40,356,263</u>
Net Assets, End of Year	<u>\$ 32,935,346</u>	<u>\$ 126,444</u>	<u>\$ 6,921,714</u>	<u>\$ 46,684</u>	<u>\$ 1,100,525</u>	<u>\$ -</u>	<u>\$ 41,130,713</u>

Student Success Programs
Combining Statement of Functional Expenses
June 30, 2020

	Charter School of San Diego		Audeo Charter School		Student Success Programs Corporation		Eliminations	Total
	<u>Program Services</u>	<u>Supporting Services</u>	<u>Program Services</u>	<u>Supporting Services</u>	<u>Supporting Services</u>			
	Educational Programs	Management and General	Educational Programs	Management and General	Management and General			
Salaries of officers, directors & key employees	\$ 461,827	\$ 115,457	\$ 93,516	\$ 23,379	\$ -	\$ -	\$ 694,179	
Other salaries and wages	9,226,334	691,721	3,202,658	151,426	-	-	13,272,139	
Pension expense	2,498,659	141,420	873,557	33,043	-	-	3,546,679	
Other employee benefits, taxes, and insurance	1,831,931	196,600	615,698	41,127	-	-	2,685,356	
Payroll taxes	267,656	49,989	74,079	11,723	-	-	403,447	
Fees for services:								
Legal	-	60,580	-	25,211	-	-	85,791	
Accounting	-	8,225	-	5,725	25,000	-	38,950	
Special education	574,141	-	208,958	-	-	-	783,099	
Professional consulting	88,833	60,590	12,354	43,285	-	-	205,062	
District oversight	-	181,692	-	189,433	-	-	371,125	
Temporary agency services	16,467	-	44,114	-	-	-	60,581	
Other fees	114,136	-	30,886	-	-	-	145,022	
Advertising and promotion	113,953	-	149,965	-	-	-	263,918	
Office expenses	119,542	22,321	44,543	506	-	-	186,912	
Information technology	439,849	64,923	219,082	16,634	594	-	741,082	
Occupancy	1,607,607	37,054	501,435	17,806	-	-	2,163,902	
Travel	62,603	6,833	29,889	1,784	-	-	101,109	
Conferences, conventions, and meetings	48,671	22,759	4,610	2,120	-	-	78,160	
Interest	11,450	2,862	5,368	-	-	-	19,680	
Depreciation	582,931	208,351	376,093	-	-	-	1,167,375	
Insurance	-	99,664	-	31,750	-	-	131,414	
Books and supplies	797,788	52,586	310,576	2,998	-	-	1,163,948	
Maintenance, leases and repairs	414,328	105,530	152,329	67,609	-	-	739,796	
Other expenses:	130,216	86,738	38,865	53,384	90	-	309,293	
All other transfers	1,120,000	-	-	-	-	(1,120,000)	-	
Total expenses included in the expense section on the statement of activities	\$ 20,528,922	\$ 2,215,895	\$ 6,988,575	\$ 718,943	\$ 25,684	\$ (1,120,000)	\$ 29,358,019	

STUDENT SUCCESS PROGRAMS

Organization Structure
Year Ended June 30, 2020

Student Success Programs was formed on March 10, 2003 and operates two charter schools. The Charter School of San Diego (Charter #28) was established in 1994, Audeo Charter School (Charter #406) was established in 2001. The authorizing entity for both schools is San Diego Unified School District.

GOVERNING BOARD

Name	Office	Term and Term Expiration
Admiral Len Hering	Chairman	Two Year Term Expires June 30, 2020
Jim Hernandez	Member	Two Year Term Expires June 30, 2020
Scott Barton	Member	Two Year Term Expires June 30, 2021
Steve McNulty	Member	Two Year Term Expires June 30, 2021
Barbara Peluso	Member	Two Year Term Expires June 30, 2020

ADMINISTRATION

Mary Searcy Bixby
Founder, President and CEO

Lynne Herrero Alipio
CBO and CFO, Treasurer

Angela Neri
Secretary

STUDENT SUCCESS PROGRAMSSchedule of Average Daily Attendance
Year Ended June 30, 2020**Charter School of San Diego (#28)**

	Second Period Report		Annual Report	
	Original A47417CA	Revised N/A	Original 0BD71935	Revised N/A
Non-Classroom Based Attendance				
Grades 4-6	37.54	N/A	37.54	N/A
Grades 7-8	174.68	N/A	174.68	N/A
Grades 9-12	1,446.64	N/A	1,446.64	N/A
Total Non-Classroom Based Attendance	1,658.86	N/A	1,658.86	N/A
Total ADA	1,658.86	N/A	1,658.86	N/A

Audeo Charter School (#406)

	Second Period Report		Annual Report	
	Original 363C66E4	Revised N/A	Original A3C7C897	Revised N/A
Non-Classroom Based Attendance				
Grades TK/K-3	58.03	N/A	58.03	N/A
Grades 4-6	34.87	N/A	34.87	N/A
Grades 7-8	64.16	N/A	64.16	N/A
Grades 9-12	439.31	N/A	439.31	N/A
Total Non-Classroom Based Attendance	596.37	N/A	596.37	N/A
Total ADA	596.37	N/A	596.37	N/A

N/A – There were no audit findings which resulted in revisions to the second period or annual reports of attendance.

On March 17, 2020 Governor Newsom signed Senate Bill (SB) 117 which mitigated the effect of lost attendance due to COVID19 that occurred after February 29, 2020. For the purpose of preventing losses of attendance-based funding as a result of reductions in average daily attendance (ADA) due to COVID19, this legislation provided that the ADA used for both the second period (P2) and the Annual period apportionment include all full school months from July 1, 2019 to February 29, 2020 for all local education agencies (LEAs).

STUDENT SUCCESS PROGRAMS

Schedule of Instructional Time
Year Ended June 30, 2020

Charter School of San Diego (#28)

<u>Grade Level</u>	<u>Minutes Requirement</u>	<u>2019-20 Actual Minutes</u>	<u>Number of Traditional Days</u>	<u>Status</u>
N/A	N/A	N/A	N/A	N/A

N/A – Charter School of San Diego is a non-classroom based charter school, therefore, the instructional time requirements are not applicable to the school.

Audeo Charter School (#406)

<u>Grade Level</u>	<u>Minutes Requirement</u>	<u>2019-20 Actual Minutes</u>	<u>Number of Traditional Days</u>	<u>Status</u>
N/A	N/A	N/A	N/A	N/A

N/A – Audeo Charter School is a non-classroom based charter school, therefore, the instructional time requirements are not applicable to the school.

STUDENT SUCCESS PROGRAMS
 Schedule of Financial Trends and Analysis
 Year Ended June 30, 2020

	Budget 2021	2020	2019	2018
Revenues	\$ 29,371,720	\$ 30,132,469	\$ 30,256,622	\$ 27,329,818
Expenses	28,490,569	29,358,019	29,196,583	26,679,549
Change in Net Assets	881,151	774,450	1,060,039	650,269
Ending Net Assets	\$ 42,011,864	\$ 41,130,713	\$ 40,356,263	\$ 39,296,224
Unrestricted Net Assets	\$ 41,838,736	\$ 40,957,585	\$ 40,111,814	\$ 37,877,242
Unrestricted net assets as a percentage of total expenses	146.85%	139.51%	137.39%	141.97%
Total Long Term Debt	\$ 2,638,458	\$ 516,773	\$ 68,201	\$ 126,237
ADA at P2	2,255	2,255	2,248	2,214

Student Success Program's ending net assets has increased by \$1,834,489 (4.67%) over the past two fiscal years. The significant increase is in large due to an increase in ADA and revenue per ADA while maintaining efficiencies in cost. The average daily attendance (ADA) reported by the School has increased by 41 (1.85%) over the past two years. The 2019-20 fiscal year budget projects an increase in net assets of \$881,151 and no change in ADA for the 2021 school year.

STUDENT SUCCESS PROGRAMS

Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements
Year Ended June 30, 2020

	<u>Charter School of San Diego</u>	<u>Audeo Charter School</u>
June 30, 2020 annual financial alternative form net assets:	\$ 33,061,790	\$ 6,968,398
Adjustments and reclassifications:	<u>-</u>	<u>-</u>
June 30, 2020 audited financial statements net assets:	<u>\$ 33,061,790</u>	<u>\$ 6,968,398</u>

STUDENT SUCCESS PROGRAMS
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2020

Federal Grantor/Pass Through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Subrecipient Expenditures	Student Success Program Expenditures		Total Federal Expenditures
				Charter School of San Diego	Audeo Charter School	
SPECIAL EDUCATION (IDEA) CLUSTER:						
<u>U.S. Department of Education</u>						
Passed through California Department of Education						
IDEA Basic Local Assistance	84.027	13379	\$ -	\$ 199,097	\$ 68,939	\$ 268,036
Total Special Education (IDEA) Cluster			-	199,097	68,939	268,036
OTHER PROGRAMS:						
<u>U.S. Department of Education</u>						
Direct Program:						
Impact Aid	84.041	N/A	-	17,713	5,764	23,477
Passed through California Department of Education						
Title I	84.010	14329	-	405,412	113,018	518,430
Title III - English Learners	84.365	14346	-	22,037	5,980	28,017
Title II - Supporting Effective Instruction	84.367	14341	-	48,425	15,354	63,779
Title IV - Student Support & Academic Enrichment	84.424	15396	-	33,306	10,000	43,306
ESSA: School Improvement Funding for LEAs	84.377	15127	-	333,074	147,216	480,290
<u>U.S. Department of the Treasury</u>						
Passed through California Department of Education						
Coronavirus Relief Fund: Learning Loss Mitigation	21.019	25516	-	35,133	31,336	66,469
Total Other Programs			-	877,387	322,904	1,223,768
Total Passed through California Department of Education			-	1,076,484	391,843	1,200,291
Total U.S. Department of Education			-	1,076,484	391,843	1,491,804
TOTAL EXPENDITURES OF FEDERAL AWARDS			\$ -	\$ 1,076,484	\$ 391,843	\$ 1,491,804

STUDENT SUCCESS PROGRAMS

Notes to the Schedule of Expenditures of Federal Awards Year Ended June 30, 2020

Basis of Presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of The Corporation and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with requirements of 2 CFR §200.502 *Basis for Determining Federal Awards Expended* and 2CFR §200.510(b) *Schedule of Expenditures of Federal Awards*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

Summary of Significant Accounting Policies

The expenditures reported on the schedule are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule, if any, represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Indirect Cost Rate

Indirect costs were calculated in accordance with 2 CFR §200.412 *Direct and Indirect Costs*. The Corporation used an indirect cost rate of 5.41% based on the rate approved by the California Department of Education for each program which did not have a pre-defined allowable indirect cost rate. The Corporation did not elect to use the 10% de minimis cost rate as covered in 2 CFR §200.414 *Indirect Costs*.

Schoolwide Program

The Corporation operated “schoolwide programs” at the Charter School of San Diego and Audeo Charter School. Using federal funding, schoolwide programs are designed to upgrade an entire educational program within a school for all students, rather than limiting services to certain targeted students. The following federal program amounts were expended by The Corporation in its schoolwide program:

Program	CFDA #	Amount Expended
Title I	84.010	\$ 518,430

STUDENT SUCCESS PROGRAMS

Notes to Supplementary Information
Year Ended June 30, 2020

A. Purpose of SchedulesCombining Statement of Financial Position

This schedule provides the information by school which combines into the Corporation's overall statement of net position, with eliminations for activities between the schools within the Corporation.

Combining Statement of Activities

This schedule provides the information by school which combines into the Corporation's overall statement of activities.

Combining Statement of Functional Expenses

This schedule provides the information by school which combines into the Corporation's overall statement of functional expenses.

Organization Structure

This schedule provides information about the Schools' charter numbers, district of authorization, members of the governing board, and members of administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measure of the number of pupils attending classes of the schools. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Apportionment credit for independent study programs, like the programs at Student Success Programs, is earned on the basis of student's "work product" or academic assignments which are assessed by their competent credentialed certificated teacher (Education Code Section 51747.5(b)) as well as a record of the student's daily engagement in educational activities required of them by the charter school on a day when school is in session (Title 5 California Code of Regulations Section 11960(a)). The teacher determines the time value of completed assignments or work product and compares the time value of work to the students' contemporaneous logs of days the student engaged in educational activities so that Average Daily attendance (ADA) can be earned.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Schools and whether they complied with the provisions of Education Code Sections 47612.5.

Schedule of Financial Trends and Analysis

Budget information for 2021 is presented for analysis purposes only and is based on estimates of the 2020-21 fiscal year. The information has not been subject to audit.

This schedule discloses the Corporation's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the School's ability to continue as a going concern for a reasonable period of time.

STUDENT SUCCESS PROGRAMS

Notes to Supplementary Information, Continued
Year Ended June 30, 2020

The Corporation will develop a budget for a single year that supports the goals of each school. When preparing the annual budget, the Schools consider factors such as student population; past years' experience and trends; need for new services, expansion or curtailment of existing services; estimated revenues and proposed expenditures; and governing board priorities.

The budget process includes:

- Enrollment projections and staffing ratios
- Income projections and LCFF calculation
- Audit of personnel database: Changes in staffing, new positions, vacant positions, full-time equivalency calculation and salary movement in the salary schedule such as salary step increases
- Employee Benefits: Determine rates to use in projecting benefits for retirement contributions, social security, unemployment insurance and workers' compensation; and estimates increases regarding component costs of health and welfare benefit costs
- Monitor Governor's budget items for education program
- Monitor legislation or initiatives that impact funding
- Contracts in process and negotiations with key suppliers
- Non-personnel budgets based on goals and past years' experience and trends
- Fixed costs such as utilities, facility leases, service agreements and insurance

The Governing Board approves the budget by May or June of each year for the subsequent fiscal year. The budget is monitored and revised throughout the fiscal year to ensure that it depicts the financial operations and strategic goals are met. Normally, there are three cycles for adopted budget i.e. Preliminary Budget, February Revised Budget, and May Revised Budget.

Operating financial statements are provided to the governing board in its scheduled board meetings.

Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance as reported on the Unaudited Financial Report Alternative Forms prepared by the schools to the net assets reported in the audited financial statements.

Other Independent Auditors' Reports

Independent Auditor's Report on Compliance for Each Major Program and on
Internal Control Over Compliance Required by the Uniform Guidance

To the Board of Directors
Student Success Programs
San Diego, California

Report on Compliance for Each Major Federal Program

We have audited Student Success Programs' compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Student Success Programs' major federal programs for the year ended June 30, 2020. Student Success Programs' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Student Success Programs' major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Student Success Programs' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Student Success Programs' compliance.

Opinion on Each Major Federal Program

In our opinion, Student Success Programs complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

Report on Internal Control Over Compliance

Management of Student Success Programs is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Student Success Programs' internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Student Success Programs' internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Wilkinson Hadley King & Co LLP

El Cajon, California
March 26, 2021

Independent Auditor's Report on Internal Control Over Financial Reporting and on
Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards*

To the Board of Education
Student Success Programs
San Diego, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Student Success Programs, as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise Student Success Program's basic financial statements, and have issued our report thereon dated March 26, 2021.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Student Success Programs' internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Student Success Programs' internal control. Accordingly, we do not express an opinion on the effectiveness of Student Success Programs' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Student Success Programs' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Student Success Programs' internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Wilkinson Hadley King & Co LLP

El Cajon, California
March 26, 2021

Independent Auditor's Report on State Compliance

To the Board of Education
Student Success Programs
San Diego, California

Report on State Compliance

We have audited the Student Success Programs' compliance with the types of compliance requirements described in the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810, that could have a direct and material effect on each of the Schools' state programs identified below for the fiscal year ended June 30, 2020.

Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identified in the State's Audit Guide *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance*, prescribed in Title 5, *California Code of Regulations*, Section 19810. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the comptroller General of the United States; and the State's audit guide *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below. An audit includes examining, on a test basis, evidence about each school's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Schools' compliance with those requirements.

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with state laws and regulations applicable to the following items:

Description	Procedures Performed	
	Charter School of San Diego	Audeo Charter School
Local Education Agencies Other Than Charter Schools		
A. Attendance.....	N/A	N/A
B. Teacher Certification and Misassignments.....	N/A	N/A
C. Kindergarten Continuance.....	N/A	N/A
D. Independent Study.....	N/A	N/A
E. Continuation Education.....	N/A	N/A
F. Instructional Time.....	N/A	N/A
G. Instructional Materials.....	N/A	N/A
H. Ratio of Administrative Employees to Teachers.....	N/A	N/A
I. Classroom Teacher Salaries.....	N/A	N/A
J. Early Retirement Incentive.....	N/A	N/A
K. Gann Limit Calculation.....	N/A	N/A
L. School Accountability Report Card.....	N/A	N/A
M. Juvenile Court Schools.....	N/A	N/A
N. Middle or Early College High Schools.....	N/A	N/A
O. K-3 Grade Span Adjustment.....	N/A	N/A
P. Transportation Maintenance of Effort.....	N/A	N/A
Q. Apprenticeship: Related and Supplemental Instruction.....	N/A	N/A
R. Comprehensive School Safety Plan.....	N/A	N/A
S. District of Choice.....	N/A	N/A
School Districts, County Offices of Education, and Charter Schools		
T. California Clean Energy Jobs Act.....	Yes	Yes
U. After/Before School Education and Safety Program.....	N/A	N/A
V. Proper Expenditure of Education Protection Account Funds.....	Yes	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts.....	Yes	Yes
X. Local Control and Accountability Plan.....	Yes	Yes
Y. Independent Study - Course Based.....	N/A	N/A
Charter Schools		
AA. Attendance.....	Yes	Yes
BB. Mode of Instruction.....	N/A	N/A
CC. Nonclassroom Based Instruction/Independent Study.....	Yes	Yes
DD. Determination of Funding for Nonclassroom Based Instruction.....	Yes	Yes
EE. Annual Instructional Minutes - Classroom Based.....	N/A	N/A
FF. Charter School Facility Grant Program.....	N/A	N/A

The term N/A is used above to mean either the School did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

Opinion on State Compliance

In our opinion, Student Success Programs complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the year ended June 30, 2020.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing. This report is an integral part of an audit performed in accordance with *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810. Accordingly, this report is not suitable for any other purpose.

Wilkinson Hadley King & Co LLP

El Cajon, California
March 26, 2021

Auditor's Results, Findings & Recommendations

STUDENT SUCCESS PROGRAMS

Schedule of Auditor's Results
Year Ended June 30, 2020

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>		
Internal control over financial reporting:			
One or more material weakness(es) identified?	<u> </u> Yes	<u> X</u> No	
One or more significant deficiencies identified that are not considered material weakness(es)?	<u> </u> Yes	<u> X</u> No	
Noncompliance material to financial statements noted?	<u> </u> Yes	<u> X</u> No	

FEDERAL AWARDS

Internal control over major programs:			
One or more material weakness(es) identified?	<u> </u> Yes	<u> X</u> No	
One or more significant deficiencies identified that are not considered material weakness(es)?	<u> </u> Yes	<u> X</u> No	
Type of auditor's report issued on compliance for major programs:	<u>Unmodified</u>		
Compliance supplement utilized for single audit	<u>August 2020 with December 2020 Addendum</u>		
Any audit findings disclosed that are required to be reported in accordance with 2 CFR §200.516?	<u> </u> Yes	<u> X</u> No	

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.010	Title I
84.027	Special Education

Dollar threshold used to distinguish between Type A and Type B programs	<u>\$750,000</u>		
Auditee qualified as low-risk auditee?	<u> X</u> Yes	<u> </u> No	

STATE AWARDS

Any audit findings disclosed that are required to be reported in accordance with <i>2019-20 Guide for Annual Audits of California K-12 Local Education Agencies?</i>	<u> </u> Yes	<u> X</u> No	
Type of auditor's report issued on compliance for state programs:	<u>Unmodified</u>		

STUDENT SUCCESS PROGRAMS
 Schedule of Findings and Questioned Costs
 Year Ended June 30, 2020

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), or the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Finding codes as identified in the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are as follows:

Five Digit Code	AB 3627 Finding Type
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

A. Financial Statement Findings

None

B. Federal Award Findings

None

C. State Award Findings

None

STUDENT SUCCESS PROGRAMS
Schedule of Prior Year Audit Findings
Year Ended June 30, 2020

<u>Finding/Recommendation</u>	<u>Status</u>	<u>Explanation if Not Implemented</u>
There were no findings in the prior year audit.	N/A	N/A

2021-22 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/23/2021

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/23/2021
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2021-22 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	06/26/2019
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director

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2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/23/2021
---	------------

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	Rachel Thomas
DELAC review date	04/21/2021
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	https://www.audeocharterschool.net/english-learners/
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

*****Warning*****

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2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support)	Yes
ESSA Sec. 4101 SACS 4127	

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2021-22 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/23/2021

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2021-22 Protected Prayer Certification

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CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/23/2021
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2021-22 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/26/2019
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director

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2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/23/2021
---	------------

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	Rachel Thomas
DELAC review date	04/21/2021
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	https://charterschool-sandiego.net/english-learners
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

*****Warning*****

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2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support)	Yes
ESSA Sec. 4101 SACS 4127	

*****Warning*****

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STUDENT SUCCESS PROGRAMS

DBA – AUDEO CHARTER SCHOOL · THE CHARTER SCHOOL OF SAN DIEGO

(A California Non-Profit Public Benefit Corporation)

Len Hering RADM, USN (ret) – Chairman,

Scott Barton – Member, David Crean – Member, Jane Gawronski – Member, Eric Schweinfurter – Member

SPECIAL BOARD OF DIRECTORS MEETING MINUTES

Wednesday, May 19, 2021, 8:30 AM

Via Video Conference

Access to the live video conference was made available prior to the start of the meeting at

CSSD: <https://charterschool-sandiego.net/board-governance/>

Audeo: <https://www.audeocharterschool.net/board-of-directors/>

1.0 OPEN SESSION

1.1 Call to Order

Hering called the meeting to order at 8:30 a.m.

1.2 Roll Call

Members present at the meeting were Scott Barton, David Crean, Jane Gawronski, Len Hering, and Eric Schweinfurter

Also in attendance: Lynne Alipio, William Berry, Mary Bixby, Angela Neri, Alina Nuno, Jackie Robertson, and Tim Tuter

1.3 Establishment of Quorum

The following directors, constituting a quorum of the board were present at the meeting: Scott Barton, David Crean, Jane Gawronski, Len Hering, Eric Schweinfurter

1.4 Pledge of Allegiance

Hering led all in the Pledge of Allegiance.

1.5 Approval of Agenda

It was moved by Crean and seconded by Schweinfurter to Approve the Agenda.

Ayes – 4, Nays- 0, Absent – 0, Abstain – 1, Motioned Approved.

Gawronski - Abstained

2.0 PUBLIC COMMENT

2.1 Non-agenda Public Comment

There were no comments from the public.

2.2 Agenda Items Public Comment

There were no comments from the public.

3.0 PUBLIC HEARING

The Governing Board of Directors encourages participation by parents, teachers, and members of the community interested in the affairs of the Audeo Charter School and The Charter School of San Diego.

Hering opened the Public Hearing at 8:39 a.m.

3.1 Public Hearing for the Local Control Accountability Plan (LCAP) Annual Update**3.1.1** Audeo Charter School**3.1.2** The Charter School of San Diego

Tuter provided a summary of the LCAP Annual Update. There were no comments from the public.

3.2 Public Hearing for the 2021-2022 Local Control Accountability Plan (LCAP)**3.2.1** Audeo Charter School**3.2.2** The Charter School of San Diego

Tuter provided a summary of LCAP 2021-2021 Plan. There were no comments from the public. Hering closed the Public Hearing at 8:47 a.m.

4.0 ADMINISTRATIVE ITEMS**4.1 Approval of Expanded Learning Opportunity (ELO) Grant Plan****4.1.1** Audeo Charter School**4.1.2** The Charter School of San Diego

It was moved by Crean and seconded by Gawronski to Approve the Expanded Learning Opportunity (ELO) Grant Plan.

Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved.

5.0 CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The President recommends approval of all consent agenda items.

5.1 Consent Action Items for The Audeo Charter School and The Charter School of San Diego for each School**5.1.1** Approval of Meeting Minutes for February 17, 2021**5.1.2** Approval of the Human Trafficking Prevention Policy 3435

It was moved by Gawronski and seconded by Schweinfurter to Approve the Consent Items 5.1.1 – 5.1.2.

Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved.

6.0 BOARD ANNOUNCEMENTS AND COMMENTS

From time to time, the board has topics of interest that they would like to share with the community. These are informational in nature and do not require action.

Hering announced the next Board meeting is scheduled on June 23, 2021, 8:30 a.m.

Bixby noted that we are taping our Graduation Ceremony then streaming on June 25, 2021. Bixby also reported that we are still trying to coordinate with Balboa Park to host an in-person graduation ceremony.

7.0 ADJOURNMENT

It was moved by Crean and seconded by Gawronski to adjourn the meeting at 8:52 a.m.

Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Audeo Charter School

CDS Code: 37683383731395

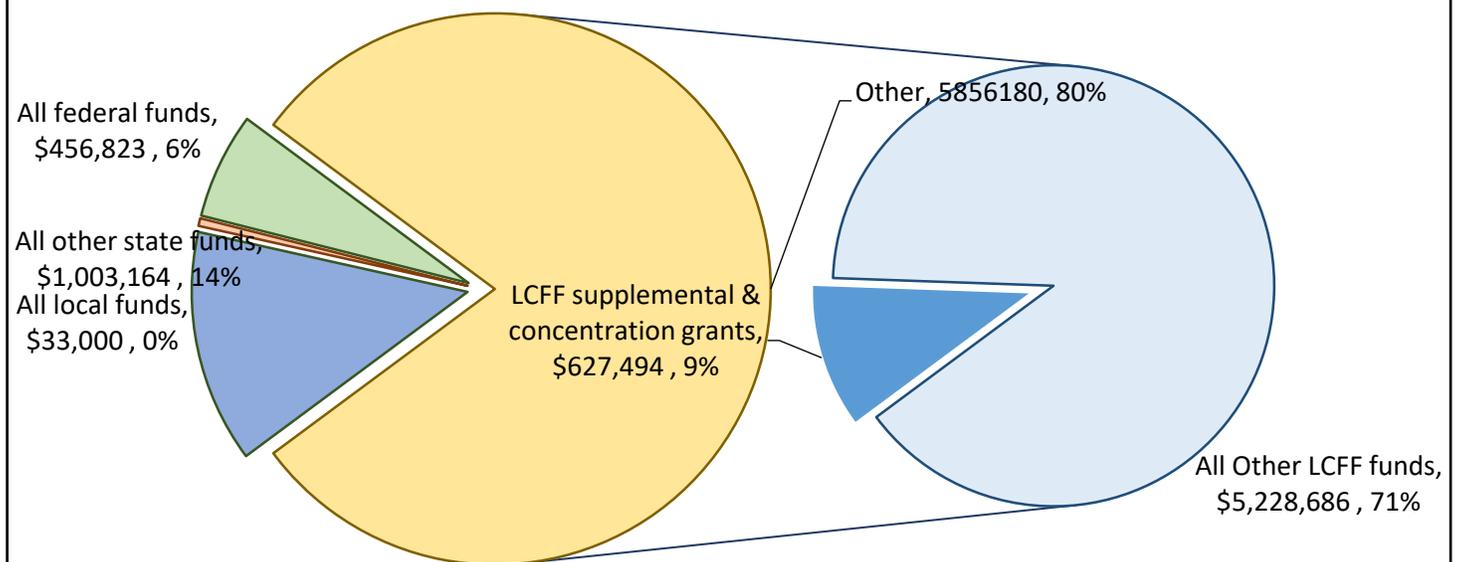
School Year: 2021 – 22

LEA contact information: Veronica Ballman ph: (858) 678-2056 email: vballman@audeocharterschool.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

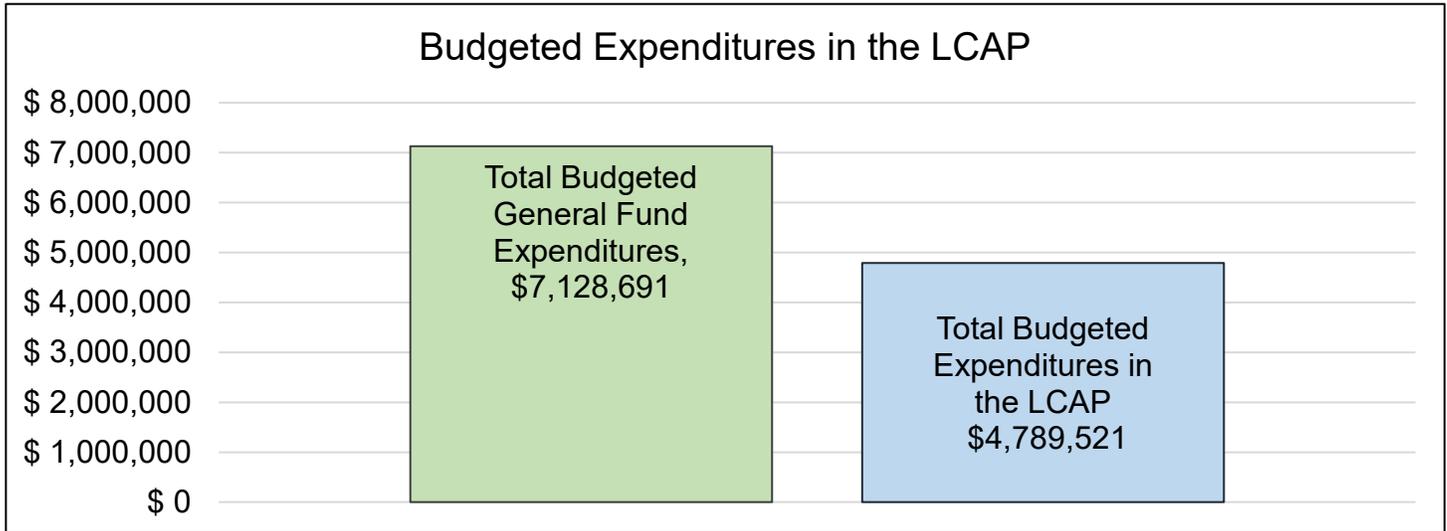


This chart shows the total general purpose revenue Audeo Charter School expects to receive in the coming year from all sources.

The total revenue projected for Audeo Charter School is \$7,349,167.00, of which \$5,856,180.00 is Local Control Funding Formula (LCFF), \$1,003,164.00 is other state funds, \$33,000.00 is local funds, and \$456,823.00 is federal funds. Of the \$5,856,180.00 in LCFF Funds, \$627,494.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Audeo Charter School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

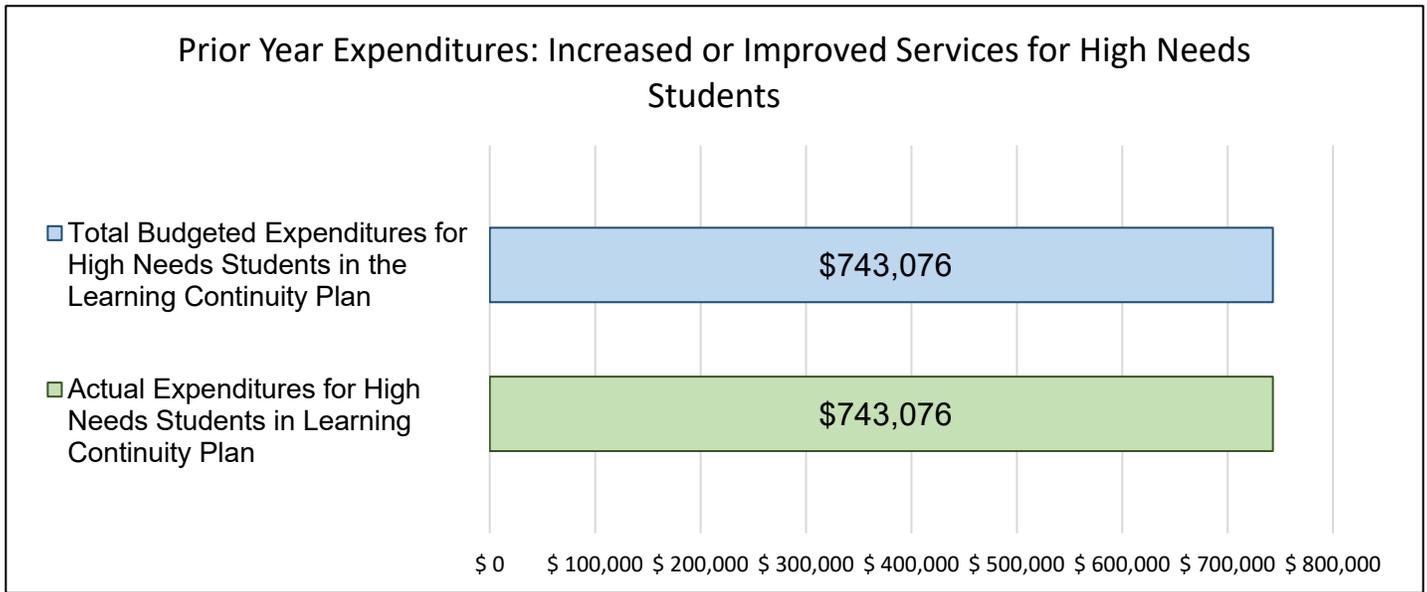
Audeo Charter School plans to spend \$7,128,691.00 for the 2021 – 22 school year. Of that amount, \$4,789,521.40 is tied to actions/services in the LCAP and \$2,339,169.60 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Audeo Charter School is projecting it will receive \$627,494.00 based on the enrollment of foster youth, English learner, and low-income students. Audeo Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Audeo Charter School plans to spend \$694,583.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Audeo Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Audeo Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Audeo Charter School's Learning Continuity Plan budgeted \$743,076.00 for planned actions to increase or improve services for high needs students. Audeo Charter School actually spent \$743,076.00 for actions to increase or improve services for high needs students in 2020 – 21.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Charter School	Veronica Ballman School Coordinator	vballman@audeocharterschool.net (858) 678-2050

Plan Summary: 2021-2022

General Information

A description of the LEA, its schools, and its students.

The journey to create Audeo Charter School (Audeo) officially began on January 1, 2001, when an Implementation Grant from the California Department of Education was approved. After several months of planning, charter revisions, and collaboration with San Diego Unified School District staff and members of the community, the SDUSD Board of Education unanimously approved Audeo’s petition and charter for five years.

Audeo opened for student enrollment on September 4, 2001. It was established as a visionary model for educational reform. Specifically aimed at students whose futures are at risk because conventional schooling has failed them, Audeo (Latin for “I Dare”) provides a unique educational environment for students whose academic and social needs are not met by traditional approaches.

Audeo Charter School is an educational option that serves students in grades K-12. Audeo is an academic intervention alternative centered on student motivation. It is our goal to place each student on a pathway to success.

Audeo is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At Audeo, every student’s progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning ‘team’ and an integral part of the learning process.

Our school’s standards and expectations are high, and we are proud to offer safe and supportive Resource Centers that are conducive to learning. Tutoring is presented individually and in small groups. Courses at Audeo are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, Audeo works

to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

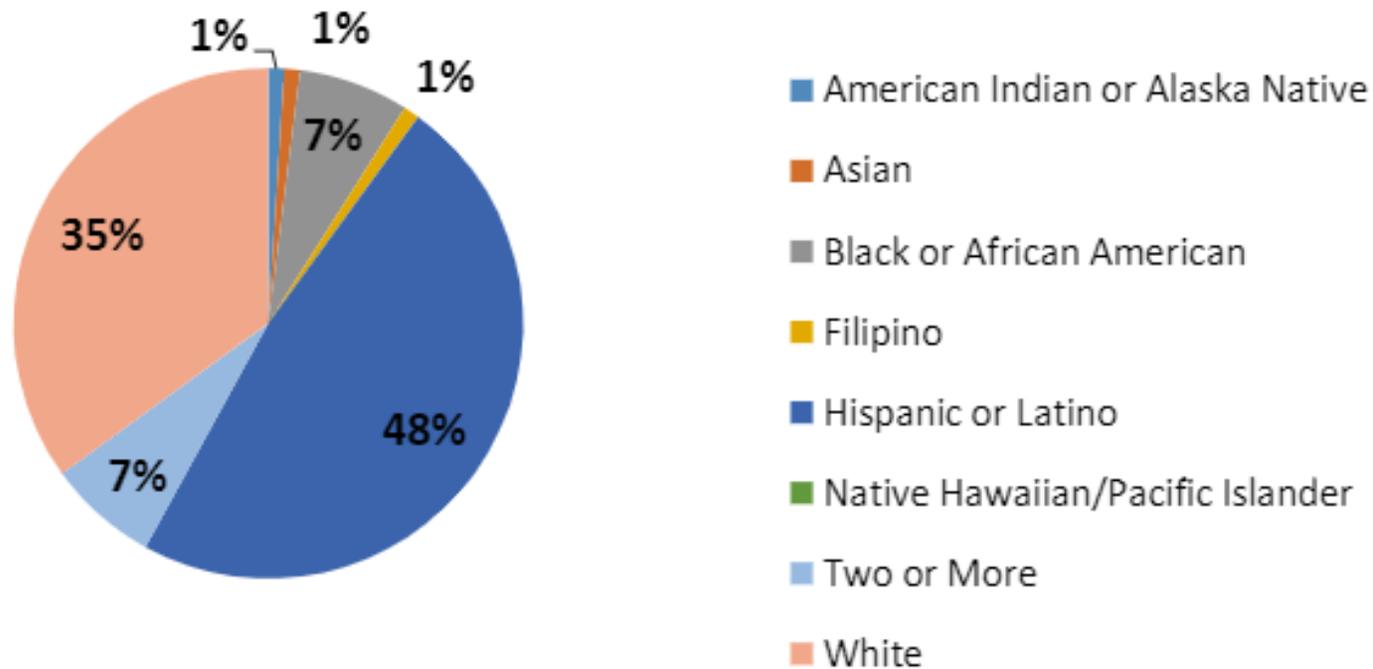
Audeo is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS). DASS schools must have an unduplicated count of at least 70 percent of the School's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. The high-risk groups include the following:

- a) Expelled
- b) Suspended more than 10 days in a school year
- c) Wards of the Court
- d) Pregnant and/or parenting
- e) Recovered Dropouts
- f) Habitually Truant
- g) Retained more than once in kindergarten through grade eight
- h) Students who are credit deficient
- i) Students with a gap in enrollment
- j) Students with a high-level transiency
- k) Foster youth
- l) Homeless youth

In February 2021, Audeo had a total enrollment of 770 students. Of these 770 students, 57% were Socioeconomically Disadvantaged, 19% were Students with Disabilities, 7% were English Learners, 3% were Homeless, and 0.6% were Foster Youth.

In addition, of these 770 students, 48% were Hispanic, 35% were White, and 7% were Black or African American. 10% of students were other ethnicities. See the Enrollment by Ethnicity graphic below.

Enrollment by Ethnicity



Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Audeo stakeholders continue to be satisfied with the School's commitment to providing a personalized instructional program for all students. This personalized approach is the School's key instructional process: Pathways Personalized Education Plan (PPEP). Throughout the COVID-19 pandemic, a PPEP has been created, monitored and adjusted for all students to help them meet their academic goals. Along with the PPEP, the School's Instructional Plan utilizes a systematic approach to increase student outcomes: Instruction, Curriculum, and Professional Learning. School stakeholders believe that the aforementioned systems and structures have supported student engagement and achievement throughout distance learning.

School stakeholders are also satisfied with the strong School-to-Home Partnership that has remained intact during distance learning. Based upon Student and Parent LCAP Engagement Surveys, it is evident that students and parents are satisfied with the educational program. Some of the key survey findings are provided below (survey results as of May 3, 2021).

Availability and Communication:

- 97% of parents report high levels of satisfaction with their child’s teacher’s availability and communication.
- 95% of students report high levels of satisfaction with their teacher’s availability and communication.

Educational Needs:

- 97% of parents report that their child’s teacher is meeting their needs.
- 96% of students report that their teacher is meeting their needs.

School Safety:

- 93% of parents report that they feel their child is safe at school.
- 94% of students report that they feel safe at the resource center.

Educational Program:

- 98% of parents report high levels of satisfaction with the school.
- 97% of students report high levels of satisfaction with the school.

Lastly, school stakeholders believe that the School has successfully maintained student engagement during distance learning by providing students with synchronous one-on-one academic tutoring, small group instruction, and access to teacher virtual office hours. Instructional staff have also stayed in regular contact with students and family members by utilizing a variety of communication methods, including virtual conferences, secure text messages, emails, phone calls, and home visits. As of March 5, 2021, Audeo’s Cumulative Participation Rate for the school year is 90.7% which is exceeding their locally set target of 84%. The academic support and engagement methods utilized by instructional staff this year, will continue to be implemented for 2021-2022 while also enhancing these approaches to meet the needs of all students, particularly the lowest performing student groups.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. However, the School’s 2019-2020 **DASS Graduation Rate** was collected and made available. See the Graduation Rate by Student Group table below.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	154	113	73.4%
English Learners	9	*	*
Foster Youth	1	*	*
Homeless	4	*	*
Socioeconomically Disadvantaged	73	51	69.9%
Students with Disabilities	18	10	55.6%
African American	8	*	*
Asian	1	*	*
Filipino	1	*	*
Hispanic	76	56	73.7%
Native Hawaiian or Pacific Islander	1	*	*
White	58	43	74.1%
Two or More Races	9	*	*

It is important to note that Student Groups with an asterisk (*) indicates that the group consists of less than 11 students, the minimum size for reporting.

Audeo was able to successfully graduate 113 students during the 2019-2020 school year, which is considered a 73.4% Graduation Rate. Audeo will remain focused on closing performance gaps for Low Income and Students with Disabilities. In order to increase performance of these specific student groups, the School will implement these key instructional services and programs: 1) Increase academic tutoring opportunities focused on ELA and Math course completion, 2) Enhance Graduation Rate Monitoring System that strategically identifies low performing student groups throughout the school year, 3) Provide targeted counseling and intervention, and 4) Remove potential learning

barriers by providing students with home technology, bus passes and a Nutrition Program.

The most recent **Chronic Absenteeism Rate** published is from the 2019 School Dashboard. Audeo's 2019 Chronic Absenteeism rate for All Students (grades k-8) was 25.4%. This was a 9.2% improvement from the prior year. School groups believe that Audeo is on the right track with strategies and interventions to improve middle school engagement.

In 2019, All Students who completed the **English Language Arts Summative Smarter Balanced Assessment (SBA)** scored 1.6 points below standard. This was a 4.7 point improvement from the prior year for All Students. Both ELs and SWDs scored lower than All Students and did not demonstrate improvement from the prior year. Improving ELA achievement for ELs and SWDs will need to be an instructional priority.

In 2019, All Students who completed the **Mathematics Summative SBA** scored 86.5 points below standard. This was a 22.3 point decline from the prior year. ELs, SWDs, SED students scored 142.5, 180.4, and 108.5 points below standard, respectively. School Stakeholders agree that math achievement continues to be a critical area of need. The School will continue to refine and implement a systematic approach of curriculum, instruction, and professional learning to improve mathematics achievement for All Students and significant student groups.

Based upon the 2019 California School Dashboard, 47% of ELs are making progress towards **English language proficiency** or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC). This is considered a Medium progress level. School Stakeholders believe that by implementing both Integrated and Designated ELD programs, the school can maintain a Medium progress level, which is 45% to less than 55%.

According to the 2019 California School Dashboard, 12.8% of Audeo graduates met the prepared criteria for **College/Career**. This is a 4.3% improvement from the prior year. Stakeholders believe that this academic performance indicator will continue to be a challenge for the School because the average length of student enrollment is 18 months. In addition, many students enroll in Audeo during their junior and senior year of high school and upon enrollment they are not on-track to meet the College/Career prepared criteria. School groups have determined that College/Career will be an area of focused and that there are opportunities to expand student enrollment in CTE Pathways, Leadership/Military Science courses, AP Courses/Exams, and college credit courses. School counselors will also provide counseling sessions focused on creating a College/Career plan for all students, along with monitoring and management.

The School's Professional Learning System, Altus University, will provide instructional staff with specialized trainings focused on increasing engagement and achievement for specific student groups, including AVID, Trauma Informed Practices for Schools (TIPS), Youth Mental Health First Aid (YMHFA), Leading Edge Certification (LEC), and Writing Redesigned for Innovative Teaching and Equity. The School is also committed to educating parents and family members through the Family Learning Series. The Family Learning Series will be a series of trainings led by school staff focused on providing parents and family members with information and training related to academics, physical health, social-emotional, and behavior.

The School's Equity and Inclusion Officer will also collaborate regularly with School Leadership, teachers, education specialists, counselors, and school nurses to discuss the unique needs of student groups and explore potential solutions. The Inclusion and Equity Officer will work on expanding the School's Multi-Tiered System of Supports (MTSS) by establishing partnerships with community-based organizations that can provide additional academic, mental health, and behavioral services to students and family members.

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-2022 LCAP highlights the School's priority to transform student lives and ensure equity and access. The development of the LCAP aligns to the School's Strategic Planning Process. Stakeholder input is analyzed, along with student demographics and achievement data in order to identify program goals, metrics, and actions that will ensure all students are meeting rigorous academic standards.

Goal 1: Increase student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status (DASS) Program

Key Actions and Services for All Students:

- Systematic Cycle of Assessments: Measures of Academic Progress by NWEA, Smarter Balanced Assessments, and Illuminate Formative and Summative Assessments
- Pathways Personalized Education Plan (PPEP)
- Multi-Tiered System of Supports (MTSS)

Targeted Actions and Services for ELs, LI, and FY:

- English Learner Achievement Department (ELAD)
- Equity and Inclusion Program
- Teacher on Assignment for Special Programs
- Additional targeted Math & ELA tutoring opportunities focused on increasing student engagement and credit completion

Goal 2: Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and is accessible to All Students

Key Actions and Services for All Students:

- Blended Learning Model with UC A-G approved courses
- Comprehensive ELD Program
- Accelerated, Honors and AP courses
- High quality and relevant CTE Pathways
- Early College Credit Program
- Work-based learning opportunities

Targeted Actions and Services for ELs, LI, and FY:

- Altus Connect Program: Provide Chromebooks and internet hotspots to students in need of home technology
- Instructional and curriculum enhancement tools: Achieve3000 and BrainPOP ESL
- Edgenuity MyPath courses to accelerate student learning and close the achievement gap

Goal 3: Provide a targeted and data informed professional learning system to increase teacher effectiveness and high-quality instruction

Key Actions and Services for All Students:

- Professional Learning System: Altus University
- Leading Edge Certification, a national certification for educational technology
- Executive Studies, staff leadership development
- CTE professional development
- Youth Mental Health First Aid

Targeted Actions and Services for ELs, LI, and FY:

- Writing Redesigned for Innovative Teaching Equity (WRITE)
- ELAD professional development for instructional staff
- Trauma Informed Practices for Schools (TIPS)
- Advancement Via Individual Determination (AVID)
- Math Specialist to provide support and coaching for instructional staff

Goal 4: Provide a safe environment and supportive school culture for students to learn and teachers to teach

Key Actions and Services for All Students:

- Executive School Safety Committee
- School Safety Plan
- Designated Safety Ambassador at each Resource Center
- Healthy Youth Department
- Character and Leadership Development Program

Targeted Actions and Services for ELs, LI, and FY:

- Mental Health Counseling Services
- Resilience in Student Education (RISE)
- Meal and Nutrition Program

Goal 5: Provide innovative, engaging, and community-based Resource Centers to serve and support students and family members

Key Actions and Services for All Students:

- Student and parent engagement activities, including Open House Events, College/Career Week, and Senior Night Events
- Families Learning Series, education and training for parents and family members
- Innovative and technology-rich Resource Centers
- Online Tech Tool Library for students and family members to access subject specific resources and digital tools

Targeted Actions and Services for ELs, LI, and FY:

- Facilitate interactive English Learners Advisory Committee (ELAC)
- Bus Pass program

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Audeo Charter School (Audeo) is eligible for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Audeo qualifies for CSI based upon the 2018 and 2019 School Dashboard Graduation Rate Indicator.

The California Department of Education (CDE) has identified Audeo as **Dashboard Alternative School Status (DASS)**. To be eligible for DASS, schools must have an **unduplicated** count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups. While DASS schools are held accountable for all state indicators reported in the School Dashboard, there are 'modified methods' used to fairly evaluate the success and progress of alternative schools that serve high-risk students. The CDE concluded that the combined four- and five-year graduation rate does not appropriately evaluate DASS schools, because they serve highly mobile and credit-deficient students. As a result, DASS schools have a modified method for calculating the Graduation Rate Indicator: One-Year DASS Graduation Rate.

Audeo partnered with stakeholders, including teachers, staff, students, parents, and family members to develop the CSI Plan. Meaningful stakeholder feedback was collected through multiple collaborative settings including, conversations, surveys, school events, meetings and trainings. Next, results were collected, organized, and analyzed by the School to determine the educational needs of all students and formulate program goals, services and allocation of resources. Additionally, stakeholder involvement contributes to the CSI Plan development in several important ways: identification and refinement of needs based on data analysis, creation of goals, establishment of metrics, designation of activities, and resource allocation.

Stakeholders participated in a **Needs Assessment** which considers the needs of students who are failing, or at risk of failing, to meet state academic standards. Stakeholder groups followed an **Improvement Science Protocol** to determine achievement gaps, focused on the current state of graduation rates and the School's ideal rates of growth. Stakeholders analyzed a variety of data and information related to student engagement and achievement, including all School Dashboard Indicators, Measures of Academic Progress by NWEA, and Monthly Storybook Reports.

All data compiled and analyzed by stakeholder groups included historical and trend data for All Students and unduplicated student

groups. As part of the Needs Assessment, stakeholder groups analyzed **Resource Allocation** by category. Stakeholder groups came to a consensus that school resources are appropriately allocated to supporting the needs of all students. **Therefore, no resource inequities were identified.** There is agreement that the School's instructional model is designed to support the needs of the lowest achieving student and potentially highest risk. Stakeholder groups believe that the PPEP provides instructional staff with a systematic approach to support the academic and social-emotional needs of all students.

Audeo utilized a **Continuous Improvement Framework** that cultivates a problem-solving approach and close observation of the system that is producing the outcomes. This continuous improvement framework is essential to sustained program improvement. There are five fundamentals steps in this process: 1) Inform, 2) Select, 3) Plan, 4) Implement and 5) Analyze. At the core of each continuous improvement process and step, stakeholders engage in evidence-based decision making and reflection. Audeo stakeholders followed this continuous improvement framework while developing a systematic plan to improve graduation rate. The initial step was focused on analysis and stakeholders investigated school needs, historical trends, potential challenges/barriers, and current strategies and interventions. The following key themes emerged from stakeholder groups as influencing the School's graduation rate:

- a) On average, grade 12 students enroll below grade level in ELA and Mathematics skills.
- b) Historically, grade 12 students exceed the expected enrollment time in Math and Pathways Exhibition courses, which are part of the graduation requirements.
- c) Grade 12 students, particularly low-income households, continue to need access to Chromebooks and/or home internet to have full access to curriculum.
- d) Grade 12 students need additional, targeted counseling to ensure that they are ready for college/career pathways.
- e) Grade 12 students continue to need access to social-emotional learning opportunities and support/resources.

Based upon the Needs Assessment results, the School engaged in an in-depth selection process to identify allowable CSI activities that build capacity, are evidence-based, and address the School's need to increase Graduation Rate. Audeo has implemented the following evidence-based actions and interventions to increase Graduation Rate:

- 1) Design and develop an Early College Credit Program that allows high school students to take college courses and earn college credits while attending high school. The School will partner with local community colleges to support students who are underrepresented in higher education, to increase college access. The Early College Credit Program will be free to increase the number of low socioeconomic status students who can attend and complete college.
- 2) Continue to implement Trauma Informed Practices for Schools into daily instruction to support the social-emotional needs of grade 12 students who have experienced traumatic experiences in the past or that have been impacted by the COVID-19 emergency.

- 3) Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates.
- 4) Integrate AVID strategies into daily instruction to increase student engagement, achievement, and college readiness.
- 5) Math specialists to coach teachers and provide high-quality, school-based professional development.
- 6) Continue to provide increased ELA and Math tutoring for students in grade 12 to increase progress and completion rates in courses required for graduation.
- 7) Continue to provide additional coaching and tutoring for students in grades 11 and 12 to increase progress towards grade level promotion and completion rates for other required coursework for graduation.
- 8) Continue to offer social-emotional learning opportunities to grade 12 students, including Resilience in Student Education (RISE) and the Character and Leadership Development Program.
- 9) Continue to provide grade 12 students with Chromebooks and/or internet hotspots to increase access to the full curriculum.
- 10) Continue to provide staff professional development to implement graduation strategies and build capacity for systems supporting successful student outcomes.
- 11) Continue to implement grade 12 monitoring system throughout the school year. This is a coordinated effort which includes teachers, counselors, and instructional leaders using SharePoint technology to identify at-risk students and then collaborate to implement increased and targeted intervention.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Audeo's One-Year Graduation Rate for the 2019-2020 school year was 73.4%. Stakeholders believe that the CSI Plan is effective in meeting the needs of students and helping them complete graduation requirements on-time and transition to post-secondary pathways. Audeo aims to increase the Graduation Rate for All Students and Students Groups by 3% from the prior school year or exceed a status level of 80%.

Audeo continues to use multiple assessment tools and data analysis protocols to determine effectiveness of services and supports. School stakeholders, including teachers, staff, students, parents, and family members will monitor and evaluate the effectiveness of the CSI Plan. To ensure continuous improvement, school stakeholders will review data published in the School Dashboard, Monthly Storybook Reports, and Survey Results to determine if the CSI Plan has been effective in addressing the areas of need for all students, but especially for the lowest-achieving students. School stakeholders will utilize evaluative methods, particularly guiding questions for quantitative and qualitative data analysis, provided by the San Diego County of Office Education (SDCOE) to determine program effectiveness.

In addition, the following school departments and personnel will support the monitoring of designated strategies and interventions for grade 12 students:

School Data Department:

- a) Publish a monthly Storybook that includes the number of students assigned to the Early College Credit Program, intervention frequency/methods, participation/attendance, and credit completion rates.
- b) Provide teachers, counselors, and instructional leaders with a quarterly SharePoint grade 12 student roster to track grade 12 students as 'On Track' and 'Not on Track'.

School Curriculum Department:

- a) Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

School Leadership Team:

- a) Meet to monitor and evaluate the effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive data for the School.

Instructional Leaders:

- a) Meet with all teachers in July 2021, October 2021, and January 2022 to review individual student progress towards graduation.
- b) Conduct grade 12 tutoring session observations, September 2021 to April 2022, to ensure teachers are providing high-level, targeted instruction that supports the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies.

School Counselors:

- a) Meet weekly with instructional leaders to discuss and collaborate on students identified as at-risk.
- b) Ongoing utilization of the School Pathways Student Information System to monitor grade 12 student progress towards graduation.
- c) Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates.

Teachers:

- a) Ongoing utilization of monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on-time.

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Audeo has partnered with stakeholders to develop the 2021-2022 LCAP which is focused on improving student outcomes. Audeo has collected meaningful stakeholder feedback by surveying students and parents regularly and by analyzing the results to identify the academic, mental, and social-emotional needs of all students. This survey data is critical in the formulation of program goals, services, and allocation of resources.

The design of the School allows for teachers, students, parents, counselors, and School Leadership Team members to meet, discuss, and plan for the needs of all students. The School's key process is the Pathways Personalized Education Plan (PPEP). The PPEP is collaboratively developed and monitored by the student, parent, teacher, school counselor, and instructional leader. On an ongoing basis, PPEP meetings are conducted to review student progress and implement planning to continuously improve student outcomes which are aligned to state indicators. In addition to PPEP meetings, school staff use multiple collaborative settings to be involved in the decision-making process of the School and the development of the LCAP. Stakeholder involvement contributes to the LCAP development in several important ways: identification and refinement of needs based on data analysis, creation of goals, establishment of metrics, designation of activities, and resource allocation. The following stakeholder groups have contributed to the development of this plan with corresponding methods:

Stakeholder Type: School Leadership Team

Date: July 27-31, 2020

Involvement Method: Strategic Planning Retreat

Stakeholder Type: School Board and Community

Date: August 26, 2020

Involvement Method: Special Board Meeting

Stakeholder Type: Teachers, Education Specialists, Counselors, and CTRs

Date: August 26-27, 2020

Involvement Method: Annual Instruction, Curriculum and Accountability Symposium

Stakeholder Type: School Leadership Members and Staff

Date: September 10, 2020

Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: School Board and Community

Date: September 22-23, 2020

Involvement Method: Special Board Meeting and Workshop

Stakeholder Type: Students, Parents, Teachers and Staff

Date: October 2, 2020

Involvement Method: Audeo School Site Council Meeting

Stakeholder Type: Parents, Teachers and Staff

Date: October 5, 2020

Involvement Method: English Learners Advisory Committee

Stakeholder Type: School Leadership Members and Staff

Date: October 8, 2020

Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: Students, Parents, and Family Members

Date: October 5-30, 2020

Involvement Method: Virtual Open House Events

Stakeholder Type: School Board and Community

Date: October 14, 2020

Involvement Method: Special Board Workshop

Stakeholder Type: Students, Parents, Teachers and Staff

Date: October 16, 2020

Involvement Method: Audeo School Site Council Meeting

Stakeholder Type: School Board and Community

Date: October 21, 2020

Involvement Method: Regular Board Meeting

Stakeholder Type: School Leadership Members and Staff

Date: October 22, 2020

Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: School Leadership Members and Staff

Date: November 3, 2020

Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: School Board and Community

Date: November 4, 2020

Involvement Method: Special Board Workshop

Stakeholder Type: Teachers, Education Specialists, Counselors, and CTRs

Date: November 6, 2020

Involvement Method: November Instructional Meeting

Stakeholder Type: School Board and Community

Date: November 30, 2020

Involvement Method: Special Board Meeting

Stakeholder Type: School Leadership Members and Staff

Date: December 3, 2020

Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: School Leadership Members and Staff

Date: December 17, 2020

Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: Teachers, Education Specialists, Counselors, and CTRs

Date: January 22, 2021

Involvement Method: Annual Instructional Technology Symposium

Stakeholder Type: Teachers, Education Specialists, Counselors, and CTRs

Date: January 29, 2021

Involvement Method: January Instructional Meeting

Stakeholder Type: School Board and Community

Date: February 17, 2021

Involvement Method: Regular Board Meeting

Stakeholder Type: School Leadership Team

Date: February 18, 2021

Involvement Method: Strategic Planning Retreat (Mid-Year)

Stakeholder Type: Teachers, Education Specialists, Counselors, and CTRs

Date: March 12, 2021

Involvement Method: March Instructional Meeting

Stakeholder Type: Students, Parents, and Family Members

Date: March 15-19, 2021

Involvement Method: Virtual Senior Night Events

Stakeholder Type: School Leadership Members and Staff

Date: March 16, 2021

Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: Students and Parents

Date: April 5-30, 2021

Involvement Method: Student and Parent LCAP Engagement Surveys

Stakeholder Type: Parents, Teachers and Staff

Date: April 21, 2021

Involvement Method: English Learners Advisory Committee

Stakeholder Type: School Board and Community

Date: May 19, 2021

Involvement Method: Special Board Meeting

Stakeholder Type: Teachers, Education Specialists, Counselors, and CTRs

Date: May 21, 2021

Involvement Method: May Instructional Meeting

Stakeholder Type: School Board and Community

Date: June 23, 2021

Involvement Method: Regular Board Meeting

Audeo's 2021-2022 LCAP was presented to the community at a public hearing of the School's governing board. The agenda was posted at least 72 hours prior to the public hearing and was made available for public inspection.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder engagement is an ongoing, annual process, focused on improving the educational program. Stakeholder engagement is key to supporting the School's comprehensive strategic planning, accountability, and improvement in areas specified as State Priorities. The School has collected meaningful feedback throughout the 2020-2021 school year and these ideas, trends and inputs are provided below.

Curriculum and Instruction:**Program Strengths:**

- Pathways Personalized Education Plan (PPEP)
- Annual Instructional Plan
- Data Informed ELA and Math Tutorials
- English Learners Achievement Department (ELAD)
- Math Specialist

- Altus Pathways Advisory Council (APAC)
- Rigorous and Standards Aligned Curriculum
- Online Learning Platform and Curriculum
- Altus Connect Program
- Achieve3000
- Early College Credit Program
- Multiple CTE Pathways

Areas of Focus:

- Improve One-Year Graduation Rate (CA School Dashboard)
- Decrease Chronic Absenteeism Rate for Grades 6-8 (CA School Dashboard)
- Increase Student Achievement in ELA and Mathematics (CA School Dashboard and Measures of Academic Progress by NWEA)
- Additional Services and Supports for English Learners to Improve English Language Proficiency (CA School Dashboard)
- Enhance English Language Development (ELD) Curriculum
- Improve Culturally Responsive Teaching
- Development of Ethnic Studies Curriculum
- Expansion of AVID Program and Social-Emotional Learning

Data and Assessment:

Program Strengths:

- Systematic Cycle of Assessment to Inform Curriculum, Instruction, and Professional Learning
- Data Integration System: School Pathways, Naviance, NWEA, Illuminate, and Achieve3000
- Monthly and Annual Storybooks
- Disaggregated Data and Reporting for Multiple Student Groups (English Learners, Low Income, Foster Youth)
- Testing Completion Reports for Staff (CAASPP, ELPAC, NWEA)
- Flexible Testing Calendars
- Testing Letters and Notifications to Families

Areas of Focus:

- Enhance College/Career Preparedness Monitoring System
- Development of a System to Determine Post-Graduate Outcomes

Staff Professional Learning:

Program Strengths:

- Altus University
- Available to All School Employees
- Fully Online Platform

- Collaborative and Interactive Trainings
- Focused on Key Content Standards and SBA Blueprints
- Data Informed Professional Learning Plans for Staff
- Monthly and Annual Professional Development Participation Reports
- Sessions Presented Through an Equity Lens
- Annual Curriculum, Instruction, and Technology Symposium

Areas of Focus:

- Continue Online Professional Development
- Professional Development Focused on Supporting Mental Health Needs of Students
- Sustained Diversity, Equity, and Inclusion Professional Development
- Multiple ELAD and AVID Trainings
- Increase Staff Knowledge of College and Career Pathways
- Enhance New Teacher and Professional Growth Trainings

School Culture and Environment:

Program Strengths:

- Strong School-to-Home Partnership
- Bus Pass Program
- Small Group Learning Opportunities
- Innovative Resource Center Design
- Multi-Tiered System of Supports (MTSS)
- Healthy Youth Department: Equity/Inclusion Program and School Nursing Services
- Resilience in Student Education (RISE)
- Character and Leadership Development Program

Areas of Focus:

- Healthy Youth Therapists to Provide Counseling Services to Students
- Maintain Community Based Partnerships to Meet the Diverse Needs of Students and Family Members
- Family Learning Series to Educate and Train Parents and Family Members

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

It is evident that stakeholders are satisfied with many of the existing services and programs designed to support student engagement and achievement. For that reason, the School has developed five LCAP goals for the 2021-2022 school year that are similar to goals articulated in the 2020-2021 School Plan for Student Achievement (SPSA). These five goals address the Instructional Approach, Curriculum and Coursework, Professional Development, School Safety and Climate, and Family Engagement. These goals, along with their corresponding metrics are aligned to State and Local Priorities. Metrics included in the 2021-2022 LCAP are focused on Status and Change, similar to the School Dashboard's Five-by-Five Placement approach, or a locally set target based upon historical outcomes and appropriate for a school

that services a high-risk student population (DASS). Stakeholders agree that satisfaction surveys completed by students, parents, family members and staff should exceed a 90% target. Lastly, there was stakeholder agreement that school staff will need additional professional development focused on increasing student achievement in Mathematics, effective instructional technology practices, and supporting the English language proficiency of ELs. Therefore, Goal 3 includes specific metrics aimed at increasing the amount of time teachers participate in Mathematics and the number of Altus University sessions provided which are focused on instructional technology and English Language Development.

Another theme that emerged from multiple stakeholders was the need for additional mental health services for students. As a result of this key requirement, Goal 4, which is focused on providing a safe and supportive school culture, includes an action to expand the School’s Healthy Youth Department. This expansion of services would include Licensed Mental Health Therapists that can provide counseling services and case management. Stakeholders also agree that the School needs to remain focused on eliminating barriers of learning by providing the lowest-achieving students with school issued Chromebooks/Internet, bus passes, and food resources. These aforementioned ‘Breaking Educational Barriers’ actions have been integrated into Goals 2, 4, and 5.

Goals and Actions

Goal

Goal #	Description
Goal 1	Increase student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status (DASS) Program.

An explanation of why the LEA has developed this goal.

Audeo is an academic intervention program uniquely designed to support students experiencing educational difficulties for a variety of reasons. Historically, students enroll at Audeo credit deficient and below grade level in Reading, Language, and Mathematics skills, as measured by NWEA. Therefore, Audeo instructional staff create a Pathways Personalized Education Plan for all students with the objective to accelerate student learning for those behind grade level while helping them meet their individual academic goals.

State Priorities: Pupil Achievement and Pupil Engagement

Local Priorities: Strategic Initiatives 1 and 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2022-2023	Year 2 Outcome: 2023-2024	Year 3 Outcome: 2024-2025	Desired Outcome for 2023–24
<u>Graduation Rate:</u> Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups	SY: 2019-2020 All Students: 73.4% ELs: N/A SED: 69.9% SWDs: 55.6%				SY: 2023-2024 All Students: 80% ELs: N/A SED: 78.9% SWDs: 64.6%
<u>Chronic Absenteeism Rate:</u> Less than 10% Status Level or decrease 3% from prior year for All Students and Student Groups	SY: 2018-2019 All Students: 25.4% ELs: 20% SED: 29.9% SWDs: 25.6%				SY: 2023-2024 All Students: 16.4% ELs: 11% SED: 20.9% SWDs: 16.6%
<u>Smarter Balanced English Language Arts Summative Assessments:</u> Average Distance from Standard is greater than -0.1 or increase by 3 points from prior year for All Students and Student Groups	SY: 2018-2019 All Students: 1.6 points below standard ELs: 76.6 points below standard SED: 18.9 points below standard SWDs: 98.7 points below standard				SY: 2023-2024 All Students: 1 points below standard ELs: 67.6 points below standard SED: 9.9 points below standard SWDs: 89.7 points below standard

Metric	Baseline	Year 1 Outcome: 2022-2023	Year 2 Outcome: 2023-2024	Year 3 Outcome: 2024-2025	Desired Outcome for 2023-24
<p><u>Smarter Balanced Mathematics</u> Summative Assessments: Average Distance from Standard is greater than -60.1 or increase by 3 points from prior year for All Students and Student Groups</p>	<p>SY: 2018-2019 All Students: 86.5 points below standard ELs: 142.5 points below standard SED: 108.5 points below standard SWDs: 180.4 points below standard</p>				<p>SY: 2023-2024 All Students: 77.5 points below standard ELs: 133.5 points below standard SED: 99.5 points below standard SWDs: 171.4 points below standard</p>
<p><u>English Learner Progress Indicator:</u> More than 45% of English Learners are making progress towards English Language proficiency</p>	<p>SY: 2018-2019 47% of ELs are making progress towards English Language proficiency</p>				<p>SY: 2023-2024 Outcome: 45% of English Learners are making progress towards English Language proficiency</p>
<p>Measures of Academic Progress by NWEA: More than 60% of All Students and Student Groups will meet their annual <u>Reading</u> growth target</p>	<p>SY: 2018-2019 All Students: 78% ELs: 86% SED: 80% SWDs: 72%</p>				<p>SY: 2023-2024 All Students: 60% ELs: 60% SED: 60% SWDs: 60%</p>
<p>Measures of Academic Progress by NWEA: More than 60% of All Students and Student Groups will meet their annual <u>Language</u> growth target</p>	<p>SY: 2018-2019 All Students: 73% ELs: 67% SED: 71% SWDs: 87%</p>				<p>SY: 2023-2024 All Students: 60% ELs: 60% SED: 60% SWDs: 60%</p>

Metric	Baseline	Year 1 Outcome: 2022-2023	Year 2 Outcome: 2023-2024	Year 3 Outcome: 2024-2025	Desired Outcome for 2023-24
Measures of Academic Progress by NWEA: More than 60% of All Students and Student Groups will meet their annual <u>Mathematics</u> growth target	SY: 2018-2019 All Students: 73% ELs: 79% SED: 74% SWDs: 79%				SY: 2023-2024 All Students: 60% ELs: 60% SED: 60% SWDs: 60%
Cumulative <u>Student Participation Rate</u> will exceed 84% for All Students and Student Groups	SY: 2020-2021 (As of March 5, 2021) All Students: 90.7% ELs: 86.1% SED: 88.3% SWDs: 88.7%				SY: 2023-2024 All Students: 84% ELs: 84% SED: 84% SWDs: 84%
<u>Student Confidence Survey</u> : More than 90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment	SY: 2020-2021 (As of March 5, 2021) All Students: 94%				SY: 2023-2024 All Students: 90%

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic Cycle of Assessments for All Students	<ul style="list-style-type: none"> a) Administer a data verified local assessment to students in the fall and spring semesters to make data-informed decisions regarding curriculum and instruction to close ELA and Mathematics achievement gaps. b) Administer the Smarter Balanced Interim Assessments to students to evaluate mastery of grade level standards in ELA and Mathematics and create opportunities for instructional staff to analyze student data and develop systematic methods to improve student learning. c) Integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students. 	\$7,793	No
Action 2	Evaluate English Language Proficiency for English Learners	<ul style="list-style-type: none"> a) As articulated in the School's English Learner Plan, administer Initial and Summative ELPAC to English Learners to measure language skills. b) Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems. c) Develop and implement research-based formative ELD assessments in one-on-one and/or small group tutoring to measure language skills. 	\$380,067	Yes

Action #	Title	Description	Total Funds	Contributing
Action 3	Academic Instruction and Support for All Students	<ul style="list-style-type: none"> a) Recruit, hire and train high-quality Teachers and Certificated Teacher Resources (CTRs) to engage At-Promise youth and support their achievement. b) Develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals. c) School Pathways Student Information System- platform for instructional staff to report student attendance, document contacts, monitor student progress, and record grades. d) Utilize Naviance Program to support the successful postsecondary planning of students who are high-risk and/or disadvantaged. e) Provide multiple paths to earn a high school diploma or equivalent to increase successful outcomes for high-risk student groups. f) Provide instructional tutoring sessions in Math and ELA that scaffold student skills to achieve performance targets of the courses and assessments. g) Provide instructional tutoring sessions that are interactive with online video tutorials from both teachers and field experts that engage students in real-world applications and problem-solving scenarios. h) Implementation of the Student Intervention Program, which is aligned to the Multi-Tiered System of Support (MTSS), that quickly matches the academic, behavioral, and social-emotional needs of all students and monitors the response to intervention. 	\$1,708,164	No

Action #	Title	Description	Total Funds	Contributing
Action 4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> a) School Coordinators to support management of both the PPEP and MTSS, along with ongoing teacher coaching focused on effective delivery of instruction to meet the needs of high-risk student groups. b) Provide additional and targeted Math and ELA tutorials focused on accelerating student learning for those identified as below grade level and skill deficient. c) Counselors to support the academic and social-emotional needs of the lowest-achieving students. d) Equity and Inclusion Officer to collaborate with instructional staff, identify potential student needs, and coordinate services and resources to aid students and family members. e) Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students. 	\$163,025	Yes
Action 5	Academic Instruction and Support for Students with Disabilities	<ul style="list-style-type: none"> a) Special Education Coordinator and Education Specialists to ensure that all Students with Disabilities are receiving FAPE through the implementation of services, accommodations, modifications and supplementary aids as outlined in each student's IEP. b) Specialized Academic Instruction (SAI) provided by Education Specialists. c) Standards-based instruction is differentiated for students with IEPs and Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize learning activities to ensure accessibility through principles of Universal Design for Learning. 	\$890,767	No
Action 6	Academic Instruction and Support for Grade 12 Students (CSI)	<ul style="list-style-type: none"> a) Provide additional ELA and Math coaching and tutoring for students in grade 12 to increase progress and completion rates. b) Certificated Teacher Resources (CTRs) to provide targeted tutoring support to increase progress and completion rates for required coursework for graduation. c) Integrate AVID strategies into daily instruction to increase student engagement, achievement, and college readiness. 	\$115,514	No

Action #	Title	Description	Total Funds	Contributing
Action 7	Systematic Monitoring of Academic Performance for All Students	<ul style="list-style-type: none"> a) Collect, analyze, and disseminate key performance measures aligned to student achievement and publish in the Monthly and Annual Storybook, including Student Participation and Chronic Absenteeism Rates. b) Utilize the School's Data Integration Systems (School Pathways, Naviance, NWEA, Illuminate, and Achieve3000) to inform Curriculum, Instruction, and Professional Learning Systems. c) Enhance Chronic Absenteeism Rate monitoring system to track student engagement and achievement throughout the school year. 	\$45,828	No
Action 8	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> a) School Coordinators to monitor the lowest-performing student progress and achievement in real time using SharePoint Technology instructional tools. b) A Monthly Storybook that summarizes English Learners, Low-Income students, and Foster Youth performance on specific achievement indicators, including Participation and Credit Completion. c) Ongoing monitoring of Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students through the PPEP Phase Meetings in July, October, and January. 	\$170,572	Yes

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
Goal 2	Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and is accessible to All Students.

An explanation of why the LEA has developed this goal.

Audeo is committed to providing students with equitable access to rigorous and standards aligned courses that improve achievement and prepare them for post-secondary pathways.

State Priorities: Basic, State Standards, Pupil Achievement, and Course Access

Local Priorities: Strategic Initiatives 1 and 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of Core Courses will be aligned to CCSS	SY: 2020-2021 Outcome: 100%				SY: 2023-2024 Outcome: 100%
100% of Science Courses will be aligned to NGSS	SY: 2020-2021 Outcome: 100%				SY: 2023-2024 Outcome: 100%
100% of ELA Courses will be aligned to ELD Standards	SY: 2020-2021 Outcome: 100%				SY: 2023-2024 Outcome: 100%
100% of Social Science Courses will be aligned to ELD Standards	SY: 2020-2021 Outcome: 100%				SY: 2023-2024 Outcome: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
100% of Core Courses will be UC A-G approved	SY: 2020-2021 Outcome: 100%				SY: 2023-2024 Outcome: 100%
100% of CTE Courses will be aligned to CTE Model Curriculum Standards	SY: 2020-2021 Outcome: 100%				SY: 2023-2024 Outcome: 100%
Maintain a compliant Work Experience Education Program	SY: 2020-2021 Outcome: Met compliance requirements				SY: 2023-2024 Outcome: Meet compliance requirements
Maintain High-Quality and relevant established CTE Pathways	SY: 2020-2021 Outcome: 7 CTE Pathways				SY: 2023-2024 Outcome: 7 CTE Pathways
Increase the number of AP Courses assigned to students year-over-year	SY: 2020-2021 (As of 3/5/2021) Outcome: 54 AP courses				SY: 2023-2024 Outcome: 63 assigned AP courses
Increase the number of students participating in the Early College Credit Program year-over-year	SY: 2020-2021 (As of 4/15/2021) Outcome: 3 students				SY: 2023-2024 Outcome: 12 students

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Standards Aligned Course of Study and Curriculum for All Students	<ul style="list-style-type: none"> a) Review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS) through APAC. b) Review, update, and monitor course of study alignment with UC A-G and NCAA requirements. c) Edgenuity and Moby Max, online learning platforms the School uses to deliver online curriculum which the School has customized to ensure academic rigor and alignment to the Smarter Balanced Assessment Blueprint. d) Provide access to advanced courses and learning opportunities, including Accelerated, Honors and AP. e) Develop and refine curriculum and resources that is multicultural and diverse. 	\$390,405	No

Action #	Title	Description	Total Funds	Contributing
Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	<ul style="list-style-type: none"> a) Altus Connect Program: Increase student access to online curriculum and resources by providing students in need of home technology with Chromebooks and internet hotspots. b) Develop curriculum with the Universal Design Learning (UDL) framework to ensure equity and access for unique pupils. c) Integrated English Language Development (ELD) to support English Learners with their acquisition of core content knowledge. d) Designated English Language Development (ELD) courses and instruction to increase English Learners language proficiency. e) Instructional enhancement tools to support English Learners, including Achieve3000 and BrainPOP ESL. f) Provide supplemental curriculum for lowest achieving students through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap. g) Curriculum and Professional Development Coordinator, Technology Integration Learning Lead, and Math Specialist to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students. h) Offer Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation. 	\$72,258	Yes
Action 3	Standards Aligned Course of Study and Curriculum for Grade 12 Students (CSI)	<ul style="list-style-type: none"> a) Provide grade 12 students with Chromebooks and/or internet hotspots to increase access to the full curriculum and support participation in distance learning tutorials. 	\$30,000	No

Action #	Title	Description	Total Funds	Contributing
Action 4	Pathways and College/Career Readiness for All Students	<ul style="list-style-type: none"> a) School counselors monitor student progress and achievement towards College/Career Readiness using School Pathways and SharePoint technology tools. b) Provide an annual Career Industry and College Week to students which includes informational presentations and workshops facilitated by field experts and representatives. c) Enhance the Early College Credit Program that allows high school students to take college courses for college credit while completing high school coursework. d) Administer Advanced (AP) Exams to students who want to earn college credit and placement. e) Continue to expand course offerings that meet the demands and requirements of four-year universities and readiness for career and/or military pathways. f) Continue to offer CTE courses aligned to CTE Model Curriculum Standards. g) Implement CTE Certification Programs aligned to key sectors and student PPEP results. h) Provide comprehensive work-based learning opportunities for students, including Service Learning, internships, job shadowing, and the Work Experience Education Program. i) Promote 21st Century Learning and digital literacy with Pathways Portfolio graduation requirement. 	\$222,712	No

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
Goal 3	Provide a targeted and data informed professional learning system to increase teacher effectiveness and high-quality instruction.

An explanation of why the LEA has developed this goal.

Teachers need high-quality professional development and training to facilitate the academic achievement of all students.

State Priorities: Basic, State Standards, Pupil Achievement, Other Pupil Outcomes

Local Priorities: Strategic Initiatives 1, 2, 8, 9 and 17

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
90% of teachers will participate in at least 60 hours of annual professional development	SY: 2019-2020 Outcome: 100% of teachers				SY: 2023-2024 Outcome: 90% of teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
90% of teachers will participate in at least 10 hours of annual math professional development	SY: 2020-2021 This is a new metric and the baseline is not yet available				SY: 2023-2024 Outcome: 90% of teachers
English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Instruction, and Curriculum	SY: 2020-2021 (As of April 20, 2021) Outcome: 10 ELAD trainings				SY: 2023-2024 Outcome: Six annual ELAD trainings
90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	SY: 2020-2021 This is a new metric and the baseline is not yet available				SY: 2023-2024 Outcome: 90% of instructional staff have completed LEC
90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	SY: 2020-2021 (As of April 22, 2021) Outcome: 98% of staff				SY: 2023-2024 Outcome: 90% of staff
90% of students surveyed will report high levels of satisfaction with their overall educational experience at Audeo	SY: 2020-2021 (As of April 15, 2021) Outcome: 97% of students				SY: 2023-2024 Outcome: 90% of students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
90% of parents surveyed will report high levels of satisfaction with their child's overall educational experience at Audeo	SY: 2020-2021 (As of April 15, 2021) Outcome: 98% of parents				SY: 2023-2024 Outcome: 90% of parents

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Professional Development Focused on Improving Academic Performance for All Students	<ul style="list-style-type: none"> a) Professional Development Coordinator to design and develop an AU Training Calendar and Catalog based upon Strategic Initiatives and staff needs. b) Altus University (AU) professional development trainings to increase teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards. c) AU professional development trainings for staff focused on Career Technical Education (CTE). d) AU professional development trainings to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology. e) AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification. f) AU professional development trainings focused on staff leadership development, including Executive Studies and Fellows Projects. g) AU professional development trainings focused on supporting new teachers. h) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets. i) AU professional development trainings focused on how to support physical, mental, and social-emotional needs of students, including Youth Mental Health First Aid Training (YMHFA) and Suicide Prevention and Intervention. 	\$87,306	No

Action #	Title	Description	Total Funds	Contributing
Action 2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> a) Provide training on ELPAC administration to teachers, along with data analysis sessions led by the Assessment Coordinator, School coordinators, and English Learner Achievement Department (ELAD). b) ELD professional learning for instructional staff, led by the English Learner Achievement Department (ELAD), focused on research-based instructional strategies that support and improve English Learners academic achievement, customizing curriculum, and reclassification of ELs. c) Math specialist to provide one-on-one teacher support and professional development focused on supporting English Learners with effective curriculum and instructional strategies. d) Achieve3000 trainings for instructional staff focused on program integration and best practices. e) Specialized literacy trainings for instructional staff, including Writing Redesigned for Innovative Teaching Equity (WRITE). f) AU professional development trainings for staff focused on implicit bias and how to cultivate reflective and positive discussions with students. g) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area. h) Specialized college/career readiness training for staff, including Advancement Via Individual Determination (AVID). i) Trainings for school counselors focused on preparing low-income students and first-generation students to enter college. j) AU professional development trainings for staff focused on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma Informed Practices for Schools (TIPS). 	\$14,410	Yes

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
Goal 4	Provide a safe environment and supportive school culture for students to learn and teachers to teach.

An explanation of why the LEA has developed this goal.

Students, parents, and school staff require a learning environment that is safe, distraction free and professional.

State Priorities: Basic, Parental Involvement, and School Climate

Local Priorities: Strategic Initiatives 2, 12, 19

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students	SY: 2020-2021 (As of April 16, 2021) Outcome: No student suspensions				SY: 2023-2024 Outcome: Less than 1.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Maintain an <u>Expulsion Rate</u> at 1% or less for All Students	SY: 2020-2021 (As of April 16, 2021) Outcome: No student expulsions				SY: 2023-2024 Outcome: Less than 1.0%
More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	SY: 2020-2021 (As of April 16, 2021) Outcome: 94% of students				SY: 2023-2024 Outcome: More than 90% of students
More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction	SY: 2020-2021 (As of April 16, 2021) Outcome: 93% of parents				SY: 2023-2024 Outcome: More than 90% of parents
Maintain a <u>School Safety Plan</u> that meets the needs of key stakeholders and is compliant	SY: 2020-2021 Outcome: School Safety Plan met compliance requirements				SY: 2023-2024 Outcome: School Safety Plan meets annual compliance requirements

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Safe and Supportive School for All Students	<ul style="list-style-type: none"> a) Executive School Safety Committee to implement the School Safety Plan. b) Training and resources provided to ensure staff are informed, prepared, and compliant. c) A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, and implements safety protocols. d) Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, personal protective equipment, automatic door locking system). e) Provide nursing services to support student overall health and social-emotional well-being. f) Provide students and parents with opportunities for input into safety planning. 	\$73,443	No
Action 2	Social, Emotional and Behavioral Support Systems for All Students	<ul style="list-style-type: none"> a) As part of the Healthy Youth Department, therapists to provide counseling services and facilitate student referrals. b) Provide a Wellness Week focused on themes such as Connection and Self-Care, facilitated by the Healthy Youth Department. c) Character and Leadership Development Program, California Cadet Corps, to promote health, wellness, and academic achievement. d) Provide small group learning environment in the Resource Center and/or in distance learning that promotes positive communication, behavior, and accountability. e) Utilize Blackboard notification system and the School website to communicate and provide families with information related to available food resources, health, wellness, and child care resources. 	\$91,194	No

Action #	Title	Description	Total Funds	Contributing
Action 3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	<ul style="list-style-type: none"> a) Incoming foster youth students are tagged by school clerks in SIS to enable the Homeless and Foster Youth Liaison to ensure that their academic, physical, mental health, and social-emotional needs are met. b) Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed. c) Partnership with San Diego Food Bank (SDFB) to provide a Nutrition Program to students and family members who are experiencing food insecurity. d) Provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies. 	\$3,200	Yes

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
Goal 5	Provide innovative, engaging, and community-based Resource Centers to serve and support students and family members.

An explanation of why the LEA has developed this goal.

Meaningful stakeholder engagement and community connectedness are essential elements to transforming students, families, and communities.

State Priorities: Basic, Parental Involvement, Pupil Engagement, and School Climate

Local Priorities: Strategic Initiatives 4 and 12

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of families	SY: 2020-2021 Outcome: 30 partnerships				SY: 2023-2024 Outcome: 30 partnerships
Receive school facility repair and technology status of “Good” or “Exemplary”	SY: 2020-2021 Outcome: Exemplary facility status				SY: 2023-2024 Outcome: Exemplary facility status
Provide Open House and Senior Night Events in the fall and spring semesters	SY: 2020-2021 Outcome: Met				SY: 2023-2024 Outcome: Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Provide six Family Learning Series to parents and family members	SY: 2020-2021 Outcome: 7 Family Learning Series Trainings				SY: 2023-2024 Outcome: Six Family Learning Series Trainings
90% of parents will report that Resource Centers provide innovative learning opportunities for students	SY: 2020-2021 (As of April 16, 2021) Outcome: 94% of parents				SY: 2023-2024 Outcome: More than 90%

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Engagement Opportunities for All Students	<ul style="list-style-type: none"> a) Provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events. b) Families Learning Series, education and training for parents and family members. c) Develop a School Alumni Community for graduates to stay connected, speak at school events, and participate in Senior Exhibition Presentations as panel members. d) Maintain innovative Resource Centers, enhanced with educational technology, that engage students in 21st century learning environments that inspire engagement and achievement. e) Maintain facilities to meet the “best practices” standards for Next Generation Science Standards (NGSS) lab work. f) Enhance website features and content to provide accurate and timely information to parents and community members. g) Utilize web-based school programs to increase parental engagement, including SIS Student-Parent Portal, Edgenuity, and Naviance. h) Enhance the School’s online landing page, www.altusgo.com, that provides students and families with all necessary access points to curriculum and instructional supports. i) Update the School’s online Tech Tool Library that provides students with access to subject specific resources and digital tools for creativity, critical thinking, collaboration and communication. 	\$321,863	No
Action 2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> a) Provide a Bus Pass Program to increase student access to Resource Centers. b) Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including the Needs Assessment. c) Engage stakeholder to seek feedback on existing ELD Programs and potential barriers to learning. d) Provide translated materials and resources for parents and family members of English Learners. e) Designated translators and/or bilingual staff at Resource Centers with high enrollment of non-English speaking families. 	\$1,000	Yes

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12%	\$627,494

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Audeo has an enrollment of unduplicated pupils which exceeds 56% of total enrollment. An unduplicated pupil is a student in one or more of the following student groups: English Learners, Low Income and Foster Youth. In order to prioritize the needs of English Learners, Foster Youth, and Low-Income students, Audeo will initiate the following targeted actions to increase student engagement, academic performance, and college/career readiness for the 2021-2022 academic year.

Targeted Actions for English Learners:

- Administer the ELPAC to measure progress toward English proficiency, to help inform educational placements, and to aid reclassification decisions (Goal 1: Action 2a).
- Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems (Goal 1: Action 2b).
- Instructional staff develop and implement research based formative ELD assessments in one-on-one and/or small group tutoring to measure language skills (Goal 1: Action 2c).
- A Monthly Storybook that summarizes English Learners performance on specific achievement indicators, including participation and credit completion (Goal 1: Action 8b)
- Ongoing monitoring of Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students (Goal 1: Action 8c).

- Develop curriculum with the Universal Design Learning (UDL) framework to ensure equity and access for all learners (Goal 2: Action 2b).
- Integrated English Language Development (ELD) to support English Learners with their acquisition of core content knowledge (Goal 2: Action 2c).
- Designated English Language Development (ELD) courses and instruction to increase English Learners language proficiency (Goal 2: Action 2d).
- Utilization of Achieve3000 and BrainPOP ESL programs to develop reading, language, writing, and speaking skills (Goal 2: Action 2e).
- Provide supplemental curriculum for English Learners through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap (Goal 2: Action 2f).
- Provide training on ELPAC administration to teachers, along with data analysis sessions led by the Assessment Coordinator, Learning Leads, and English Learner Achievement Department (Goal 3: Action 2a).
- ELD professional learning for instructional staff, led by the English Learner Achievement Department (ELAD), focused on research-based instructional strategies that support and improve English Learners academic achievement, customizing curriculum, and reclassification of ELs (Goal 3: Action 2b).
- Math specialist to provide teacher, education specialists, and CTR support and professional development focused on supporting English Learners with effective use of the curriculum and instructional strategies (Goal 3: Action 2c).
- Achieve3000 trainings for teachers and instructional leaders which is focused on program integration, best practices, and data analysis (Goal 3: Action 2d).
- Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) and AVID which are focused on improving English Learners literacy skills and academic achievement (Goal 3: Action 2e).
- Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including the Needs Assessment (Goal 5: Action 2b).
- Engage stakeholder to seek feedback on existing ELD Programs and potential barriers to learning (Goal 5: Action 2c).
- Provide translated materials and resources for parents and family members of English Learners (Goal 5: Action 2d).
- Designated translators and/or bilingual staff at Resource Centers with high enrollment of non-English speaking families (Goal 5: Action 2e).

Targeted Actions for Low-Income students:

- School coordinators to support management of both the PPEP and MTSS, along with ongoing teacher coaching focused on effective delivery of instruction to meet the needs of high-risk student groups (Goal 1: Action 4a).
- Provide additional and targeted Math and ELA tutorials focused on accelerating student learning for those identified as below grade level and skill deficient (Goal 1: Action 4b).
- Counselors to support the academic and social-emotional needs of the lowest-achieving students (Goal 1: Action 4c).
- Equity and Inclusion Officer to collaborate with instructional staff, identify potential student needs, and coordinate services and resources to aid students and family members (Goal 1: Action 4d).
- School coordinators to monitor the lowest-performing student groups progress and achievement in real time using Microsoft SharePoint Technology instructional tools (Goal 1: Action 8a).
- A Monthly Storybook that summarizes Low-Income student performance on specific achievement indicators, including Participation and Credit Completion (Goal 1: Action 8b).
- Altus Connect Program: Increase student access to online curriculum and resources by providing students in need of home technology with Chromebooks and internet hotspots (Goal 2: Action 2a).
- Curriculum and Professional Development Coordinator, Technology Integration Learning Lead, and Math Specialist to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students (Goal 2: Action 2h).
- Offer Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation (Goal 2: Action 2i).
- AU professional development trainings for staff focused on implicit bias and how to cultivate reflective and positive discussions with students (Goal 3: Action 2f).
- Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area (Goal 3: Action 2g).
- Specialized college/career readiness training for staff, including Advancement Via Individual Determination (Goal 3: Action 2h).
- Trainings for school counselors focused on preparing Low-Income students and first-generation students to enter college (Goal 3: Action 2i).

- Partnership with San Diego Food Bank (SDFB) to provide a Nutrition Program to students and family members who are experiencing food insecurity (Goal 4: Action 3c).
- Provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies (Goal 4: Action 3d).
- Provide bus passes to Low-Income students to increase access to Resource Centers for educational support and services (Goal 5: Action 2a).

Targeted Actions for Foster Youth:

- Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students (Goal 1: Action 4d).
- A Monthly Storybook that summarizes Foster Youth performance on specific achievement indicators, including Participation and Credit Completion (Goal 1: Action 8b).
- AU professional development trainings for staff focused on research-based strategies and tools to support Homeless and Foster Youth engagement in school with a focus on Trauma Informed Practices for Schools (Goal 3: Action 2j).
- Incoming Foster Youth students are tagged by school clerks in SIS to enable the Homeless and Foster Youth Liaison to ensure that their academic, physical, mental health, and social-emotional needs are met (Goal 4: Action 3a).
- Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed (Goal 4: Action 3b).
- Provide bus passes to Foster Youth to increase access to Resource Centers for educational support and services (Goal 5: Action 2a).

Audeo plans to continually monitor the effectiveness of the targeted actions provided to English Learners, Foster Youth, and Low-Income student groups by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in the English Learners Advisory Committee and School Site Council. Audeo will also carefully monitor student groups engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, and ELPAC. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

A description of how services for Foster Youth, English learners, and Low-Income students are being increased or improved by the percentage required.

Audeo offers an individualized learning experience for all students, with special emphasis on supporting students who have not succeeded in a traditional educational setting. By offering students a rigorous curriculum, aligned to state standards, and high-quality teachers in a safe

Audeo's percentage to increase or improve services for unduplicated students is 12% and the estimated increased apportionment is \$627,494. Audeo recognize that English Learners, Low-Income students, and Foster Youth are more likely to have experienced traumatic experiences, to various degrees, and may have been disproportionately impacted by school closures in the 2019-2020 and 2020-2021 academic years. As Audeo plans educational actions and services, the needs of the lowest-achieving students always take priority and consider evidence-based practices. The following specific actions and services are principally directed toward and effective in meeting the School's LCAP goals for unduplicated students.

Audeo will provide targeted and additional small group Math and ELA tutorials focused on addressing student skill and grade level standard deficiencies which are primarily directed to meeting the unique educational needs of unduplicated students. These teachers led tutorials utilize a variety of assessment strategies to evaluate student performance and incorporate various instructional strategies and approaches, including check for prior knowledge, direct instruction, guided practice, and individual practice. At every stage of instruction, teachers utilize both innovative and traditional methods to evaluate student engagement, acquisition of knowledge, and application of knowledge. School instructional leaders intermittently observe these teachers led tutorials to ensure that sessions are engaging, address grade level standards, support the unique learning needs of the group, and create ample opportunity for students to interact and dialogue.

Audeo provides English Learners with customized, Blended Learning Programs. The principal idea behind blended learning is that students have some control over *time, pace, path, and place*. This model promotes a locus of control with students and increases their motivation to learn and allows them the time they need to work through the material. This approach gives EL students the ability to read and hear the instruction (often at the same time), while utilizing context to help create connections between the English words and their meaning. A key element of blended learning for ELs is Achieve3000. Teachers use the Achieve3000 digital platform for both synchronous explicit ELD instruction in small group tutoring sessions, as well as asynchronous literacy development integrated in all coursework. Achieve3000 also provides instructional staff with the ability to monitor English Learners' academic development over time (i.e., Lexile Growth). The Achieve3000 digital platform and service is principally directed toward and effective in meeting the School's goals for English Learners.

The English Learner Achievement Department is a group of specially trained and experienced educators who support the needs of English Learners (ELs). ELAD members are collaborators, working with other educators to engage this diverse population of students and provide enriching activities that support both integrated and designated ELD. Furthermore, they are community members who work to educate and engage EL families to ensure they are empowered with relevant information and encouraged to provide input so EL services are appropriately adjusted.

As part of the Altus University Professional Learning System, ELAD's work is principally directed toward and effective in meeting the School's goals for English Learners by providing these essential supports for teachers of English Learners:

- Provide Designated ELD training for staff including peer coaching and from research-based instructional practices and curriculum selection for in person and distance learning environments.

- Present to staff on best practices for engaging ELs, in person and virtually, in Designated and Integrated ELD.
- Coordinate the English Learner Advisory Committee (ELAC) and other groups related to the needs of ELs.
- Provide recommendations to Curriculum departments on English Learner Supplemental Guides, materials and supports for ELs based on student data and achievement levels and goals.
- Facilitate Parent Trainings focused on technology tools, distance learning, and accessibility features within curriculum and instruction.

Audeo is committed to removing potential educational barriers for unduplicated students. As a result, Audeo continues to invest in a fleet of Chromebooks which are provided to students in need of home technology, also known as the Altus Connect Program. Students receiving a school issued Chromebook have the option to receive an internet hotspot monthly service so that they can access the School's full curriculum and participate in distance learning opportunities. In addition, stakeholders have asserted that many unduplicated students do not have reliable transportation that can get them to and from school. As a result, the School has developed a Bus Pass Program aimed at increasing student access to school Resource Centers so that they can receive academic in-person instruction and participate in educational programs and services. Both the Altus Connect and Bus Pass Programs are overseen by the School's Equity and Inclusion Officer whose primary objective is to support the unique needs of unduplicated students and close achievement gaps that may exist.

Moreover, the School's Equity and Inclusion Officer will support the expansion of the Healthy Youth Department. Currently, the Healthy Youth Department consists of school nurses, teacher on assignment for special programs, and a school psychologist. The expansion will include school therapists that will apply their expertise in mental health, learning and behavior, to help students succeed academically, socially, behaviorally, and emotionally. This will include counseling services primarily directed at unduplicated students who are experiencing learning challenges and need increased and improved intervention to meet academic standards. Therapists will also participate in the ongoing Resilience in Student Education (RISE), a series of live interactive broadcasts focused on Social and Emotional Core Competencies.

In order to meet the unique needs of Homeless and Foster Youth, the School has a Teacher on Assignment for Special Programs that provides services principally directed to these unduplicated students:

- Support the identification process, collaborate with the appropriate staff, and course planning.
- Support the enrollment process, and ensure they have full and equal opportunity to succeed in school.
- Initiate referrals to health, dental, mental health, and substance abuse services, housing services and other appropriate services.
- Public notice of the educational rights of homeless and foster youth students is disseminated in locations to frequented by staff, students, parents, and family members.

- Inform parents and family members of unaccompanied youths of all transportation services.
- Provide school staff with professional development related to homeless and foster youth through Altus University.

Audeo's Professional Learning System is designed to increase teacher effectiveness in supporting all students, but especially unduplicated students. In order to achieve this goal, the School will provide specialized trainings to staff focused on potential educational challenges that unduplicated students may face, such as mental health, varying degrees of trauma, and academic skill deficiencies. Therefore, the School will provide a series of trainings next year focused on providing staff with the skills and knowledge to support unduplicated students facing those potential challenges. These trainings include Youth Mental Health First Aid, Trauma Informed Practices for Schools (TIPS), Writing Redesigned for Innovative Teaching and Equity (WRITE), and AVID.

Effectiveness of these increased and improved services will be monitored by instructional staff throughout the 2021-2022 school year. Instructional staff will analyze multiple metrics, including student surveys, formative assessments, language development assessments, Smarter Balanced Interim Assessments, participation rates, and credit completion rates, to determine trends and adjust practices to enhance the approach.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,215,573	\$ 1,278,018	\$ -	\$ 295,931	4,789,521	\$ 4,089,178	\$ 700,343

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic Cycle of Assessments for All Students	All	\$ 7,793				\$ 7,793
1	2	Evaluate English Language Proficiency for English Learners	English Learners	\$ 380,067				\$ 380,067
1	3	Academic Instruction and Support for All Students	All	\$ 1,479,646	\$ 228,518			\$ 1,708,164
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	\$ 73,062			\$ 89,963	\$ 163,025
1	5	Academic Instruction and Support for Students with Disabilities	SWD		\$ 796,267		\$ 94,500	\$ 890,767
1	6	Academic Instruction and Support for Grade 12 Students (CSI)	Grade 12 Students	\$ 54,032			\$ 61,482	\$ 115,514
1	7	Systematic Monitoring of Academic Performance for All Students	All	\$ 45,828				\$ 45,828
1	8	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	\$ 170,572				\$ 170,572
2	1	Standards Aligned Course of Study and Curriculum for All Students	All	\$ 359,884	\$ 30,521			\$ 390,405
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	English Learners & Low-Income	\$ 67,682			\$ 4,576	\$ 72,258
2	3	Standards Aligned Course of Study and Curriculum for Grade 12 Students (CSI)	Grade 12 Students				\$ 30,000	\$ 30,000
2	4	Pathways and College/Career Readiness for All Students	All		\$ 222,712			\$ 222,712
3	1	Professional Development Focused on Improving Academic Performance for All Students	All	\$ 87,306				\$ 87,306
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth				\$ 14,410	\$ 14,410
4	1	Safe and Supportive School for All Students	All	\$ 73,443				\$ 73,443
4	2	Social, Emotional and Behavioral Support Systems for All Students	All	\$ 91,194				\$ 91,194
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Low-Income & Foster Youth	\$ 3,200				\$ 3,200
5	1	Engagement Opportunities for All Students	All	\$ 321,863				\$ 321,863
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth				\$ 1,000	\$ 1,000

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 694,583	\$ 804,532
LEA-wide Total:	\$ -	\$ -
Limited Total:	\$ 694,583	\$ 804,532
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Systematic Cycle of Assessments for All Students	LEA-Wide		All	\$ 7,793	\$ 7,793	No
1	2	Evaluate English Language Proficiency for English Learners	Limited	English Learners	All	\$ 380,067	\$ 380,067	Yes
1	3	Academic Instruction and Support for All Students	Schoolwide		All	\$ 1,479,646	\$ 1,708,164	No
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 73,062	\$ 163,025	Yes
1	5	Academic Instruction and Support for Students with Disabilities	Limited		All		\$ 890,767	No
1	6	Academic Instruction and Support for Grade 12 Students (CSI)	Limited		Grade 12 Students	\$ 54,032	\$ 115,514	No
1	7	Systematic Monitoring of Academic Performance for All Students	LEA-Wide		All	\$ 45,828	\$ 45,828	No
1	8	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 170,572	\$ 170,572	Yes
2	1	Standards Aligned Course of Study and Curriculum for All Students	LEA-Wide		All	\$ 359,884	\$ 390,405	No
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Limited	English Learners & Low-Income	All	\$ 67,682	\$ 72,258	Yes
2	3	Standards Aligned Course of Study and Curriculum for Grade 12 Students (CSI)	Limited		Grade 12 Students		\$ 30,000	No
2	4	Pathways and College/Career Readiness for All Students	LEA-Wide		All		\$ 222,712	No
3	1	Professional Development Focused on Improving Academic Performance for All Students	LEA-Wide		All	\$ 87,306	\$ 87,306	No
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Limited	English Learners, Low-Income & Foster Youth	All		\$ 14,410	Yes
4	1	Safe and Supportive School for All Students	LEA-Wide		All	\$ 73,443	\$ 73,443	No
4	2	Social, Emotional and Behavioral Support Systems for All Students	LEA-Wide		All	\$ 91,194	\$ 91,194	No
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Limited	Low-Income & Foster Youth	All	\$ 3,200	\$ 3,200	Yes
5	1	Engagement Opportunities for All Students	LEA-Wide		All	\$ 321,863	\$ 321,863	No
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Limited	English Learners, Low-Income & Foster Youth	All		\$ 1,000	Yes

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Charter School of San Diego

CDS Code: 37683383730959

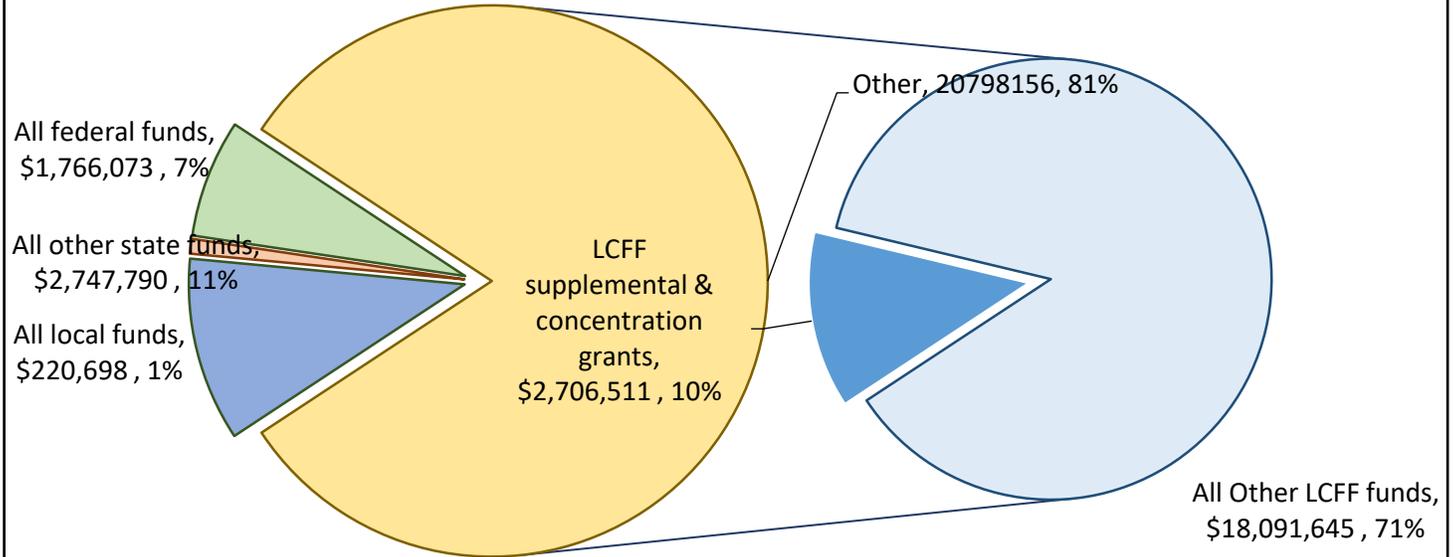
School Year: 2021 – 22

LEA contact information: Jay Garrity (858) 678-2020 jgarrity@charterschool-sandiego.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

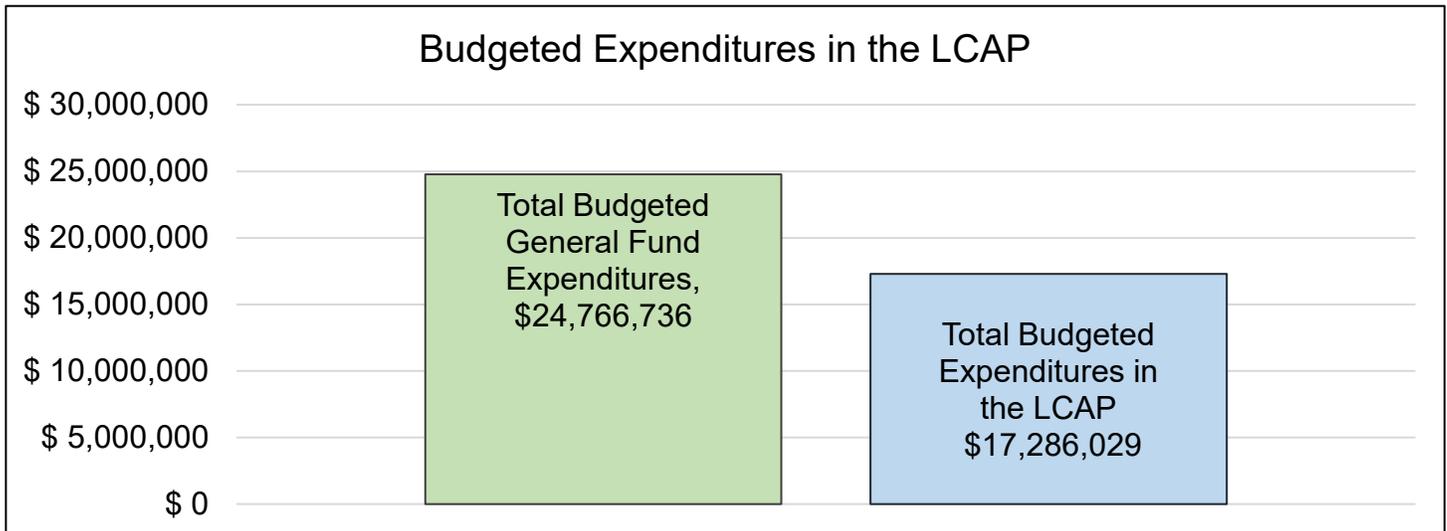


This chart shows the total general purpose revenue The Charter School of San Diego expects to receive in the coming year from all sources.

The total revenue projected for The Charter School of San Diego is \$25,532,717.00, of which \$20,798,156.00 is Local Control Funding Formula (LCFF), \$2,747,790.00 is other state funds, \$220,698.00 is local funds, and \$1,766,073.00 is federal funds. Of the \$20,798,156.00 in LCFF Funds, \$2,706,511.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much The Charter School of San Diego plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

The Charter School of San Diego plans to spend \$24,766,736.00 for the 2021 – 22 school year. Of that amount, \$17,286,029.00 is tied to actions/services in the LCAP and \$7,480,707.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

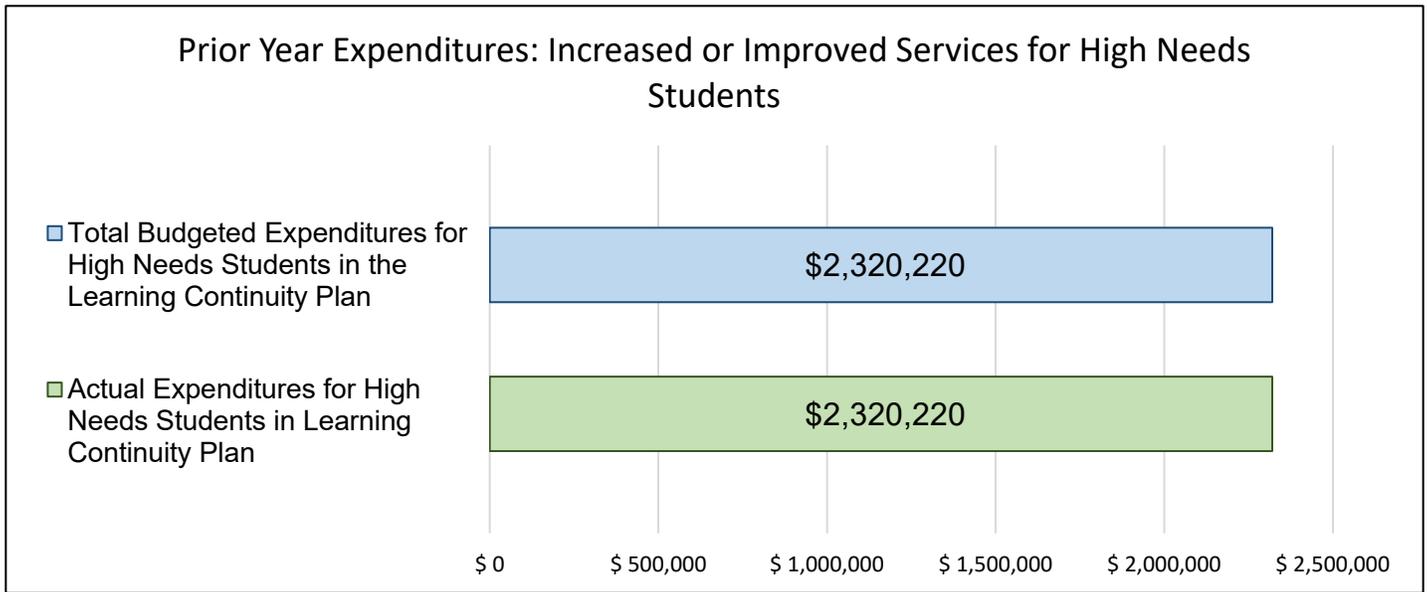
The budgeted expenditures that are not included in the LCAP are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, The Charter School of San Diego is projecting it will receive \$2,706,511.00 based on the enrollment of foster youth, English learner, and low-income students. The Charter School of San Diego must describe how it intends to increase or improve services for high needs students in the LCAP.

The Charter School of San Diego plans to spend \$2,706,643.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what The Charter School of San Diego budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what The Charter School of San Diego estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, The Charter School of San Diego's Learning Continuity Plan budgeted \$2,320,220.00 for planned actions to increase or improve services for high needs students. The Charter School of San Diego actually spent \$2,320,220.00 for actions to increase or improve services for high needs students in 2020 – 21.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Charter School of San Diego	Jay Garrity Administrator of Instructional Services	jgarrity@charterschool-sandiego.net (858) 678-2020

Plan Summary: 2021-2022

General Information

A description of the LEA, its schools, and its students.

The journey to create The Charter School of San Diego (CSSD) began in 1993, when charter law was implemented in California. After a year of planning, charter revisions, and collaboration with San Diego Unified School District staff and members of the community, the SDUSD Board of Education unanimously approved CSSD's petition and charter as the first approved charter school in San Diego.

CSSD opened for student enrollment in 1994. It was established as a visionary model for educational reform. Specifically aimed at students whose futures are at risk because conventional schooling has failed them, CSSD provides a unique educational environment for students whose academic and social needs are not met by traditional approaches.

In 2015, CSSD was the recipient of the Malcom Baldrige National Quality Award for performance excellence through innovation, improvement, and visionary leadership. This award establishes CSSD as a role model for education. This honor is a tribute to excellence across many sectors. It is awarded to organizations that demonstrate quality and performance excellence. Organizations are judged on their Leadership/ Governance, Strategic Planning, Customer Focus, Knowledge Management, Workforce Focus, Operations, and Results.

The Charter School of San Diego is an educational option that serves students in grades 6-12. CSSD is an academic intervention alternative centered on student motivation. It is our goal to place each student on a pathway to success.

The Charter School of San Diego is an Altus School. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At CSSD, every student's progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Instruction is presented individually and in small groups. Courses at CSSD are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, CSSD works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

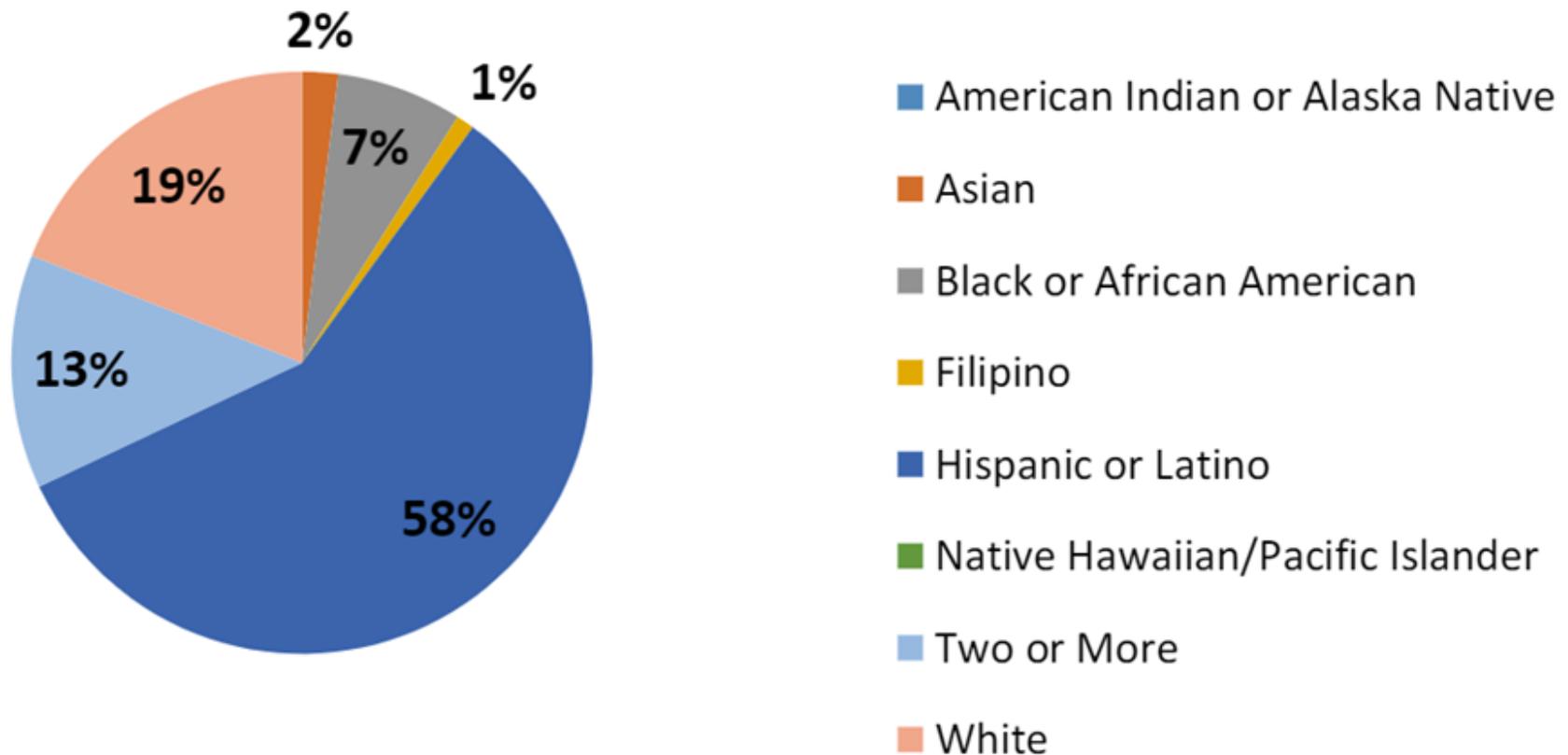
CSSD is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS). DASS schools must have an unduplicated count of at least 70 percent of the School's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. The high-risk groups include the following:

- a) Expelled
- b) Suspended more than 10 days in a school year
- c) Wards of the Court
- d) Pregnant and/or parenting
- e) Recovered Dropouts
- f) Habitually Truant
- g) Retained more than once in kindergarten through grade eight
- h) Students who are credit deficient
- i) Students with a gap in enrollment
- j) Students with a high-level transiency
- k) Foster youth
- l) Homeless youth

In February 2021, CSSD had a total enrollment of 1,894 students. Of these 1,894 students, 67% were Socioeconomically Disadvantaged, 24% were Students with Disabilities, 12% were English Learners, 5% were Homeless, and 0.4% were Foster Youth.

In addition, of these 1,894 students, 58% were Hispanic, 19% were White, and 7% were Black or African American. 16% of students were other ethnicities. See the Enrollment by Ethnicity graphic below.

Enrollment by Ethnicity



Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

CSSD stakeholders continue to be satisfied with the School's commitment to providing a personalized instructional program for all students. This personalized approach is the School's key instructional process: Pathways Personalized Education Plan (PPEP). Throughout the COVID-19 pandemic, a PPEP has been created, monitored and adjusted for all students to help them meet their academic goals. Along with the PPEP, the School's Instructional Plan utilizes a systematic approach to increase student outcomes: Instruction, Curriculum, and Professional Learning. School stakeholders believe that the aforementioned systems and structures have supported student engagement and achievement throughout distance learning.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. However, CSSD's One-Year Graduation Rate for the 2019-2020 school year was collected and made available to the public. According to the School Dashboard, the Graduation Rate for All Students was 77.2%. This is a 0.7% improvement from the prior school year which was 76.5%. Stakeholders are satisfied with this positive year-over-year change and believe that the School has implemented effective evidence-based strategies to improve academic performance for grade 12 students. These targeted strategies will continue to be implemented for the 2021-2022 school year to ensure that students graduate on-time and are ready for a successful transition to college/career pathways.

School stakeholders are also satisfied with the strong School-to-Home Partnership that has remained intact during distance learning. Based upon Student and Parent LCAP Engagement Surveys, it is evident that students and parents are satisfied with the educational program. Some of the key survey findings are provided below (survey results as of April 14, 2021):

Teacher Availability and Communication:

- 98% of parents report high levels of satisfaction with their child's teacher's availability and communication.
- 97% of students report high levels of satisfaction with their teacher's availability and communication.

Educational Needs:

- 97% of parents report that their child's teacher is meeting their needs.
- 98% of students report that their teacher is meeting their needs.

School Safety:

- 97% of parents report that they feel their child is safe at school.
- 96% of students report that they feel safe at the Resource Center.

Educational Program:

- 97% of parents report high levels of satisfaction with the school.
- 98% of students report high levels of satisfaction with the school.

Lastly, school stakeholders believe that the School has successfully maintained student engagement during distance learning by providing students with synchronous one-on-one academic tutoring, small group instruction, and access to teacher virtual office hours. Instructional staff have also stayed in regular contact with students and family members by utilizing a variety of communication methods, including virtual conferences, secure text messages, emails, phone calls, and home visits. As of April 2021, CSSD's Cumulative Participation Rate for the school year is 86.7% which is exceeding their locally set target of 84% by 2.7%. The academic support and engagement methods utilized by instructional staff this year, will continue to be implemented for 2021-2022 while also enhancing these approaches to meet the needs of all students, particularly the lowest performing student groups.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. However, the School's **2019-2020 DASS Graduation Rate** was collected and made available. See the Graduation Rate by Student Group table below:

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	539	416	77.2%
English Learners	55	42	76.4%
Foster Youth	1	*	*
Homeless	30	13	43.3%
Socioeconomically Disadvantaged	299	210	70.2%
Students with Disabilities	87	54	62.1%
African American	35	26	74.3%
American Indian or Alaska Native	1	*	*
Asian	15	12	80.0%
Filipino	19	16	84.2%
Hispanic	306	213	69.6%
Native Hawaiian or Pacific Islander	4	*	*
White	106	101	95.3%
Two or More Races	33	29	87.9%

CSSD was able to successfully graduate 416 students during the 2019-2020 school year, which is considered a 77.2% Graduation Rate. Although the School's Graduation Rate increased by 0.7% from the 2018-2019 school year, the School will remain focused on closing performance gaps for Homeless, Low Income, Students with Disabilities, and Hispanic student groups. In order to increase performance of these specific student groups, the School will implement these key instructional services and programs: 1) Increase academic tutoring opportunities focused on ELA and Math course completion, 2) Enhance the graduation rate monitoring system that strategically identifies low

performing student groups throughout the school year, 3) Provide targeted counseling and intervention, and 4) Remove potential learning barriers by providing students with home technology, bus passes and a meal program.

The most recent **Chronic Absenteeism Rate** published is from the 2019 School Dashboard. CSSD's 2019 Chronic Absenteeism rate for All Students (grades 6-8) was 25.2%. While the School was able to improve this engagement indicator by 6.4% for All Students from the prior year, there is a performance gap with ELs and Socioeconomically Disadvantaged (SED) students. 42.1% of ELs and 30.5% of SED students are considered Chronically Absent. There is a need to reduce Chronic Absenteeism rate for ELs and SED students.

In 2019, All Students who completed the **English Language Arts Summative Smarter Balanced Assessment (SBA)** scored 4.8 points below standard. This was a 4.9 point improvement from the prior year for All Students. While ELs and SWDs scored lower than All Students, both student groups demonstrated significant improvement from the prior year. ELs improved 23.7 points and SWDs improved 65 points.

In 2019, All Students who completed the **Mathematics Summative SBA** scored 96.3 points below standard. This was a 6.4 point decline from the prior year. ELs, SWDs, SED students scored 134.5, 136.9, and 105.2 points below standard, respectively. School Stakeholders agree that math achievement continues to be a critical area of need. The School will continue to refine and implement a systematic approach of curriculum, instruction, and professional learning to improve mathematics achievement for All Students and significant student groups.

Based upon the 2019 California School Dashboard, 49% of ELs are making progress towards **English language proficiency** or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC). This is considered a Medium progress level. School Stakeholders believe that by implementing both Integrated and Designated ELD programs, a Medium progress level can be maintained, which is 45% to less than 55%.

According to the 2019 California School Dashboard, 8.2% of CSSD graduates met the prepared criteria for **College/Career**. Stakeholders believe that this academic performance indicator will continue to be a challenge for the School because the average length of student enrollment is 18 months. In addition, many students enroll in CSSD during their junior and senior year of high school and upon enrollment they are not on-track to meet the College/Career prepared criteria. School groups have determined that College/Career will be an area of focused and that there are opportunities to expand student enrollment in CTE Pathways, Leadership/Military Science courses, AP Courses/Exams, and college credit courses. School counselors will also provide counseling sessions focused on creating a College/Career plan for all students, along with monitoring and management.

The School's Professional Learning System, Altus University, will provide instructional staff with specialized trainings focused on increasing engagement and achievement for specific student groups, including AVID, Trauma Informed Practices for Schools (TIPS), Youth Mental Health First Aid (YMHFA), Leading Edge Certification (LEC), and Writing Redesigned for Innovative Teaching and Equity. The School is also committed to educating parents and family members through the Family Learning Series. The Family Learning Series will be a series of trainings led by school staff focused on providing parents and family members with information and training related to academics, physical health, social-emotional, and behavior.

The School's Equity and Inclusion Officer will also collaborate regularly with School Leadership, teachers, education specialists, counselors, and school nurses to discuss the unique needs of student groups and explore potential solutions. The Inclusion and Equity Officer will work

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-2022 LCAP highlights the School's priority to transform student lives and ensure equity and access. The development of the LCAP aligns to the School's Strategic Planning Process. Stakeholder input is analyzed, along with student demographics and achievement data in order to identify program goals, metrics, and actions that will ensure all students are meeting rigorous academic standards.

Goal 1: Increase student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status (DASS) Program

Key Actions and Services for All Students:

- Systematic Cycle of Assessments: Measures of Academic Progress by NWEA, Smarter Balanced Assessments, and Illuminate Formative and Summative Assessments
- Pathways Personalized Education Plan (PPEP)
- Multi-Tiered System of Supports (MTSS)

Targeted Actions and Services for ELs, LI, and FY:

- English Learner Achievement Department (ELAD)
- Equity and Inclusion Program
- Teacher on Assignment for Special Programs
- Additional targeted Math & ELA tutoring opportunities focused on increasing student engagement and credit completion
- Learning Leads to support implementation and management of both the PPEP process and MTSS framework

Goal 2: Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and is accessible to All Students

Key Actions and Services for All Students:

- Blended Learning Model with UC A-G approved courses
- Comprehensive ELD Program
- Accelerated, Honors and AP courses
- High quality and relevant CTE Pathways
- Early College Credit Program
- Work-based learning opportunities

Targeted Actions and Services for ELs, LI, and FY:

- Altus Connect Program: Provide Chromebooks and internet hotspots to students in need of home technology

- Instructional and curriculum enhancement tools: Achieve3000 and BrainPOP ESL
- Edgenuity MyPath courses to accelerate student learning and close the achievement gap

Goal 3: Provide a targeted and data informed professional learning system to increase teacher effectiveness and high-quality instruction

Key Actions and Services for All Students:

- Professional Learning System: Altus University
- Leading Edge Certification, a national certification for educational technology
- Executive Studies, staff leadership development
- CTE professional development
- Youth Mental Health First Aid

Targeted Actions and Services for ELs, LI, and FY:

- Writing Redesigned for Innovative Teaching Equity (WRITE)
- ELAD professional development for instructional staff
- Trauma Informed Practices for Schools (TIPS)
- Advancement Via Individual Determination (AVID)
- Learning Leads to facilitate the development of individualized professional development plans
- Math Specialist to provide support and coaching for instructional staff

Goal 4: Provide a safe environment and supportive school culture for students to learn and teachers to teach

Key Actions and Services for All Students:

- Executive School Safety Committee
- School Safety Plan
- Designated Safety Ambassador at each Resource Center
- Healthy Youth Department
- Character and Leadership Development Program

Targeted Actions and Services for ELs, LI, and FY:

- Mental Health Counseling Services
- Resilience in Student Education (RISE)
- Meal and Nutrition Program

Goal 5: Provide innovative, engaging, and community-based Resource Centers to serve and support students and family members

Key Actions and Services for All Students:

- Student and parent engagement activities, including Open House Events, College/Career Week, and Senior Night Events
- Families Learning Series, education and training for parents and family members
- Innovative and technology-rich Resource Centers
- Online Tech Tool Library for students and family members to access subject specific resources and digital tools

Targeted Actions and Services for ELs, LI, and FY:

- Facilitate interactive English Learners Advisory Committee (ELAC)
- Bus Pass program

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The Charter School of San Diego (CSSD) is eligible for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

CSSD qualifies for CSI based upon the 2018 and 2019 School Dashboard Graduation Rate Indicator.

The California Department of Education (CDE) has identified CSSD as **Dashboard Alternative School Status (DASS)**. To be eligible for DASS, schools must have an **unduplicated** count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups. While DASS schools are held accountable for all state indicators reported in the School Dashboard, there are 'modified methods' used to fairly evaluate the success and progress of alternative schools that serve high-risk students. The CDE concluded that the combined four- and five-year graduation rate does not appropriately evaluate DASS schools, because they serve highly mobile and credit-deficient students. As a result, DASS schools have a modified method for calculating the Graduation Rate Indicator: One-Year DASS Graduation Rate.

It is important to note that CSSD has significantly improved the Graduation Rate for two consecutive school years. According to the School Dashboard, the Graduation Rate for All Students in 2018-2019 was 76.5% and in 2019-2020 was 77.2%. School stakeholders are encouraged by these results and believe that the School will sustain this improvement for the current and future school years.

CSSD partnered with stakeholders, including teachers, staff, students, parents, and family members to develop the CSI Plan. Meaningful stakeholder feedback was collected through multiple collaborative settings including, conversations, surveys, school events, meetings and trainings. Next, results were collected, organized, and analyzed by the School to determine the educational needs of all students and formulate program goals, services and allocation of resources. Additionally, stakeholder involvement contributes to the CSI Plan development in several important ways: identification and refinement of needs based on data analysis, creation of goals, establishment of

Stakeholders participated in a **Needs Assessment** which considers the needs of students who are failing, or at risk of failing, to meet state academic standards. Stakeholder groups followed an **Improvement Science Protocol** to determine achievement gaps, focused on the current state of graduation rates and the School's ideal rates of growth. Stakeholders analyzed a variety of data and information related to student engagement and achievement, including all School Dashboard Indicators, Measures of Academic Progress by NWEA, and Monthly Storybook Reports.

All data compiled and analyzed by stakeholder groups included historical and trend data for All Students and unduplicated student groups. As part of the Needs Assessment, stakeholder groups analyzed **Resource Allocation** by category. Stakeholder groups came to a consensus that school resources are appropriately allocated to supporting the needs of all students. **Therefore, no resource inequities were identified.** There is agreement that the School's instructional model is designed to support the needs of the lowest achieving student and potentially highest risk. Stakeholder groups believe that the PPEP provides instructional staff with a systematic approach to support the academic and social-emotional needs of all students.

CSSD utilized a **Continuous Improvement Framework** that cultivates a problem-solving approach and close observation of the system that is producing the outcomes. This continuous improvement framework is essential to sustained program improvement. There are five fundamental steps in this process: 1) Inform, 2) Select, 3) Plan, 4) Implement and 5) Analyze. At the core of each continuous improvement process and step, stakeholders engage in evidence-based decision making and reflection. CSSD stakeholders followed this continuous improvement framework while developing a systematic plan to improve graduation rate. The initial step was focused on analysis and stakeholders investigated school needs, historical trends, potential challenges/barriers, and current strategies and interventions. The following key themes emerged from stakeholder groups as influencing the School's graduation rate:

- a) On average, grade 12 students enroll below grade level in ELA and Mathematics skills.
- b) Historically, grade 12 students exceed the expected enrollment time in Math and Pathways Exhibition courses, which are part of the graduation requirements.
- c) Grade 12 students, particularly low-income households, continue to need access to Chromebooks and/or home internet to have full access to curriculum.
- d) Grade 12 students need additional, targeted counseling to ensure that they are ready for college/career pathways.
- e) Grade 12 students continue to need access to social-emotional learning opportunities and support/resources.

Based upon the Needs Assessment results, the School engaged in an in-depth selection process to identify allowable CSI activities that build capacity, are evidence-based, and address the School's need to increase Graduation Rate. CSSD has implemented the following evidence-based actions and interventions to increase Graduation Rate:

- 1) Design and develop an Early College Credit Program that allows high school students to take college courses and earn college credits while attending high school. The School will partner with local community colleges to support students who are underrepresented in higher education, to increase college access. The Early College Credit Program will be free to increase the number of low socioeconomic status students who can attend and complete college.
- 2) Continue to implement Trauma Informed Practices for Schools into daily instruction to support the social-emotional needs of grade 12 students who have experienced traumatic experiences in the past or that have been impacted by the COVID-19 emergency.
- 3) Counselors to meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates.
- 4) Integrate AVID strategies into daily instruction to increase student engagement, achievement, and college readiness.
- 5) Math specialists to coach teachers and provide high-quality, school-based professional development.
- 6) Continue to provide increased ELA and Math tutoring for students in grade 12 to increase progress and completion rates in courses required for graduation.
- 7) Continue to provide additional coaching and tutoring for students in grades 11 and 12 to increase progress towards grade level promotion and completion rates for other required coursework for graduation.
- 8) Continue to offer social-emotional learning opportunities to grade 12 students, including Resilience in Student Education (RISE) and the Character and Leadership Development Program.
- 9) Continue to provide grade 12 students with Chromebooks and/or internet hotspots to increase access to the full curriculum.
- 10) Continue to provide staff professional development to implement graduation strategies and build capacity for systems supporting successful student outcomes.
- 11) Continue to implement grade 12 monitoring system throughout the school year. This is a coordinated effort which includes teachers, counselors, and instructional leaders using SharePoint technology to identify at-risk students and then collaborate to implement increased and targeted intervention.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

CSSD's One-Year Graduation Rate for the 2019-2020 school year was 77.2%. Stakeholders believe that the CSI Plan is effective in meeting the needs of students and helping them complete graduation requirements on-time and transition to post-secondary pathways. CSSD aims to increase the Graduation Rate for All Students and Students Groups by 3% from the prior school year or exceed a status level of 80%.

CSSD continues to use multiple assessment tools and data analysis protocols to determine effectiveness of services and supports. School

stakeholders, including teachers, staff, students, parents, and family members will monitor and evaluate the effectiveness of the CSI Plan. To ensure continuous improvement, school stakeholders will review data published in the School Dashboard, Monthly Storybook Reports, and Survey Results to determine if the CSI Plan has been effective in addressing the areas of need for all students, but especially for the lowest-achieving students. School stakeholders will utilize evaluative methods, particularly guiding questions for quantitative and qualitative data analysis, provided by the San Diego County Office of Education (SDCOE) to determine program effectiveness.

In addition, the following school departments and personnel will support the monitoring of designated strategies and interventions for grade 12 students:

School Data Department:

- a) Publish a monthly Storybook that includes the number of students assigned to the Early College Credit Program, intervention frequency/methods, participation/attendance, and credit completion rates.
- b) Provide teachers, counselors, and instructional leaders with a quarterly SharePoint grade 12 student roster to track grade 12 students as 'On Track' and 'Not on Track'.

School Curriculum Department:

- a) Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

School Leadership Team:

- a) Meet to monitor and evaluate the effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive data for the School.

Instructional Leaders:

- a) Meet with all teachers in July 2021, October 2021, and January 2022 to review individual student progress towards graduation.
- b) Conduct grade 12 tutoring session observations, September 2021 to April 2022, to ensure teachers are providing high-level, targeted instruction that supports the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies.

School Counselors:

- a) Meet weekly with instructional leaders to discuss and collaborate on students identified as at-risk.
- b) Ongoing utilization of the School Pathways Student Information System to monitor grade 12 student progress towards graduation.

c) Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates.

Teachers:

a) Ongoing utilization of monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on-time.

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

CSSD has partnered with stakeholders to develop the 2021-2022 LCAP which is focused on improving student outcomes. CSSD has collected meaningful stakeholder feedback by surveying students and parents regularly and by analyzing the results to identify the academic, mental, and social-emotional needs of all students. This survey data is critical in the formulation of program goals, services, and allocation of resources.

The design of the School allows for teachers, students, parents, counselors, and School Leadership Team members to meet, discuss, and plan for the needs of all students. The School's key process is the Pathways Personalized Education Plan (PPEP). The PPEP is collaboratively developed and monitored by the student, parent, teacher, school counselor, and instructional leader. On an ongoing basis, PPEP meetings are conducted to review student progress and implement planning to continuously improve student outcomes which are aligned to state indicators. In addition to PPEP meetings, school staff use multiple collaborative settings to be involved in the decision-making process of the School and the development of the LCAP. Stakeholder involvement contributes to the LCAP development in several important ways: identification and refinement of needs based on data analysis, creation of goals, establishment of metrics, designation of activities, and resource allocation. The following stakeholder groups have contributed to the development of this plan with corresponding methods:

Stakeholder Type: School Leadership Team

Date: July 27-31, 2020

Involvement Method: Strategic Planning Retreat

Stakeholder Type: School Board and Community

Date: August 26, 2020

Involvement Method: Special Board Meeting

Stakeholder Type: Teachers, Education Specialists, Counselors, and CTRs

Date: August 26-27, 2020

Involvement Method: Annual Instruction, Curriculum and Accountability Symposium

Stakeholder Type: School Leadership Members and Staff

Date: September 10, 2020

Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: School Board and Community

Date: September 22-23, 2020

Involvement Method: Special Board Meeting and Workshop

Stakeholder Type: Students, Parents, Teachers and Staff

Date: October 2, 2020
Involvement Method: CSSD School Site Council Meeting

Stakeholder Type: Parents, Teachers and Staff

Date: October 5, 2020
Involvement Method: English Learners Advisory Committee

Stakeholder Type: School Leadership Members and Staff

Date: October 8, 2020
Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: Students, Parents, and Family Members

Date: October 5-30, 2020
Involvement Method: Virtual Open House Events

Stakeholder Type: School Board and Community

Date: October 14, 2020
Involvement Method: Special Board Workshop

Stakeholder Type: Students, Parents, Teachers and Staff

Date: October 16, 2020
Involvement Method: CSSD School Site Council Meeting

Stakeholder Type: School Board and Community

Date: October 21, 2020
Involvement Method: Regular Board Meeting

Stakeholder Type: School Leadership Members and Staff

Date: October 22, 2020
Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: School Leadership Members and Staff

Date: November 3, 2020
Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: School Board and Community

Date: November 4, 2020
Involvement Method: Special Board Workshop

Stakeholder Type: Teachers, Education Specialists, Counselors, and CTRs

Date: November 6, 2020

Involvement Method: November Instructional Meeting

Stakeholder Type: School Board and Community

Date: November 30, 2020

Involvement Method: Special Board Meeting

Stakeholder Type: School Leadership Members and Staff

Date: December 3, 2020

Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: School Leadership Members and Staff

Date: December 17, 2020

Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: Teachers, Education Specialists, Counselors, and CTRs

Date: January 22, 2021

Involvement Method: Annual Instructional Technology Symposium

Stakeholder Type: Teachers, Education Specialists, Counselors, and CTRs

Date: January 29, 2021

Involvement Method: January Instructional Meeting

Stakeholder Type: Students, Parents, Teachers, and Staff

Date: February 8, 2021

Involvement Method: CSSD School Site Council Meeting

Stakeholder Type: School Board and Community

Date: February 17, 2021

Involvement Method: Regular Board Meeting

Stakeholder Type: School Leadership Team

Date: February 18, 2021

Involvement Method: Strategic Planning Retreat (Mid-Year)

Stakeholder Type: Teachers, Education Specialists, Counselors, and CTRs

Date: March 12, 2021

Involvement Method: March Instructional Meeting

Stakeholder Type: Students, Parents, and Family Members

Date: March 15-19, 2021

Involvement Method: Virtual Senior Night Events

Stakeholder Type: School Leadership Members and Staff

Date: March 16, 2021

Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: Students, Parents, Teachers, and Staff

Date: March 23, 2021

Involvement Method: CSSD School Site Council Meeting

Stakeholder Type: Students and Parents

Date: April 5-30, 2021

Involvement Method: Student and Parent LCAP Engagement Surveys

Stakeholder Type: Parents, Teachers and Staff

Date: April 21, 2021

Involvement Method: English Learners Advisory Committee

Stakeholder Type: Parents and Family Members

Date: April 29, 2021

Involvement Method: Title I Family Resource Night

Stakeholder Type: School Board and Community

Date: May 19, 2021

Involvement Method: Special Board Meeting

Stakeholder Type: Teachers, Education Specialists, Counselors, and CTRs

Date: May 21, 2021

Involvement Method: May Instructional Meeting

Stakeholder Type: School Board and Community

Date: June 23, 2021

Involvement Method: Regular Board Meeting

CSSD's 2021-2022 LCAP was presented to the community at a public hearing of the School's governing board. The agenda was posted at least 72 hours prior to the public hearing and was made available for public inspection.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder engagement is an ongoing, annual process, focused on improving the educational program. Stakeholder engagement is key to supporting the School's comprehensive strategic planning, accountability, and improvement in areas specified as State Priorities. The School has collected meaningful feedback throughout the 2020-2021 school year and these ideas, trends and inputs are provided below:

Curriculum and Instruction:

Program Strengths:

- Pathways Personalized Education Plan (PPEP)
- Annual Instructional Plan
- Data Informed ELA and Math Tutorials
- English Learners Achievement Department (ELAD)
- Math Specialist
- Altus Pathways Advisory Council (APAC)
- Rigorous and Standards Aligned Curriculum
- Online Learning Platform and Curriculum
- Altus Connect Program
- Achieve3000
- Early College Credit Program
- Multiple CTE Pathways

Areas of Focus:

- Improve One-Year Graduation Rate (CA School Dashboard)
- Decrease Chronic Absenteeism Rate for Grades 6-8 (CA School Dashboard)
- Increase Student Achievement in ELA and Mathematics (CA School Dashboard and Measures of Academic Progress by NWEA)
- Additional Services and Supports for English Learners to Improve English Language Proficiency (CA School Dashboard)
- Enhance English Language Development (ELD) Curriculum
- Improve Culturally Responsive Teaching
- Development of Ethnic Studies Curriculum
- Expansion of AVID Program and Social-Emotional Learning

Data and Assessment:

Program Strengths:

- Systematic Cycle of Assessment to Inform Curriculum, Instruction, and Professional Learning
- Data Integration System: School Pathways, Naviance, NWEA, Illuminate, and Achieve3000
- Monthly and Annual Storybooks
- Disaggregated Data and Reporting for Multiple Student Groups (English Learners, Low Income, Foster Youth)
- Testing Completion Reports for Staff (CAASPP, ELPAC, NWEA)
- Flexible Testing Calendars

- Testing Letters and Notifications to Families

Areas of Focus:

- Enhance College/Career Preparedness Monitoring System
- Develop a System to Monitor Post-Graduate Outcomes

Staff Professional Learning:

Program Strengths:

- Altus University
- Available to All School Employees
- Fully Online Platform
- Collaborative and Interactive Trainings
- Focused on Key Content Standards and SBA Blueprints
- Data Informed Professional Learning Plans for Staff
- Monthly and Annual Professional Development Participation Reports
- Sessions Presented Through an Equity Lens
- Annual Curriculum, Instruction, and Technology Symposium

Areas of Focus:

- Continue Online Professional Development
- Professional Development Focused on Supporting Mental Health Needs of Students
- Sustained Diversity, Equity, and Inclusion Professional Development
- Multiple ELAD and AVID Trainings
- Increase Staff Knowledge of College and Career Pathways
- Enhance New Teacher and Professional Growth Trainings

School Culture and Environment:

Program Strengths:

- Strong School-to-Home Partnership
- Bus Pass Program
- Small Group Learning Opportunities
- Innovative Resource Center Design
- Multi-Tiered System of Supports (MTSS)
- Healthy Youth Department: Equity/Inclusion Program and School Nursing Services
- Resilience in Student Education (RISE)
- Character and Leadership Development Program

Areas of Focus:

- Healthy Youth Therapists to Provide Counseling Services to Students
- Maintain Community Based Partnerships to Meet the Diverse Needs of Students and Family Members
- Family Learning Series to Educate and Train Parents and Family Members

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

It is evident that stakeholders are satisfied with many of the existing services and programs designed to support student engagement and achievement. For that reason, the School has developed five LCAP goals for the 2021-2022 school year that are similar to goals articulated in the 2020-2021 School Plan for Student Achievement (SPSA). These five goals address the Instructional Approach, Curriculum and Coursework, Professional Development, School Safety and Climate, and Family Engagement. These goals, along with their corresponding metrics are aligned to State and Local Priorities. Metrics included in the 2021-2022 LCAP are focused on Status and Change, like the School Dashboard’s Five-by-Five Placement approach, or a locally set target based upon historical outcomes and appropriate for a school that services a high-risk student population (DASS). Stakeholders agree that satisfaction surveys completed by students, parents, family members and staff should exceed a 90% target. Lastly, there was stakeholder agreement that school staff will need additional professional development focused on increasing student achievement in Mathematics, effective instructional technology practices, and supporting the English language proficiency of ELs. Therefore, Goal 3 includes specific metrics aimed at increasing the amount of time teachers participate in Mathematics and the number of Altus University sessions provided which are focused on instructional technology and English Language Development.

Another theme that emerged from multiple stakeholders was the need for additional mental health services for students. As a result of this key requirement, Goal 4, which is focused on providing a safe and supportive school culture, includes an action to expand the School’s Healthy Youth Department. This expansion of services would include Licensed Mental Health Therapists that can provide counseling services and case management. Stakeholders also agree that the School needs to remain focused on eliminating barriers of learning by providing the lowest-achieving students with school issued Chromebooks/Internet, bus passes, and food resources. These aforementioned ‘Breaking Educational Barriers’ actions have been integrated into Goals 2, 4, and 5.

Goals and Actions

Goal

Goal #	Description
Goal 1	Increase student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status (DASS) Program.

An explanation of why the LEA has developed this goal.

CSSD is an academic intervention program uniquely designed to support students experiencing educational difficulties for a variety of reasons. Historically, students enroll at CSSD credit deficient and below grade level in Reading, Language, and Mathematics skills, as

measured by NWEA. Therefore, CSSD instructional staff create a Pathways Personalized Education Plan for all students with the objective to accelerate student learning for those behind grade level while helping them meet their individual academic goals.

State Priorities: Pupil Achievement and Pupil Engagement

Local Priorities: Strategic Initiatives 1 and 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2022-2023	Year 2 Outcome: 2023-2024	Year 3 Outcome: 2024-2025	Desired Outcome for 2023–24
<u>Graduation Rate:</u> Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups	SY: 2019-2020 All Students: 77.2% ELs: 76.4% SED: 70.2% SWDs: 62.1%				SY: 2023-2024 All Students: 80% ELs: 80% SED: 79.2% SWDs: 71.1%
<u>Chronic Absenteeism Rate:</u> Less than 10% Status Level or decrease 3% from prior year for All Students and Student Groups	SY: 2018-2019 All Students: 25.2% ELs: 42.1% SED: 30.5% SWDs: 26.5%				SY: 2023-2024 All Students: 16.2% ELs: 33.1% SED: 21.5% SWDs: 17.5%
<u>Smarter Balanced English Language Arts Summative Assessments:</u> Average Distance from Standard is greater than -0.1 or increase by 3 points from prior year for All Students and Student Groups	SY: 2018-2019 All Students: 4.8 points below standard ELs: 58.1 points below standard SED: 12 points below standard SWDs: 46.7 points below standard				SY: 2023-2024 All Students: 0.1 points below standard ELs: 49.1 points below standard SED: 3 points below standard SWDs: 37.7 points below standard

Metric	Baseline	Year 1 Outcome: 2022-2023	Year 2 Outcome: 2023-2024	Year 3 Outcome: 2024-2025	Desired Outcome for 2023-24
<p><u>Smarter Balanced Mathematics</u> Summative Assessments: Average Distance from Standard is greater than -60.1 or increase by 3 points from prior year for All Students and Student Groups</p>	<p>SY: 2018-2019 All Students: 96.3 points below standard ELs: 134.5 points below standard SED: 136.9 points below standard SWDs: 105.2 points below standard</p>				<p>SY: 2023-2024 All Students: 87.3 points below standard ELs: 125.5 points below standard SED: 127.9 points below standard SWDs: 96.2 points below standard</p>
<p><u>English Learner Progress Indicator:</u> More than 45% of English Learners are making progress towards English Language proficiency</p>	<p>SY: 2018-2019 49% of ELs are making progress towards English Language proficiency</p>				<p>SY: 2023-2024 Outcome: 45% of English Learners are making progress towards English Language proficiency</p>
<p>Measures of Academic Progress by NWEA: More than 60% of All Students and Student Groups will meet their annual <u>Reading</u> growth target</p>	<p>SY: 2018-2019 All Students: 72% ELs: 60% SED: 70% SWDs: 67%</p>				<p>SY: 2023-2024 All Students: 60% ELs: 60% SED: 60% SWDs: 60%</p>
<p>Measures of Academic Progress by NWEA: More than 60% of All Students and Student Groups will meet their annual <u>Language</u> growth target</p>	<p>SY: 2018-2019 All Students: 71% ELs: 61% SED: 71% SWDs: 67%</p>				<p>SY: 2023-2024 All Students: 60% ELs: 60% SED: 60% SWDs: 60%</p>

Metric	Baseline	Year 1 Outcome: 2022-2023	Year 2 Outcome: 2023-2024	Year 3 Outcome: 2024-2025	Desired Outcome for 2023-24
<p>Measures of Academic Progress by NWEA: More than 60% of All Students and Student Groups will meet their annual <u>Mathematics</u> growth target</p>	<p>SY: 2018-2019 All Students: 67% ELs: 64% SED: 67% SWDs: 62%</p>				<p>SY: 2023-2024 All Students: 60% ELs: 60% SED: 60% SWDs: 60%</p>
<p><u>Cumulative Student Participation Rate</u> will exceed 84% for All Students and Student Groups</p>	<p>SY: 2020-2021 (As of March 5, 2021) All Students: 86.7% ELs: 83.2% SED: 83.9% SWDs: 83.2%</p>				<p>SY: 2023-2024 All Students: 84% ELs: 84% SED: 84% SWDs: 84%</p>
<p><u>Student Confidence Survey</u>: More than 90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment</p>	<p>SY: 2020-2021 (As of March 5, 2021) All Students: 94%</p>				<p>SY: 2023-2024 All Students: 90%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic Cycle of Assessments for All Students	<ul style="list-style-type: none"> a) Administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions regarding curriculum and instruction to close ELA and Mathematics achievement gaps. b) Administer the Smarter Balanced Interim Assessments to students to evaluate mastery of grade level standards in ELA and Mathematics and create opportunities for instructional staff to analyze student data and develop systematic methods to improve student learning. c) Integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students. 	\$ 138,202	No
Action 2	Evaluate English Language Proficiency for English Learners	<ul style="list-style-type: none"> a) As articulated in the School's English Learner Plan, administer Initial and Summative ELPAC to English Learners to measure language skills. b) Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems. c) Develop and implement research-based formative ELD assessments in one-on-one and/or small group tutoring to measure language skills. 	\$ 895,223	Yes

Action #	Title	Description	Total Funds	Contributing
Action 3	Academic Instruction and Support for All Students	<ul style="list-style-type: none"> a) Recruit, hire and train high-quality Teachers and Certificated Teacher Resources (CTRs) to engage At-Promise youth and support their achievement. b) Develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals. c) School Pathways Student Information System- platform for instructional staff to report student attendance, document contacts, monitor student progress, and record grades. d) Utilize Naviance Program to support the successful postsecondary planning of students who are high-risk and/or disadvantaged. e) Provide multiple paths to earn a high school diploma or equivalent to increase successful outcomes for high-risk student groups. f) Provide instructional tutoring sessions in Math and ELA that scaffold student skills to achieve performance targets of the courses and assessments. g) Provide instructional tutoring sessions that are interactive with online video tutorials from both teachers and field experts that engage students in real-world applications and problem-solving scenarios. h) Implementation of the Student Intervention Program, which is aligned to the Multi-Tiered System of Support (MTSS), that quickly matches the academic, behavioral, and social-emotional needs of all students and monitors the response to intervention. 	\$ 5,677,024	No

Action #	Title	Description	Total Funds	Contributing
Action 4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> a) Learning Leads to support management of both the PPEP and MTSS, along with ongoing teacher coaching focused on effective delivery of instruction to meet the needs of high-risk student groups. b) Provide additional and targeted Math and ELA tutorials focused on accelerating student learning for those identified as below grade level and skill deficient. c) Counselors to support the academic and social-emotional needs of the lowest-achieving students. d) Equity and Inclusion Officer to collaborate with instructional staff, identify potential student needs, and coordinate services and resources to aid students and family members. e) Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students. 	\$ 778,222	Yes
Action 5	Academic Instruction and Support for Students with Disabilities	<ul style="list-style-type: none"> a) Special Education Coordinator and Education Specialists to ensure that all Students with Disabilities are receiving FAPE through the implementation of services, accommodations, modifications and supplementary aids as outlined in each student's IEP. b) Specialized Academic Instruction (SAI) provided by Education Specialists. c) Standards-based instruction is differentiated for students with IEPs and Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize learning activities to ensure accessibility through principles of Universal Design for Learning. 	\$ 3,518,822	No
Action 6	Academic Instruction and Support for Grade 12 Students (CSI)	<ul style="list-style-type: none"> a) Provide additional ELA and Math coaching and tutoring for students in grade 12 to increase progress and completion rates. b) Counselors actively engage students to discuss post high school pathways and provide HiSET administration on-site to improve graduation rate c) Certificated Teacher Resources (CTRs) to provide targeted tutoring support to increase progress and completion rates for required coursework for graduation. d) Integrate AVID strategies into daily instruction to increase student engagement, achievement, and college readiness. 	\$ 391,682	No

Action #	Title	Description	Total Funds	Contributing
Action 7	Systematic Monitoring of Academic Performance for All Students	<ul style="list-style-type: none"> a) Collect, analyze, and disseminate key performance measures aligned to student achievement and publish in the Monthly and Annual Storybook, including Student Participation and Chronic Absenteeism Rates. b) Utilize the School's Data Integration Systems (School Pathways, Naviance, NWEA, Illuminate, and Achieve3000) to inform Curriculum, Instruction, and Professional Learning Systems. c) Enhance Chronic Absenteeism Rate monitoring system to track student engagement and achievement throughout the school year. 	\$ 239,795	No
Action 8	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> a) Learning Leads to monitor the lowest-performing student progress and achievement in real time using SharePoint Technology instructional tools. b) A Monthly Storybook that summarizes English Learners, Low-Income students, and Foster Youth performance on specific achievement indicators, including Participation and Credit Completion. c) Ongoing monitoring of Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students through the PPEP Phase Meetings in July, October, and January. 	\$ 1,172,030	Yes

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
Goal 2	Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and is accessible to All Students.

An explanation of why the LEA has developed this goal.

CSSD is committed to providing students with equitable access to rigorous and standards aligned courses that improve achievement and prepare them for post-secondary pathways.

State Priorities: Basic, State Standards, Pupil Achievement, and Course Access

Local Priorities: Strategic Initiatives 1 and 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of Core Courses will be aligned to CCSS	SY: 2020-2021 Outcome: 100%				SY: 2023-2024 Outcome: 100%
100% of Science Courses will be aligned to NGSS	SY: 2020-2021 Outcome: 100%				SY: 2023-2024 Outcome: 100%
100% of ELA Courses will be aligned to ELD Standards	SY: 2020-2021 Outcome: 100%				SY: 2023-2024 Outcome: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
100% of Social Science Courses will be aligned to ELD Standards	SY: 2020-2021 Outcome: 100%				SY: 2023-2024 Outcome: 100%
100% of Core Courses will be UC A-G approved	SY: 2020-2021 Outcome: 100%				SY: 2023-2024 Outcome: 100%
100% of CTE Courses will be aligned to CTE Model Curriculum Standards	SY: 2020-2021 Outcome: 100%				SY: 2023-2024 Outcome: 100%
Maintain a compliant Work Experience Education Program	SY: 2020-2021 Outcome: Met compliance requirements				SY: 2023-2024 Outcome: Meet compliance requirements
Maintain High-Quality and relevant established CTE Pathways	SY: 2020-2021 Outcome: 7 CTE Pathways				SY: 2023-2024 Outcome: 7 CTE Pathways
Increase the number of AP Courses assigned to students year-over-year	SY: 2020-2021 (As of 3/5/2021) Outcome: 176 assigned AP Courses				SY: 2023-2024 Outcome: 200 assigned AP Courses
Increase the number of students participating in the Early College Credit Program year-over-year	SY: 2020-2021 (As of 4/15/2021) Outcome: 8 students participating in the Early College Credit Program				SY: 2023-2024 Outcome: 25 students participating in the Early College Credit Program

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Standards Aligned Course of Study and Curriculum for All Students	<ul style="list-style-type: none"> a) Review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS) through APAC. b) Review, update, and monitor course of study alignment with UC A-G and NCAA requirements. c) Edgenuity, online learning platform the School uses to deliver online curriculum which the School has customized to ensure academic rigor and alignment to the Smarter Balanced Assessment Blueprint. d) Provide access to advanced courses and learning opportunities, including Accelerated, Honors and AP. e) Develop and refine curriculum and resources that is multicultural and diverse. 	\$ 1,005,450	No
Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	<ul style="list-style-type: none"> a) Altus Connect Program: Increase student access to online curriculum and resources by providing students in need of home technology with Chromebooks and internet hotspots. b) Develop curriculum with the Universal Design Learning (UDL) framework to ensure equity and access for unique pupils. c) Integrated English Language Development (ELD) to support English Learners with their acquisition of core content knowledge. d) Designated English Language Development (ELD) courses and instruction to increase English Learners language proficiency. e) Instructional enhancement tools to support English Learners, including Achieve3000 and BrainPOP ESL. f) Provide supplemental curriculum for lowest achieving students through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap. g) Curriculum and Professional Development Coordinator, Technology Integration Learning Lead, and Math Specialist to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students. h) Offer Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation. 	\$ 301,884	Yes

Action #	Title	Description	Total Funds	Contributing
Action 3	Standards Aligned Course of Study and Curriculum for Grade 12 Students (CSI)	a) Provide grade 12 students with Chromebooks and/or internet hotspots to increase access to the full curriculum and support participation in distance learning tutorials.	\$ 30,780	No
Action 4	Pathways and College/Career Readiness for All Students	a) School counselors monitor student progress and achievement towards College/Career Readiness using School Pathways and SharePoint technology tools. b) Provide an annual Career Industry and College Week to students which includes informational presentations and workshops facilitated by field experts and representatives. c) Enhance the Early College Credit Program that allows high school students to take college courses for college credit while completing high school coursework. d) Administer Advanced (AP) Exams to students who want to earn college credit and placement. e) Continue to expand course offerings that meet the demands and requirements of four-year universities and readiness for career and/or military pathways. f) Continue to offer CTE courses aligned to CTE Model Curriculum Standards. g) Implement CTE Certification Programs aligned to key sectors and student PPEP results. h) Provide comprehensive work-based learning opportunities for students, including Service Learning, internships, job shadowing, and the Work Experience Education Program. i) Promote 21 st Century Learning and digital literacy with Pathways Portfolio graduation requirement.	\$ 122,197	No

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
Goal 3	Provide a targeted and data informed professional learning system to increase teacher effectiveness and high-quality instruction.

An explanation of why the LEA has developed this goal.

Teachers need high-quality professional development and training to facilitate the academic achievement of all students.

State Priorities: Basic, State Standards, Pupil Achievement, Other Pupil Outcomes

Local Priorities: Strategic Initiatives 1, 2, 8, 9 and 17

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
90% of teachers will participate in at least 60 hours of annual professional development	SY: 2019-2020 Outcome: 98% of teachers				SY: 2023-2024 Outcome: 90% of teachers
90% of teachers will participate in at least 10 hours of annual math professional development	SY: 2020-2021 This is a new metric and the baseline is not yet available				SY: 2023-2024 Outcome: 90% of teachers
English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Instruction, and Curriculum	SY: 2020-2021 (As of April 20, 2021) Outcome: 10 ELAD trainings				SY: 2023-2024 Outcome: Six annual ELAD trainings
90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	SY: 2020-2021 This is a new metric and the baseline is not yet available				SY: 2023-2024 Outcome: 90% of instructional staff have completed LEC
90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	SY: 2020-2021 (As of April 22, 2021) Outcome: 97% of staff				SY: 2023-2024 Outcome: 90% of staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
90% of students surveyed will report high levels of satisfaction with their overall educational experience at CSSD	SY: 2020-2021 (As of April 15, 2021) Outcome: 97% of students				SY: 2023-2024 Outcome: 90% of students
90% of parents surveyed will report high levels of satisfaction with their child's overall educational experience at CSSD	SY: 2020-2021 (As of April 15, 2021) Outcome: 98% of parents				SY: 2023-2024 Outcome: 90% of parents

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Professional Development Focused on Improving Academic Performance for All Students	<ul style="list-style-type: none"> a) Professional Development Coordinator to design and develop an AU Training Calendar and Catalog based upon Strategic Initiatives and staff needs. b) Altus University (AU) professional development trainings to increase teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards. c) AU professional development trainings for staff focused on Career Technical Education (CTE). d) AU professional development trainings to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology. e) AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification. f) AU professional development trainings focused on staff leadership development, including Executive Studies and Fellows Projects. g) AU professional development trainings focused on supporting new teachers. h) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets. i) AU professional development trainings focused on how to support physical, mental, and social-emotional needs of students, including Youth Mental Health First Aid Training (YMHFA) and Suicide Prevention and Intervention. 	\$ 244,152	No

Action #	Title	Description	Total Funds	Contributing
Action 2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> a) Provide training on ELPAC administration to teachers, along with data analysis sessions led by the Assessment Coordinator, Learning Leads, and English Learner Achievement Department (ELAD). b) ELD professional learning for instructional staff, led by the English Learner Achievement Department (ELAD), focused on research-based instructional strategies that support and improve English Learners academic achievement, customizing curriculum, and reclassification of ELs. c) Math specialist to provide one-on-one teacher support and professional development focused on supporting English Learners with effective curriculum and instructional strategies. d) Achieve3000 trainings for instructional staff focused on program integration and best practices. e) Specialized literacy trainings for instructional staff, including Writing Redesigned for Innovative Teaching Equity (WRITE). f) AU professional development trainings for staff focused on implicit bias and how to cultivate reflective and positive discussions with students. g) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area. h) Specialized college/career readiness training for staff, including Advancement Via Individual Determination (AVID). i) Trainings for school counselors focused on preparing low-income students and first-generation students to enter college. j) AU professional development trainings for staff focused on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma Informed Practices for Schools (TIPS). 	\$ 45,130	Yes

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
Goal 4	Provide a safe environment and supportive school culture for students to learn and teachers to teach.

An explanation of why the LEA has developed this goal.

Students, parents, and school staff require a learning environment that is safe, distraction free and professional.

State Priorities: Basic, Parental Involvement, and School Climate

Local Priorities: Strategic Initiatives 2, 12, 19

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students	SY: 2020-2021 (As of April 16, 2021) Outcome: No student suspensions				SY: 2023-2024 Outcome: Less than 1.5%
Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students	SY: 2020-2021 (As of April 16, 2021) Outcome: No student expulsions				SY: 2023-2024 Outcome: Less than 1.0%
More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	SY: 2020-2021 (As of April 16, 2021) Outcome: 96% of students				SY: 2023-2024 Outcome: More than 90% of students
More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction	SY: 2020-2021 (As of April 16, 2021) Outcome: 97% of parents				SY: 2023-2024 Outcome: More than 90% of parents
Maintain a <u>School Safety Plan</u> that meets the needs of key stakeholders and is compliant	SY: 2020-2021 Outcome: School Safety Plan met compliance requirements				SY: 2023-2024 Outcome: School Safety Plan meets annual compliance requirements

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Safe and Supportive School for All Students	<ul style="list-style-type: none"> a) Executive School Safety Committee to implement the School Safety Plan. b) Training and resources provided to ensure staff are informed, prepared, and compliant. c) A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, and implements safety protocols. d) Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, personal protective equipment, automatic door locking system). e) Provide nursing services to support student overall health and social-emotional well-being. f) Provide students and parents with opportunities for input into safety planning. 	\$ 181,713	No
Action 2	Social, Emotional and Behavioral Support Systems for All Students	<ul style="list-style-type: none"> a) As part of the Healthy Youth Department, therapists to provide counseling services and facilitate student referrals. b) Provide a Wellness Week focused on themes such as Connection and Self-Care, facilitated by the Healthy Youth Department. c) Character and Leadership Development Program, California Cadet Corps, to promote health, wellness, and academic achievement. d) Provide small group learning environment in the Resource Center and/or in distance learning that promotes positive communication, behavior, and accountability. e) Utilize Blackboard notification system and the School website to communicate and provide families with information related to available food resources, health, wellness, and child care resources. 	\$ 327,672	No

Action #	Title	Description	Total Funds	Contributing
Action 3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	<ul style="list-style-type: none"> a) Incoming foster youth students are tagged by school clerks in SIS to enable the Homeless and Foster Youth Liaison to ensure that their academic, physical, mental health, and social-emotional needs are met. b) Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed. c) Partnership with San Diego Food Bank (SDFB) to provide a Nutrition Program to students and family members who are experiencing food insecurity. d) Provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies. 	\$ 35,677	Yes

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
Goal 5	Provide innovative, engaging, and community-based Resource Centers to serve and support students and family members.

An explanation of why the LEA has developed this goal.

Meaningful stakeholder engagement and community connectedness are essential elements to transforming students, families, and communities.

State Priorities: Basic, Parental Involvement, Pupil Engagement, and School Climate

Local Priorities: Strategic Initiatives 4 and 12

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of families	SY: 2020-2021 Outcome: 30 partnerships				SY: 2023-2024 Outcome: 30 partnerships
Receive school facility repair and technology status of “Good” or “Exemplary”	SY: 2020-2021 Outcome: Exemplary facility status				SY: 2023-2024 Outcome: Good or Exemplary facility status
Provide Open House and Senior Night Events in the fall and spring semesters	SY: 2020-2021 Outcome: Met				SY: 2023-2024 Outcome: Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Provide six Family Learning Series Trainings to parents and family members	SY: 2020-2021 Outcome: Seven Family Learning Series Trainings				SY: 2023-2024 Outcome: Six Family Learning Series Trainings
90% of parents will report that Resource Centers provide innovative learning opportunities for students	SY: 2020-2021 (As of April 16, 2021) Outcome: 94% of parents				SY: 2023-2024 Outcome: More than 90%

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Engagement Opportunities for All Students	<ul style="list-style-type: none"> a) Provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events. b) Families Learning Series, education and training for parents and family members. c) Develop a School Alumni Community for graduates to stay connected, speak at school events, and participate in Senior Exhibition Presentations as panel members. d) Maintain innovative Resource Centers, enhanced with educational technology, that engage students in 21st century learning environments that inspire engagement and achievement. e) Maintain facilities to meet the “best practices” standards for Next Generation Science Standards (NGSS) lab work. f) Enhance website features and content to provide accurate and timely information to parents and community members. g) Utilize web-based school programs to increase parental engagement, including SIS Student-Parent Portal, Edgenuity, and Naviance. h) Enhance the School’s online landing page, www.altusgo.com, that provides students and families with all necessary access points to curriculum and instructional supports. i) Update the School’s online Tech Tool Library that provides students with access to subject specific resources and digital tools for creativity, critical thinking, collaboration and communication. 	\$ 2,168,759	No
Action 2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> a) Provide a Bus Pass Program to increase student access to Resource Centers. b) Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including the Needs Assessment. c) Engage stakeholder to seek feedback on existing ELD Programs and potential barriers to learning. d) Provide translated materials and resources for parents and family members of English Learners. e) Designated translators and/or bilingual staff at Resource Centers with high enrollment of non-English speaking families. 	\$ 11,615	Yes

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
14.96%	\$2,706,511

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

CSSD is identified by the CDE as a Dashboard Alternative School Status (DASS) because at least 70% of incoming students are comprised of high-risk student groups. Therefore, CSSD is uniquely designed to meet the needs of the highest risk youth by providing them an innovative and personalized educational program.

CSSD has an enrollment of unduplicated pupils which exceeds 70% of total enrollment. An unduplicated pupil is a student in one or more of the following student groups: English Learners, Low Income and Foster Youth. In order to prioritize the needs of English Learners, Foster Youth, and Low-Income students, CSSD will initiate the following targeted actions to increase student engagement, academic performance, and college/career readiness for the 2021-2022 academic year.

Targeted Actions for English Learners:

- Administer the ELPAC to measure progress toward English proficiency, to help inform educational placements, and to aid reclassification decisions (Goal 1: Action 2a).
- Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems (Goal 1: Action 2b).
- Instructional staff develop and implement research based formative ELD assessments in one-on-one and/or small group tutoring to measure language skills (Goal 1: Action 2c).
- A Monthly Storybook that summarizes English Learners performance on specific achievement indicators, including participation and credit completion (Goal 1: Action 8b)

- Ongoing monitoring of Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students (Goal 1: Action 8c).
- Develop curriculum with the Universal Design Learning (UDL) framework to ensure equity and access for all learners (Goal 2: Action 2b).
- Integrated English Language Development (ELD) to support English Learners with their acquisition of core content knowledge (Goal 2: Action 2c).
- Designated English Language Development (ELD) courses and instruction to increase English Learners language proficiency (Goal 2: Action 2d).
- Utilization of Achieve3000 and BrainPOP ESL programs to develop reading, language, writing, and speaking skills (Goal 2: Action 2e).
- Provide supplemental curriculum for English Learners through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap (Goal 2: Action 2f).
- Provide training on ELPAC administration to teachers, along with data analysis sessions led by the Assessment Coordinator, Learning Leads, and English Learner Achievement Department (Goal 3: Action 2a).
- ELD professional learning for instructional staff, led by the English Learner Achievement Department (ELAD), focused on research-based instructional strategies that support and improve English Learners academic achievement, customizing curriculum, and reclassification of ELs (Goal 3: Action 2b).
- Math specialist to provide teacher, education specialists, and CTR support and professional development focused on supporting English Learners with effective use of the curriculum and instructional strategies (Goal 3: Action 2c).
- Achieve3000 trainings for teachers and instructional leaders which is focused on program integration, best practices, and data analysis (Goal 3: Action 2d).
- Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) and AVID which are focused on improving English Learners literacy skills and academic achievement (Goal 3: Action 2e).
- Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including the Needs Assessment (Goal 5: Action 2b).
- Engage stakeholder to seek feedback on existing ELD Programs and potential barriers to learning (Goal 5: Action 2c).
- Provide translated materials and resources for parents and family members of English Learners (Goal 5: Action 2d).

- Designated translators and/or bilingual staff at Resource Centers with high enrollment of non-English speaking families (Goal 5: Action 2e). Page 320 of 401

Targeted Actions for Low-Income students:

- Learning Leads to support management of both the PPEP and MTSS, along with ongoing teacher coaching focused on effective delivery of instruction to meet the needs of high-risk student groups (Goal 1: Action 4a).
- Provide additional and targeted Math and ELA tutorials focused on accelerating student learning for those identified as below grade level and skill deficient (Goal 1: Action 4b).
- Counselors to support the academic and social-emotional needs of the lowest-achieving students (Goal 1: Action 4c).
- Equity and Inclusion Officer to collaborate with instructional staff, identify potential student needs, and coordinate services and resources to aid students and family members (Goal 1: Action 4d).
- Learning Leads to monitor the lowest-performing student groups progress and achievement in real time using Microsoft SharePoint Technology instructional tools (Goal 1: Action 8a).
- A Monthly Storybook that summarizes Low-Income student performance on specific achievement indicators, including Participation and Credit Completion (Goal 1: Action 8b).
- Altus Connect Program: Increase student access to online curriculum and resources by providing students in need of home technology with Chromebooks and internet hotspots (Goal 2: Action 2a).
- Curriculum and Professional Development Coordinator, Technology Integration Learning Lead, and Math Specialist to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students (Goal 2: Action 2h).
- Offer Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation (Goal 2: Action 2i).
- AU professional development trainings for staff focused on implicit bias and how to cultivate reflective and positive discussions with students (Goal 3: Action 2f).
- Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area (Goal 3: Action 2g).
- Specialized college/career readiness training for staff, including Advancement Via Individual Determination (Goal 3: Action 2h).

- Trainings for school counselors focused on preparing Low-Income students and first-generation students to enter college (Goal 3: Action 2i).
- Partnership with San Diego Food Bank (SDFB) to provide a Nutrition Program to students and family members who are experiencing food insecurity (Goal 4: Action 3c).
- Provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies (Goal 4: Action 3d).
- Provide bus passes to Low-Income students to increase access to Resource Centers for educational support and services (Goal 5: Action 2a).

Targeted Actions for Foster Youth:

- Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students (Goal 1: Action 4d).
- A Monthly Storybook that summarizes Foster Youth performance on specific achievement indicators, including Participation and Credit Completion (Goal 1: Action 8b).
- AU professional development trainings for staff focused on research-based strategies and tools to support Homeless and Foster Youth engagement in school with a focus on Trauma Informed Practices for Schools (Goal 3: Action 2j).
- Incoming Foster Youth students are tagged by school clerks in SIS to enable the Homeless and Foster Youth Liaison to ensure that their academic, physical, mental health, and social-emotional needs are met (Goal 4: Action 3a).
- Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed (Goal 4: Action 3b).
- Provide bus passes to Foster Youth to increase access to Resource Centers for educational support and services (Goal 5: Action 2a).

CSSD plans to continually monitor the effectiveness of the targeted actions provided to English Learners, Foster Youth, and Low-Income student groups by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in the English Learners Advisory Committee and School Site Council. CSSD will also carefully monitor student groups engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, and ELPAC. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

A description of how services for Foster Youth, English learners, and Low-Income students are being increased or improved by the percentage required.

CSSD offers an individualized learning experience for all students, with special emphasis on supporting students who have not succeeded in a traditional educational setting. By offering students a rigorous curriculum, aligned to state standards, and high-quality teachers in a safe and supportive environment, CSSD can reengage and help students meet academic goals. Those are the educational pillars of the School's 2021-2022 LCAP.

CSSD's percentage to increase or improve services for unduplicated students is 14.96% and the estimated increased apportionment is \$2,706,511. CSSD recognize that English Learners, Low-Income students, and Foster Youth are more likely to have experienced traumatic experiences, to various degrees, and may have been disproportionately impacted by school closures in the 2019-2020 and 2020-2021 academic years. As CSSD plans educational actions and services, the needs of the lowest-achieving students always take priority and consider evidence-based practices. The following specific actions and services are principally directed toward and effective in meeting the School's LCAP goals for unduplicated students.

CSSD will provide targeted and additional small group Math and ELA tutorials focused on addressing student skill and grade level standard deficiencies which are primarily directed to meeting the unique educational needs of unduplicated students. These teachers led tutorials utilize a variety of assessment strategies to evaluate student performance and incorporate various instructional strategies and approaches, including check for prior knowledge, direct instruction, guided practice, and individual practice. At every stage of instruction, teachers utilize both innovative and traditional methods to evaluate student engagement, acquisition of knowledge, and application of knowledge. School instructional leaders intermittently observe these teachers led tutorials to ensure that sessions are engaging, address grade level standards, support the unique learning needs of the group, and create ample opportunity for students to interact and dialogue.

CSSD provides English Learners with customized, Blended Learning Programs. The principal idea behind blended learning is that students have some control over *time, pace, path, and place*. This model promotes a locus of control with students and increases their motivation to learn and allows them the time they need to work through the material. This approach gives EL students the ability to read and hear the instruction (often at the same time), while utilizing context to help create connections between the English words and their meaning. A key element of blended learning for ELs is Achieve3000. Teachers use the Achieve3000 digital platform for both synchronous explicit ELD instruction in small group tutoring sessions, as well as asynchronous literacy development integrated in all coursework. Achieve3000 also provides instructional staff with the ability to monitor English Learners' academic development over time (i.e., Lexile Growth). The Achieve3000 digital platform and service is principally directed toward and effective in meeting the School's goals for English Learners.

The English Learner Achievement Department is a group of specially trained and experienced educators who support the needs of English Learners (ELs). ELAD members are collaborators, working with other educators to engage this diverse population of students and provide enriching activities that support both integrated and designated ELD. Furthermore, they are community members who work to educate and engage EL families to ensure they are empowered with relevant information and encouraged to provide input so EL services are appropriately adjusted.

As part of the Altus University Professional Learning System, ELAD's work is principally directed toward and effective in meeting the School's goals for English Learners by providing these essential supports for teachers of English Learners:

- Provide Designated ELD training for staff including peer coaching and from research-based instructional practices and curriculum selection for in person and distance learning environments.
- Present to staff on best practices for engaging ELs, in person and virtually, in Designated and Integrated ELD.
- Coordinate the English Learner Advisory Committee (ELAC) and other groups related to the needs of ELs.
- Provide recommendations to Curriculum departments on English Learner Supplemental Guides, materials and supports for ELs based on student data and achievement levels and goals.
- Facilitate Parent Trainings focused on technology tools, distance learning, and accessibility features within curriculum and instruction.

CSSD is committed to removing potential educational barriers for unduplicated students. As a result, CSSD continues to invest in a fleet of Chromebooks which are provided to students in need of home technology, also known as the Altus Connect Program. Students receiving a school issued Chromebook have the option to receive an internet hotspot monthly service so that they can access the School's full curriculum and participate in distance learning opportunities. In addition, stakeholders have asserted that many unduplicated students do not have reliable transportation that can get them to and from school. As a result, the School has developed a Bus Pass Program aimed at increasing student access to school Resource Centers so that they can receive academic in-person instruction and participate in educational programs and services. Both the Altus Connect and Bus Pass Programs are overseen by the School's Equity and Inclusion Officer whose primary objective is to support the unique needs of unduplicated students and close achievement gaps that may exist.

Moreover, the School's Equity and Inclusion Officer will support the expansion of the Healthy Youth Department. Currently, the Healthy Youth Department consists of school nurses, teacher on assignment for special programs, and a school psychologist. The expansion will include school therapists that will apply their expertise in mental health, learning and behavior, to help students succeed academically, socially, behaviorally, and emotionally. This will include counseling services primarily directed at unduplicated students who are experiencing learning challenges and need increased and improved intervention to meet academic standards. Therapists will also participate in the ongoing Resilience in Student Education (RISE), a series of live interactive broadcasts focused on Social and Emotional Core Competencies.

In order to meet the unique needs of Homeless and Foster Youth, the School has a Teacher on Assignment for Special Programs that provides services principally directed to these unduplicated students:

- Support the identification process, collaborate with the appropriate staff, and course planning.
- Support the enrollment process, and ensure they have full and equal opportunity to succeed in school.
- Initiate referrals to health, dental, mental health, and substance abuse services, housing services and other appropriate services.

- Public notice of the educational rights of homeless and foster youth students is disseminated in locations to frequented by staff, students, parents, and family members.
- Inform parents and family members of unaccompanied youths of all transportation services.
- Provide school staff with professional development related to homeless and foster youth through Altus University.

CSSD's Professional Learning System is designed to increase teacher effectiveness in supporting all students, but especially unduplicated students. In order to achieve this goal, the School will provide specialized trainings to staff focused on potential educational challenges that unduplicated students may face, such as mental health, varying degrees of trauma, and academic skill deficiencies. Therefore, the School will provide a series of trainings next year focused on providing staff with the skills and knowledge to support unduplicated students facing those potential challenges. These trainings include Youth Mental Health First Aid, Trauma Informed Practices for Schools (TIPS), Writing Redesigned for Innovative Teaching and Equity (WRITE), and AVID.

Effectiveness of these increased and improved services will be monitored by instructional staff throughout the 2021-2022 school year. Instructional staff will analyze multiple metrics, including student surveys, formative assessments, language development assessments, Smarter Balanced Interim Assessments, participation rates, and credit completion rates, to determine trends and adjust practices to enhance the approach.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 12,887,787	\$ 2,960,468	\$ -	\$ 1,437,772	17,286,028	\$ 13,824,955	\$ 3,461,073

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic Cycle of Assessments for All Students	All	\$ 118,296			\$ 19,906	\$ 138,202
1	2	Evaluate English Language Proficiency for English Learners	English Learners	\$ 895,223				\$ 895,223
1	3	Academic Instruction and Support for All Students	All	\$ 3,936,635	\$ 1,245,454		\$ 494,935	\$ 5,677,024
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	English Learners,	\$ 531,469			\$ 246,752	\$ 778,222
1	5	Academic Instruction and Support for Students with Disabilities	SWD	\$ 1,763,555	\$ 1,540,017		\$ 215,250	\$ 3,518,822
1	6	Academic Instruction and Support for Grade 12 Students (CSI)	Grade 12 Students	\$ 272,096			\$ 119,586	\$ 391,682
1	7	Systematic Monitoring of Academic Performance for All Students	All	\$ 239,795				\$ 239,795
1	8	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners,	\$ 1,082,523			\$ 89,506	\$ 1,172,030
2	1	Standards Aligned Course of Study and Curriculum for All Students	All	\$ 952,650	\$ 52,800			\$ 1,005,450
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	English Learners &	\$ 161,750			\$ 140,134	\$ 301,884
2	3	Standards Aligned Course of Study and Curriculum for Grade 12 Students (CSI)	Grade 12 Students	\$ -			\$ 30,780	\$ 30,780
2	4	Pathways and College/Career Readiness for All Students	All	\$ -	\$ 122,197			\$ 122,197
3	1	Professional Development Focused on Improving Academic Performance for All Students	All	\$ 244,152				\$ 244,152
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners,	\$ -			\$ 45,130	\$ 45,130
4	1	Safe and Supportive School for All Students	All	\$ 181,713				\$ 181,713
4	2	Social, Emotional and Behavioral Support Systems for All Students	All	\$ 306,329			\$ 21,342	\$ 327,672
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Low-Income & Fos	\$ 35,677				\$ 35,677
5	1	Engagement Opportunities for All Students	All	\$ 2,165,924			\$ 2,835	\$ 2,168,759
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	English Learners,	\$ -			\$ 11,615	\$ 11,615

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 2,706,643	\$ 3,239,780
LEA-wide Total:	\$ -	\$ -
Limited Total:	\$ 2,706,643	\$ 3,239,780
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Systematic Cycle of Assessments for All Students	LEA-Wide		All	\$ 118,296	\$ 138,202	No
1	2	Evaluate English Language Proficiency for English Learners	Limited	English Learners	All	\$ 895,223	\$ 895,223	Yes
1	3	Academic Instruction and Support for All Students	Schoolwide		All	\$ 3,936,635	\$ 5,677,024	No
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 531,469	\$ 778,222	Yes
1	5	Academic Instruction and Support for Students with Disabilities	Limited		All	\$ 1,763,555	\$ 3,518,822	No
1	6	Academic Instruction and Support for Grade 12 Students (CSI)	Limited		Grade 12 Students	\$ 272,096	\$ 391,682	No
1	7	Systematic Monitoring of Academic Performance for All Students	LEA-Wide		All	\$ 239,795	\$ 239,795	No
1	8	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 1,082,523	\$ 1,172,030	Yes
2	1	Standards Aligned Course of Study and Curriculum for All Students	LEA-Wide		All	\$ 952,650	\$ 1,005,450	No
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Limited	English Learners & Low-Income	All	\$ 161,750	\$ 301,884	Yes
2	3	Standards Aligned Course of Study and Curriculum for Grade 12 Students (CSI)	Limited		Grade 12 Students	\$ -	\$ 30,780	No
2	4	Pathways and College/Career Readiness for All Students	LEA-Wide		All	\$ -	\$ 122,197	No
3	1	Professional Development Focused on Improving Academic Performance for All Students	LEA-Wide		All	\$ 244,152	\$ 244,152	No
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Limited	English Learners, Low-Income & Foster Youth	All	\$ -	\$ 45,130	Yes
4	1	Safe and Supportive School for All Students	LEA-Wide		All	\$ 181,713	\$ 181,713	No
4	2	Social, Emotional and Behavioral Support Systems for All Students	LEA-Wide		All	\$ 306,329	\$ 327,672	No
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Limited	Low-Income & Foster Youth	All	\$ 35,677	\$ 35,677	Yes
5	1	Engagement Opportunities for All Students	LEA-Wide		All	\$ 2,165,924	\$ 2,168,759	No
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Limited	English Learners, Low-Income & Foster Youth	All	\$ -	\$ 11,615	Yes

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Charter School Second Interim Report

Charter School Name:	Audeo Charter School
CDS #:	37-68338-3731395
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	58

FY 2020-2021
For the Period July 1 2020 through January 31, 2021
Accrual Basis

Financial Accounting Department
Charter Schools Accounting Office
Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)
Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

Has board approved a revised budget? (check box below)

- No.
 Yes. (Enter board approved revision date below)

Revised Date: 2/17/2021

Description	Object Code	A	B	C	D	(A + C)	(B + D)	(E + H)	(G - E)
		Unrestricted Budget as of 2nd Interim	Unrestricted Actuals through 01/31/21	Restricted Budget as of 2nd Interim	Restricted Actuals through 01/31/21	Total Budget	Total Actuals through 01/31/21	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
A. REVENUES (8000-8799)									
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)									
LCFF State Aid - Current Year (CY) (Res 0000)	8011	2,064,308	1,211,002			2,064,308	1,211,002	2,064,308	-
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	119,274	59,637			119,274	59,637	119,274	-
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019					-	-	-	-
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	3,993,323	1,996,662			3,993,323	1,996,662	3,993,323	-
Other LCFF Transfers	8091, 8097					-	-	-	-
Total, LCFF Sources		6,176,905	3,267,301	-	-	6,176,905	3,267,301	6,176,905	-
2. Federal Revenues (8100-8299)									
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290			100,391	57,135	100,391	57,135	100,391	-
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290			14,410	7,652	14,410	7,652	14,410	-
ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203)	8290			4,576	4,576	4,576	4,576	4,576	-
ESEA (ESSA): Title III, Immigrant Education Program (Res 4201)	8290					-	-	-	-
ESEA (ESSA): Title IV, 21st Century Learning Communities (Res 4124)	8290					-	-	-	-
ESEA (ESSA): Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290			10,000	8,043	10,000	8,043	10,000	-
ESSA: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290					-	-	-	-
Fed SpEd, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181			63,750		63,750	-	63,750	-
Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182			13,856		13,856	-	13,856	-
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220					-	-	-	-
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110					-	-	-	-
Other Federal Revenues (All other resources not reported separately)	8100-8299			716,097	55,321	716,097	55,321	716,097	-
Total - Federal Revenues		-	-	923,080	132,727	923,080	132,727	923,080	-
3. Other State Revenues (8300-8599)									
State Special Education (Res 6500)	8792			372,731	197,799	372,731	197,799	372,731	-
State Special Education Mental Health Services (Res 6512)	8590			60,000		60,000	-	60,000	-
Mandate Block Grant (Res 0000)	8550	23,238	23,238			23,238	23,238	23,238	-
After School Education and Safety (ASES) (Res 6010)	8677, 8590					-	-	-	-
Common Core Standards Implementation (Res 7405)	8590					-	-	-	-
Charter School Facility Grant Program (SB 740) (Res 6030)	8590					-	-	-	-
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590					-	-	-	-
Lottery, Unrestricted (Res 1100)	8560	98,154	38,193			98,154	38,193	98,154	-
Lottery, Restricted - Prop 20 (Res 6300)	8560			30,797	277	30,797	277	30,797	-
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590					-	-	-	-
Other State Revenues (All other resources not reported separately)	8300-8599			407,807	367,040	407,807	367,040	407,807	-
Total - Other State Revenues		121,392	61,431	871,335	565,116	992,727	626,547	992,727	-
4. Local Revenue (8600-8799)									
All Local Revenues	8600-8799	37,000	13,395			37,000	13,395	37,000	-
Total - Local Revenues		37,000	13,395	-	-	37,000	13,395	37,000	-
5. TOTAL REVENUES									
		6,335,297	3,342,127	1,794,415	697,843	8,129,712	4,039,970	8,129,712	-
B. EXPENDITURES AND OTHER OUTGO (1000-7499)									
1. Certificated Salaries									
Teachers' Salaries	1100	2,152,872	1,210,187	642,072	353,746	2,794,944	1,563,933	2,794,944	-
Pupil Support Salaries	1200	86,469	69,481	149,283	68,536	235,752	138,017	235,752	-
Supervisors' and Administrators' Salaries	1300	351,923	204,703	40,534	25,560	392,457	230,262	392,457	-
Other Certificated Salaries	1900	32,309	-	129,649	74,313	161,958	74,313	161,958	-
Total, Certificated Salaries		2,623,572	1,484,370	961,539	522,155	3,585,111	2,006,525	3,585,111	-

Charter School Second Interim Report

Charter School Name:	Audeo Charter School
CDS #:	37-68338-3731395
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	58

FY 2020-2021
For the Period July 1 2020 through January 31, 2021
Accrual Basis

Financial Accounting Department
Charter Schools Accounting Office
Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)
Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

Has board approved a revised budget? (check box below)

- No.
 Yes. (Enter board approved revision date below)

Revised Date: 2/17/2021

Description	Object Code	A	B	C	D	(A + C)	(B + D)	(E + H)	(G - E)
		Unrestricted Budget as of 2nd Interim	Unrestricted Actuals through 01/31/21	Restricted Budget as of 2nd Interim	Restricted Actuals through 01/31/21	Total Budget	Total Actuals through 01/31/21	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
2. Classified Salaries									
Instructional Salaries	2100					-	-	-	-
Support Salaries	2200	14,179	8,270	2,616	1,459	16,795	9,730	16,795	-
Supervisors' and Administrators' Salaries	2300	137,491	77,796	6,553	4,115	144,044	81,911	144,044	-
Clerical and Office Salaries	2400	186,005	104,178	-	-	186,005	104,178	186,005	-
Other Classified Salaries	2900	7,581	4,726	2,921	1,400	10,502	6,126	10,502	-
Total, Classified Salaries		345,256	194,971	12,090	6,975	357,346	201,946	357,346	-
3. Employee Benefits									
STRS	3101-3102	405,383	241,062	175,677	83,916	581,060	324,978	581,060	-
PERS	3201-3202	68,264	38,373	1,941	1,126	70,205	39,500	70,205	-
OASDI/Medicare (Social Security)	3301-3302	61,143	34,926	16,696	8,073	77,838	42,999	77,838	-
Health and Welfare Benefits	3401-3402	660,449	393,229	283,276	134,322	943,725	527,551	943,725	-
Unemployment Insurance	3501-3502	1,421	840	550	264	1,971	1,104	1,971	-
Workers' Compensation Insurance	3601-3602	31,859	17,928	11,750	5,642	43,609	23,571	43,609	-
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-	-	-
Total, Employee Benefits		1,228,517	726,358	489,891	233,344	1,718,408	959,703	1,718,408	-
4. Books and Supplies									
Approved Textbooks and Core Curricula Materials	4100	23,012	22,012	22,461	17,461	45,473	39,474	45,473	-
Books and Other Reference Materials	4200	1,562	-	5,696	4,257	7,258	4,257	7,258	-
Materials and Supplies	4300	85,421	83,758	44,227	18,781	129,648	102,538	129,648	-
Non-capitalized Equipment	4400	29,334	27,334	30,560	27,560	59,894	54,894	59,894	-
Food (Food used in food-service activities for which the purpose is nutrition)	4700	3,500	-	-	-	3,500	-	3,500	-
Total, Books and Supplies		142,829	133,104	102,944	68,060	245,773	201,163	245,773	-
5. Services and Other Operating Expenditures									
Subagreements for Services	5100	-	-	-	-	-	-	-	-
Travel and Conferences	5200	20,908	14,564	10,307	3,488	31,215	18,052	31,215	-
Dues and Memberships	5300	12,490	12,027	-	-	12,490	12,027	12,490	-
Insurance	5400	41,507	37,051	117	117	41,624	37,168	41,624	-
Operations and Housekeeping Services	5500	66,073	63,646	77,356	24,942	143,429	88,588	143,429	-
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	434,423	288,175	28,070	5,222	462,493	293,397	462,493	-
Transfer of Direct Costs (MUST net to zero)	5700	-	-	-	-	-	-	-	-
Prof/Consulting Svcs and Operating Expend (Include District Oversight)	5800	382,672	341,177	370,368	122,477	753,040	463,653	753,040	-
Communications	5900	81,760	60,303	36,376	24,733	118,136	85,036	118,136	-
Total, Services and Other Operating Expenditures		1,039,834	816,943	522,593	180,978	1,562,427	997,922	1,562,427	-
6. Capital Outlay									
Depreciation Expense (See Sections G.9 & F.2.a)	6900	410,943	235,723	-	-	410,943	235,723	410,943	-
Total, Capital Outlay		410,943	235,723	-	-	410,943	235,723	410,943	-
7. Other Outgo									
Tuition to Other Schools (<i>Include contribution to unfunded cost of Sp Ed.</i>)	7110-7143	-	-	-	-	-	-	-	-
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223	-	-	-	-	-	-	-	-
All Other Transfers	7280-7299	-	-	-	-	-	-	-	-
Transfers of Indirect Costs (MUST net to zero)	7300-7399	(25,975)	(3,156)	25,975	3,156	-	-	-	-
Debt Service - Interest	7430-7439	5,812	-	-	-	5,812	-	5,812	-
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439	-	-	-	-	-	-	-	-
Total, Other Outgo		(20,163)	(3,156)	25,975	3,156	5,812	-	5,812	-
8. TOTAL EXPENDITURES		5,770,788	3,588,313	2,115,032	1,014,668	7,885,820	4,602,981	7,885,820	-
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		564,509	(246,186)	(320,617)	(316,825)	243,892	(563,011)	243,892	

Charter School Second Interim Report

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Financial Accounting Department
Charter Schools Accounting Office
Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)
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Revised Date: 2/17/2021

Description	Object Code	A	B	C	D	(A + C)	(B + D)	(E + H)	(G - E)
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D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)									
1. All Other Financing Sources	8930-8979					-	-	-	
2. Other Uses	7630-7699					-	-	-	
3. Contributions between unrestricted and restricted accounts (MUST net to zero) (Include contribution to the unfunded cost of Special Education)	8980-8999	(317,826)		317,826		-	-	-	
4. TOTAL OTHER FINANCING SOURCES/USES		(317,826)	-	317,826	-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		246,684	(246,186)	(2,792)	(316,825)	243,892	(563,011)	243,892	
F. FUND BALANCE/NET POSITION (Budget and Actuals MUST match) (F.1.a-b)									
1. Beginning Fund Balance/Net Position									
a. July 1 (MUST match EFB/Net Position of PY Unaudited Actuals, Section F.2)	9791	6,921,713	6,921,713	46,684	46,684	6,968,398	6,968,398	6,968,398	
b. Adjustments/Restatements	9793, 9795	-		-		-	-	-	
c. Adjusted Beginning Fund Balance/Net Position		6,921,713	6,921,713	46,684	46,684	6,968,398	6,968,398	6,968,398	
2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)	See cell M128	7,168,397	6,675,527	43,893	(270,141)	7,212,290	6,405,386	7,212,290	
Components of Ending Net Position									
a. Net Investment in Capital Assets (See Sections B.6 and G.9)	9796		4,218,146				4,218,146		
b. Restricted Net Position	9797				(270,141)		(270,141)		
c. Unrestricted Net Position	9791		2,457,382		-		2,457,382		
G. ASSETS									
1. Cash									
In County Treasury	9110		2,476,715		229,834		2,706,549		
Fair Value Adjustment to Cash in County Treasury	9111						-		
In Banks	9120		1,107,483		(441,938)		665,545		
In Revolving Fund	9130						-		
With Fiscal Agent/Trustee	9135		25,000				25,000		
Collections Awaiting Deposit	9140						-		
2. Investments	9150						-		
3. Accounts Receivable	9200		1,249				1,249		
4. Due From Grantor Government	9290				7,664		7,664		
5. Due From Other Funds	9310						-		
6. Stores	9320						-		
7. Prepaid Expenditures (Expenses)	9330		57,141		555		57,696		
8. Other Current Assets	9340		30,522				30,522		
9. Capital Assets (See Sections B.6 & F.2.a)	9400-9489		4,218,146				4,218,146		
10. Total Assets			7,916,256		(203,884)		7,712,372		
H. DEFERRED OUTFLOWS OF RESOURCES									
1. Deferred Outflows of Resources	9490						-		
2. Total Deferred Outflows			-		-		-		

Charter School Second Interim Report

FY 2020-2021

For the Period July 1 2020 through January 31, 2021

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Financial Accounting Department
 Charter Schools Accounting Office
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 Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

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I. LIABILITIES									
1. Accounts Payable	9500		146,287		14,530		160,817		
2. Due to Grantor Government	9590				9,196		9,196		
3. Due to Other Funds	9610						-		
4. Current Loans	9640		426,946				426,946		
5. Deferred Revenue	9650				42,531		42,531		
6. Long-term Liabilities	9660-9669		667,496				667,496		
7. Total Liabilities			1,240,729		66,257		1,306,985		
J. DEFERRED INFLOWS OF RESOURCES									
1. Deferred Inflows of Resources	9690						-		
2. Total Deferred inflows of Resources			-		-		-		
K. ENDING FUND BALANCE/NET POSITION, January 31, 2021									
1. Ending Fund Balance/Net Position (G10+H2-I7-J2)			6,675,527		(270,141)		6,405,386		
<i>(MUST agree with F.2)</i>									



Assumptions for May Revised Operational Budget FY 2020-21

The Audeo Charter School (Audeo) is an independent study program. Audeo takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs, like Audeo, are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. Audeo is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- * **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for Audeo is 58.63%.
- * **Concentration Grant** equal to 50 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

COVID-19 Impact

After the Governor's 2020-21 May Revised budget was released, the school prepared for decreased LCFF base grant revenues by 7.92% from 2019-20 funding levels and a 51.6% reduction in Career and Technical Education (CTE) Grant funding. However, the adopted state budget effectively eliminated these reductions and replaced them with deferrals. The most impactful items for the 2020-21 budget are as follows:

- Local Control Funding Formula base grants have been restored to 2019-20 levels for flat year-over-year base funding
- Categorical program cuts, such as CTE, were eliminated and brought back to full funding
- State aid payments in 2021 have been deferred as follows:
 - February – 48% deferred 9 months until November
 - March – 75% deferred 7 months until October
 - April – 76% deferred 5 months until September
 - May – 76% deferred 3 months until August
 - June – 100% delayed 1 month until July
- Early federal support from the CARES act appropriated \$1.47B to California to help fund a Local Educational Agencies (LEAs) COVID-19 response
- Learning Loss Mitigation Funding (LLMF) appropriates \$5.33B from three different funding sources to be allocated to LEAs in order to support transitional Kindergarten through 12th grade pupil academic achievement and mitigate learning loss related to COVID-19. The LLMF has been allocated by three distinct formulas with different eligibility criterion as shown in the table below.
 - Independent Study or Non-classroom Based (NCB) schools are only eligible for the \$979M allocation

Total	Sources	Distribution Formula	Eligible LEAs
\$1.5 billion (NCB Ineligible)	\$355,227,000 (GEER) \$1,144,773,000 (CR)	Based on an equal amount per pupil age 3-22 with exceptional needs using the 2019–20 Fall 1 Census	School districts, county offices of education and classroom based direct-funded charter schools; a classroom-based locally funded charter school will be included in the chartering authority’s application and funding
\$2.8 billion (NCB Ineligible)	\$2,855,227,000 (CR)	Distributed proportionally based on LEA supplemental and concentration grant funding as of the 2019–20 second principal apportionment	School districts, county offices of education and classroom based direct-funded charter schools; a classroom-based locally funded charter school will be included in the chartering authority’s application and funding
\$979 million (NCB eligible)	\$539,926,000 (GF) \$439,844,000 (CR)	Distributed proportionally based on the LEA local control funding formula (LCFF) entitlement	School districts, county offices of education and charter schools; a locally funded charter school will be included in the chartering authority’s application and funding
\$5,334,997,000	\$5,334,997,000 (All Sources)	Vary by source	Vary by source

After the drastic cuts from the Governor’s May Revised budget, salary step increases were frozen at the start of the 2020-21 school year. After stronger than anticipated economic performance by the State and additional federal funding, salary step increases for 2020-21 were restored in May, 2021.

The 2020-21 education budget trailer bill, Senate Bill 98, removes the requirement for local education agencies (LEAs) to submit a Local Control and Accountability Plan (LCAP) for the 2020-21 school year, substituting a new requirement for LEAs to adopt a Learning Continuity and Attendance Plan (Learning Continuity Plan) by September 30, 2020. Given the new plan’s extensive contents and process, the timeline to develop the plan is short. This article outlines the new requirement, including reminding readers about how to demonstrate increased and improved services for “high needs” students, a key LCAP component which migrates to the Learning Continuity Plan this year.

The California Legislature provided \$6.6 billion in the Assembly Bill 86 COVID-19 relief package, including \$2 billion for In-Person Instruction (IPI) Grants and \$4.6 billion for Expanded Learning Opportunities (ELO) Grants. Governor Newsom signed AB 86 on March 5, 2021. As a non-classroom based charter school, Audeo is ineligible for an IPI grant and is eligible for an ELO grant.

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2021-22 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo’s May Revised Operational Budget.

Table 1:

Description	FY 2020-21
Grades K-3 Base Grant	\$7,702
Grades 4-6 Base Grant	\$7,818
Grades 7-8 Base Grant	\$8,050
Grades 9-12 Base Grant	\$9,329
Statutory Cost of Living Allowance (COLA)	0.00%
Audeo's Unduplicated Pupil Percentage (Rolling Average)	58.63%
District's Unduplicated Pupil Percentage (Moreno Valley UPP)	85.36 %

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2020-21 (Actual P-2)	FY 2019-20 (Actual P-2)	FY 2018-19 (Actual P-2)
Enrollment	763	564	595
ADA:			
Grade K-6	92.90	92.90	56.33
Grade 7-8	64.16	64.16	80.30
Grade 9-12	439.31	439.31	423.55
Total ADA	596.37	596.37	560.18

REVENUE PROJECTIONS

Table 3:

Description	FY 2020-21
LCFF Sources	\$6,230,682
Federal Revenues	866,847
State Revenues Other than LCFF	1,235,023
Local Revenues	63,000
Total Projected Revenues	\$8,395,552

- **In Lieu of Property Taxes** of \$6,954.67 per current year (CY) P-2 ADA is based on FY 2020-21 P-1 rate for San Diego Unified School District.
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about

the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.

- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: \$49 for Prop 20 (Lottery: Instructional Materials) and \$150 for Non-Prop 20 for (Lottery: Unrestricted).
- **Federal Funds**

Titles I, II, III, and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2020-21.

ESSA: School Improvement (CSI) Funding for LEAs:

Audeo was granted 2018-19 ESSA CSI funds in the amount of \$174,545. The project period for this grant began on March 18, 2018 and ends on September 30, 2021. Total expenditures for FY 2019-20 amounted to \$147,216. Remaining amount of \$27,329 was spent in the first half of FY 2020-21.

Audeo was granted 2019-20 ESSA CSI funds in the amount of \$170,123. The project period for this grant began on March 25, 2020 and ends on September 30, 2021. Total expenditures for FY 2020-21 is projected to amount to \$197,452.

Elementary and Secondary School Emergency Relief (ESSER) Fund:

The Coronavirus Aid, Relief, and Economic Security (CARES) Act provides funding to LEAs through Section 18003 of the Elementary and Secondary School Emergency Relief (ESSER) Fund, to address the impact of COVID-19 on elementary and secondary schools. CDE provided an apportionment of \$93,699 of which this amount is included in the budget.

Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund:

On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to how the first ESSER funds were distributed. Audeo's ESSER II allocation is estimated to be \$337,420 of which is included in this budget.

- **Learning Loss Mitigation Funding** is a combination of CARES Act Coronavirus Relief (CR) and the state's General Fund (GF) to support transitional Kindergarten through 12th grade pupil academic achievement and mitigate learning loss related to COVID-19. CDE provided an apportionment of \$12,503 of CR Fund and \$53,814 of GF, which are included in the budget.
- **Expanded Learning Opportunity Grant** is part of AB 86, signed by Governor Newsom on March 5, 2021, and is intended to provide supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups. Funds must be spent by August 31, 2022. Audeo's apportionment is \$459,140 and \$229,570 is included in the budget.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$625 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$132.26 per PY California Basic Educational Data System (CBEDS) count.
- **Educationally Related Mental Health Services (ERMHS) Level 1** funding of \$10 per PY ADA is allocated to support anticipated increases in mental health needs across the entire student population resulting from extended COVID-related conditions.
- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Audeo chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$16.86 for Grades K-8 and \$46.87 for Grades 9-12.
- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Audeo included the \$348,029 CTE grant for this fiscal year.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY**Table 4:**

POSITIONS	OBJECT CODE	FY 20-21
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	31.95
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	2.05
Certificated Supervisor & Administrator	1300	2.40
Other Certificated Teacher Resource (CTR)	1900	5.00
Classified Support (Admin Support)	2200	0.15
Classified Supervisor & Administrator	2300	0.90
Clerical, Technical & Office Staff	2400	3.26
Other Classified (Administrative Support)	2900	0.10
TOTAL FTE POSITIONS BUDGETED		45.81

- * To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2020-21, we estimated the Special Ed population at 22%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	16.15%	
PERS (Classified Retirement)	3211-12		20.70%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <u>Monthly Rates</u>			
- Medical \$1,800			
- Dental \$ 120			
- Vision \$ 27			
- Life Ins. .0000114	3401-02		
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.06%	1.06%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. Audeo has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$900,758 representing 10.73% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), Audeo will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of Audeo reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo has deployed an integrated marketing plan to support organizational growth. To reach Audeo's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2020-21, Audeo has allocated \$16,871 for marketing expenses included in the object code 5800 and represents 0.2% of its total budget.

DISTRICT OVERSIGHT FEES

Audeo will pay its authorizing District (San Diego Unified School District) oversight fees of **3 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

Audeo has budgeted \$186,922 for FY 2020-21 for oversight fees.

RESERVES

Audeo has allocated reserves of \$251,866 for FY 2020-21 representing 3% of total revenues of \$8,395,552.

FACILITIES

Audeo carries contractual lease agreements with an annual cost of \$382,756 for FY 2020-21. The total cost of the current lease contracts from July 2020 thru the end of the lease term (Year 2022) is \$601,058. Audeo has allocated reserves for this amount. Per the Reserve Policy adopted by the Board, the School shall designate a Contingency/Strategic Reserve Fund to provide a strategic reserve for the School. One of the components of the Contingency/Strategic Reserve Fund is the contractual obligation for facility leases.

Audeo Charter School

MAY REVISED OPERATIONAL BUDGET FY 2020-2021

REVENUES

DESCRIPTION	Account Codes	MAY REVISED BUDGET	FEBRUARY REVISED BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA - LCFF				
LCFF State Aid	8011	\$ 1,963,851.00	\$ 2,064,308.00	\$ (100,457.00)
Education Protection Account	8012	119,274.00	119,274.00	-
In Lieu of Property Tax	8096	4,147,557.00	3,993,323.00	154,234.00
				-
TOTAL, LCFF ENTITLEMENT		\$ 6,230,682.00	\$ 6,176,905.00	\$ 53,777.00
FEDERAL REVENUES				
Federal Impact Aid	8110	\$ 8,853.00	\$ -	\$ 8,853.00
Federal IDEA	8181	67,453.00	63,750.00	3,703.00
Special Ed - IDEA Mental Health Services	8182	13,856.00	13,856.00	-
ESSA: School Improvement Funding for LEAS	8290	197,452.00	197,452.00	-
Title I, Part A - Basic Grants Low-Income & Neglected	8290	106,625.00	100,391.00	6,234.00
Title II, Part A - Improving Teacher Quality Program	8290	14,410.00	14,410.00	-
Title III - Limited English Proficient Study Program	8290	4,576.00	4,576.00	-
Title IV Part A-Student Support & Academic Enrichment	8290	10,000.00	10,000.00	-
Elementary and Secondary School Emergency Relief Fund (ESSER)	8290	93,699.00	93,593.00	106.00
Elementary and Secondary School Emergency Relief Fund (ESSER II)	8290	337,420.00	381,213.00	(43,793.00)
CR -Learning Loss Mitigation	8290	12,503.00	43,839.00	(31,336.00)
				-
TOTAL, FEDERAL REVENUES		\$ 866,847.00	\$ 923,080.00	\$ (56,233.00)
STATE REVENUES OTHER THAN LCFF				
Mandate Block Grant	8550	\$ 23,238.00	\$ 23,238.00	\$ -
Lottery Unrestricted - Non Prop-20	8560	91,468.00	91,468.00	-
Lottery Unrestricted - Non Prop-20 PY	8560	6,686.00	6,686.00	-
Lottery Restricted - Prop 20	8560	28,735.00	28,735.00	-
Lottery Restricted - Prop 20 PY	8560	2,062.00	2,062.00	-
CTE - Career Technical Education Incentive Grant Program	8590	348,029.00	348,029.00	-
Special Education	8792	372,731.00	372,731.00	-
Special Education - Mental Health Services - Level 1	8590	5,964.00	5,964.00	-
Special Education - Mental Health Services - Level 2	8590	71,250.00	60,000.00	11,250.00
GF-Learning Loss Mitigation	8590	53,814.00	53,814.00	-
Expanded Learning Opportunity (ELO) Grant	8590	229,570.00	-	229,570.00
CAASPP/ELPAC	8590	1,476.00	-	1,476.00
				-
TOTAL, STATE REVENUES		\$ 1,235,023.00	\$ 992,727.00	\$ 242,296.00
LOCAL REVENUES				
Interest Income	8660	\$ 35,000.00	\$ 35,000.00	\$ -
All Other Local Revenue	8699	28,000.00	2,000.00	26,000.00
				-
TOTAL, LOCAL REVENUES		\$ 63,000.00	\$ 37,000.00	\$ 26,000.00
				-
TOTAL, REVENUES		\$ 8,395,552.00	\$ 8,129,712.00	\$ 265,840.00

Audeo Charter School

MAY REVISED OPERATIONAL BUDGET FY 2020-2021

EXPENDITURES

DESCRIPTION	Account Codes	MAY REVISED BUDGET	FEBRUARY REVISED BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES				
Teachers' Salaries	1100	\$ 2,811,415.00	\$ 2,794,944.00	\$ 16,471.00
Certificated Pupil Support Salaries	1200	236,042.00	235,752.00	290.00
Certificated Supervisor & Adm. Salaries	1300	399,150.00	392,457.00	6,693.00
Other Certificated Salaries	1900	143,752.00	161,958.00	(18,206.00)
TOTAL, CERTIFICATED SALARIES		\$ 3,590,359.00	\$ 3,585,111.00	\$ 5,248.00
CLASSIFIED SALARIES				
Classified Support Salaries	2200	\$ 16,795.00	\$ 16,795.00	\$ -
Classified Supervisor and Administrator Salaries	2300	143,692.00	144,044.00	(352.00)
Clerical, Technical and Office Salaries	2400	183,701.00	186,005.00	(2,304.00)
Other Classified Salaries	2900	10,502.00	10,502.00	-
TOTAL, CLASSIFIED SALARIES		\$ 354,690.00	\$ 357,346.00	\$ (2,656.00)
EMPLOYEE BENEFITS				
STRS Retirement	3100	\$ 583,123.00	\$ 581,060.00	\$ 2,063.00
PERS Retirement	3200	68,098.00	70,205.00	(2,107.00)
Social Security/Medicare	3300	76,937.00	77,838.00	(901.00)
Health and Welfare	3400	946,127.00	943,725.00	2,402.00
Unemployment Insurance	3500	1,972.00	1,971.00	1.00
Workers Compensation	3600	42,356.00	43,609.00	(1,253.00)
TOTAL EMPLOYEE BENEFITS		\$ 1,718,613.00	\$ 1,718,408.00	\$ 205.00
TOTAL PERSONNEL COST		\$ 5,663,662.00	\$ 5,660,865.00	\$ 2,797.00

Audeo Charter School

MAY REVISED OPERATIONAL BUDGET FY 2020-2021

EXPENDITURES

DESCRIPTION	Account Codes	MAY REVISED BUDGET	FEBRUARY REVISED BUDGET	INCREASE (DECREASE)
BOOKS AND SUPPLIES				
Textbooks	4100	\$ 42,474.00	\$ 45,473.00	\$ (2,999.00)
Books other than Textbooks	4200	5,340.00	7,258.00	(1,918.00)
Instructional Materials and Supplies	4300	108,140.00	79,811.00	28,329.00
On Line Courses	4312	49,837.00	49,837.00	-
Noncapitalized Equipment	4400	59,725.00	59,894.00	(169.00)
Food	4700	3,000.00	3,500.00	(500.00)
TOTAL, BOOKS AND SUPPLIES		\$ 268,516.00	\$ 245,773.00	\$ 22,743.00
SERVICES, OTHER OPERATING EXPENSES				
Travel and Conference	5200	\$ 32,409.00	\$ 31,215.00	\$ 1,194.00
Dues and Memberships	5300	12,931.00	12,490.00	\$ 441.00
Liability Insurance	5400	40,626.00	41,624.00	\$ (998.00)
Operations and Housekeeping Services	5500	193,132.00	143,429.00	\$ 49,703.00
Rental, Leases & Repairs	5600	475,547.00	462,493.00	\$ 13,054.00
Prof/Consulting Services/Oper. Expenses	5800	883,887.00	734,853.00	\$ 149,034.00
Marketing	5812	16,871.00	18,187.00	\$ (1,316.00)
Communication	5900	131,066.00	118,136.00	\$ 12,930.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		\$ 1,786,469.00	\$ 1,562,427.00	\$ 224,042.00
CAPITAL OUTLAY				
Depreciation - Leasehold Improvements	6900	\$ 307,841.00	\$ 307,763.00	\$ 78.00
Depreciation - Equipment	6900	111,386.00	103,180.00	\$ 8,206.00
TOTAL, CAPITAL OUTLAY		\$ 419,227.00	\$ 410,943.00	\$ 8,284.00
OTHER OUTGO				
Debt Service Payment - Interest (Capitalized Leases)	7438	\$ 5,812.00	\$ 5,812.00	-
TOTAL, OTHER OUTGO		\$ 5,812.00	\$ 5,812.00	-
RESERVES				
Operation Reserve (Non-Payroll Exp.)	9780	\$ 125,933.00	\$ 121,946.00	\$ 3,987.00
Reserve for Economic Uncertainties	9789	125,933.00	121,946.00	3,987.00
TOTAL, RESERVES		\$ 251,866.00	\$ 243,892.00	\$ 7,974.00
%		3.00%	3.00%	
TOTAL, EXPENDITURES		\$ 8,395,552.00	\$ 8,129,712.00	\$ 265,840.00



Assumptions for the Preliminary Operational Budget FY 2021-22

The Audeo Charter School (Audeo) is an independent study program. Audeo takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs, like Audeo are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. Audeo is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- * **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for Audeo is 56.43%.
- * **Concentration Grant** equal to 50 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2021-22 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo 's Preliminary Operational Budget.

Table 1:

Description	FY 2021-22
Grades K-3 Adjusted Base Grant	\$8,934
Grades 4-6 Base Grant	\$8,214
Grades 7-8 Base Grant	\$8,458
Grades 9-12 Adjusted Base Grant	\$10,057
Statutory Cost of Living Allowance (COLA)*	5.07%
Audeo 's Unduplicated Pupil Percentage (Rolling Average)	56.43%
District's Unduplicated Pupil Percentage (SDUSD)	57.42%

*Amount represents the 2021–22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020–21 unfunded statutory COLA of 2.31%.

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2021-22 (Estimated P-2)	FY 2020-21 (Actual P-2)	FY 2019-20 (Actual P-2)
Enrollment	580	763	564
ADA:			
Grade K-6	168.34	92.90	92.90
Grade 7-8	37.80	64.16	64.16
Grade 9-12	342.80	439.31	439.31
Total ADA	548.94	596.37	596.37

REVENUE PROJECTIONS

Table 3:

Description	FY 2021-22
LCFF Sources	\$5,856,180
Federal Revenues	456,823
State Revenues Other than LCFF	1,003,164
Local Revenues	33,000
Total Projected Revenues	\$7,349,167

- **In Lieu of Property Taxes** of \$6,954.67 per current year (CY) P-2 ADA is based on FY 2020-21 P-1 rate for San Diego Unified School District.
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.
- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: \$49 for Prop 20 (Lottery: Instructional Materials) and \$150 for Non-Prop 20 for (Lottery: Unrestricted).

- **Federal Funds**

Titles I, II, III, and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2020-21.

ESSA: School Improvement (CSI) Funding for LEAs:

Audeo was granted 2020-21 ESSA CSI funds in the amount of \$177,547. The project period for this grant began on February 15, 2021 and ends on September 30, 2022.

Audeo has projected to spend \$130,733 of its 2020-21 CSI funds for this fiscal year (FY) and the remaining balance of \$46,814 next FY.

Elementary and Secondary School Emergency Relief Round III (ESSER III) Fund:

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020. The ESSER III Fund accounts for nearly \$122 billion of funding for all states and California's allocation is \$15,068,884,546. Audeo's ESSER III allocation is estimated to be \$559,792 and of that amount it has included \$95,979 in this budget.

- **Expanded Learning Opportunity Grant** is part of AB 86, signed by Governor Newsom on March 5, 2021, and is intended to provide supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups. Funds must be spent by August 31, 2022. Audeo's apportionment is \$459,140 and \$229,570 is included in the budget.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$650.31 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$125.00 per PY California Basic Educational Data System (CBEDS) count.
- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Audeo chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$17.21 for Grades K-8 and \$47.84 for Grades 9-12.
- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of

the school district and charter school LCFF. Audeo included the \$222,712 CTE grant for this fiscal year.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 21-22
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	25.80
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	1.75
Certificated Supervisor & Administrator	1300	1.80
Other Certificated Teacher Resource (CTR)	1900	6.00
Classified Support (Admin Support)	2200	0.25
Classified Supervisor & Administrator	2300	0.35
Clerical, Technical & Office Staff	2400	3.00
TOTAL FTE POSITIONS BUDGETED		38.95

* To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2021-22, we estimated the Special Ed population at 22%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	16.92%	
PERS (Classified Retirement)	3211-12		22.91%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <u>Monthly Rates</u>			
- Medical \$2,100	3401-02		
- Dental \$ 120			
- Vision \$ 27			
- Life Ins. .000095			
State Unemployment Insurance	3501-01	1.23%	1.23%
Worker Compensation Insurance	3601-02	1.08%	1.08%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. Audeo has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$715,019 representing 9.7% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), Audeo will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of Audeo reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo has deployed an integrated marketing plan to support organizational growth. To reach Audeo's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2021-22, Audeo has allocated \$58,793 for marketing expenses included in the object code 5800 and represents 0.8% of its total budget.

DISTRICT OVERSIGHT FEES

Audeo will pay its authorizing District (San Diego Unified School District) oversight fees of **3 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **3 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

Audeo has budgeted \$175,685 for FY 2021-22 for oversight fees.

RESERVES

Audeo has allocated reserves of \$220,476 for FY 2021-22 representing 3% of total revenues of \$7,349,167.

FACILITIES

Audeo carries contractual lease agreements ending in FY 2022 in the amount of \$218,303. Audeo has allocated reserves for this amount. Per the Reserve Policy adopted by the Board, the School shall designate a Contingency/Strategic Reserve Fund to provide a strategic reserve for the School. One of the components of the Contingency/Strategic Reserve Fund is the contractual obligation for facility leases.

Audeo

Charter School

Preliminary Operational Budget FY 2021-2022

REVENUES

DESCRIPTION	ACCOUNT CODES	AMOUNT
LOCAL CONTROL FUNDING FORMULA - LCFF		
LCFF State Aid	8011	\$ 1,928,695.00
Education Protection Account	8012	109,788.00
In Lieu of Property Tax	8096	3,817,697.00
TOTAL, LCFF ENTITLEMENT		\$ 5,856,180.00
FEDERAL REVENUES		
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	\$ 94,500.00
Title I, Part A, Improving Basic Programs	8290	106,625.00
Title II, Part A, Supporting Effective Instruction	8290	14,410.00
Title III, Part A, English Learner Student Program	8290	4,576.00
Title IV, Part A, Student Support and Academic Enrichment	8290	10,000.00
ESSA Comprehensive Support and Improvement (CSI)	8290	130,733.00
Elementary and Secondary School Relief III (ESSER III)	8290	95,979.00
TOTAL, FEDERAL REVENUES		\$ 456,823.00
STATE REVENUES OTHER THAN LCFF		
Mandate Block Grant	8550	\$ 19,947.00
Lottery Unrestricted - Non Prop-20	8560	93,433.00
Lottery Restricted - Prop 20	8560	30,521.00
CTE - Career Technical Education Incentive Grant Program	8590	222,712.00
Special Education	8792	356,981.00
Special Education - Mental Health Services - Level 2	8590	50,000.00
Expanded Learning Opportunity (ELO) Grant	8590	229,570.00
TOTAL, STATE REVENUES		\$ 1,003,164.00
LOCAL REVENUES		
Interest Income	8660	\$ 30,000.00
All Other Local Revenue	8699	\$ 3,000.00
TOTAL, LOCAL REVENUES		\$ 33,000.00
TOTAL, REVENUES		\$ 7,349,167.00



Preliminary Operational Budget
FY 2021-2022

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	AMOUNT
CERTIFICATED SALARIES		
Teachers' Salaries	1100	\$ 2,402,544.00
Certificated Pupil Support Salaries	1200	202,678.00
Certificated Supervisor & Adm. Salaries	1300	299,055.00
Other Certificated Salaries	1900	207,791.00
TOTAL, CERTIFICATED SALARIES		\$ 3,112,068.00
CLASSIFIED SALARIES		
Classified Support Salaries	2200	20,508.00
Classified Supervisor and Administrator Salaries	2300	76,264.00
Clerical, Technical and Office Salaries	2400	216,341.00
TOTAL, CLASSIFIED SALARIES		\$ 313,113.00
EMPLOYEE BENEFITS		
STRS Retirement	3100	\$ 530,032.00
PERS Retirement	3200	67,036.00
Social Security/Medicare	3300	69,078.00
Health and Welfare	3400	959,151.00
Unemployment Insurance	3500	42,130.00
Workers Compensation	3600	36,992.00
TOTAL EMPLOYEE BENEFITS		\$ 1,704,419.00
TOTAL PERSONNEL COST		\$ 5,129,600.00

Audeo Charter School

Preliminary Operational Budget FY 2021-2022

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	AMOUNT
BOOKS AND SUPPLIES		
Textbooks & Core Curriculum Materials	4100	\$ 27,000.00
Books other Reference Materials	4200	5,400.00
Instructional Materials and Supplies	4300	96,000.00
On-Line Courses	4312	49,837.00
Noncapitalized Equipment	4400	38,400.00
Food	4700	3,200.00
TOTAL, BOOKS AND SUPPLIES		\$ 219,837.00
SERVICES, OTHER OPERATING EXPENSES		
Travel and Conference	5200	\$ 29,274.00
Dues and Memberships	5300	12,100.00
Liability Insurance	5400	35,086.00
Operations and Housekeeping Services	5500	145,200.00
Rental, Leases & Repairs	5600	301,470.00
Prof/Consulting Services/Oper. Expenses	5800	656,226.00
Marketing Fees	5812	58,793.00
Communication	5900	84,900.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		\$ 1,323,049.00
CAPITAL OUTLAY		
Depreciation - Leasehold Improvements	6900	338,930.00
Depreciation - Equipment	6900	113,084.00
TOTAL, CAPITAL OUTLAY		\$ 452,014.00
OTHER OUTGO		
Debt Service Payment - Interest (Capitalized Leases)	7438	\$ 4,191.00
TOTAL, OTHER OUTGO		\$ 4,191.00
RESERVES		
Operation Reserve (Non-Payroll Exp.)	9780	\$ 110,238.00
Reserve for Economic Uncertainties	9789	110,238.00
TOTAL, RESERVES		\$ 220,476.00
%		3.00%
TOTAL, EXPENDITURES		\$ 7,349,167.00



RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012; (sun setting 12/31/2017) , and Proposition 55 Article XIII, section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college district, county office of education, school district, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of

Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Audeo Charter School;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Audeo Charter School has determined to spend the monies received from the Education Protection Act as attached.

DATED:

June 23, 2021

Secretary



Education Protection Account
Expenditure Plan for FY 2021-22

Expenditures Through: June 30, 2022
For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
Projected Amount Available for this Fiscal Year:	8012	\$ 109,788.00
Total Projected EPA Entitlement		\$ 109,788.00
Projected Expenditures:		
For Teachers' Salaries and Benefits Only		
Teachers' Salaries	1100	\$ 76,994.00
Retirement: STRS	3111	\$ 13,096.00
Medicare	3321	\$ 1,122.00
Health & Welfare	3401	\$ 16,408.00
Unemployment Insurance	3501	\$ 947.00
Workers' Compensation Insurance	3601	\$ 813.00
Mileage Allowance	5200	\$ 408.00
Total Projected Expenditures		\$ 109,788.00
Balance (Total Available minus Total Expenditures)		-

Charter School Second Interim Report

Charter School Name:	The Charter School of San Diego
CDS #:	37-68338-3730959
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	28

FY 2020-2021
For the Period July 1 2020 through January 31, 2021
Accrual Basis

Financial Accounting Department
Charter Schools Accounting Office
Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)
Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

Has board approved a revised budget? (check box below)

- No.
 Yes. (Enter board approved revision date below)

Revised Date: 2/17/2021

Description	Object Code	A	B	C	D	(A + C)	(B + D)	(E + H)	(G - E)
		Unrestricted Budget as of 2nd Interim	Unrestricted Actuals through 01/31/21	Restricted Budget as of 2nd Interim	Restricted Actuals through 01/31/21	Total Budget	Total Actuals through 01/31/21	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
A. REVENUES (8000-8799)									
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)									
LCFF State Aid - Current Year (CY) (Res 0000)	8011	6,641,464	3,702,911			6,641,464	3,702,911	6,641,464	-
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	331,772	165,886			331,772	165,886	331,772	-
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019					-	-	-	-
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	11,107,810	5,553,906			11,107,810	5,553,906	11,107,810	-
Other LCFF Transfers	8091, 8097					-	-	-	-
Total, LCFF Sources		18,081,046	9,422,703	-	-	18,081,046	9,422,703	18,081,046	-
2. Federal Revenues (8100-8299)									
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290			360,116	187,300	360,116	187,300	360,116	-
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290			45,130	22,506	45,130	22,506	45,130	-
ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203)	8290			20,134	20,134	20,134	20,134	20,134	-
ESEA (ESSA): Title III, Immigrant Education Program (Res 4201)	8290					-	-	-	-
ESEA (ESSA): Title IV, 21st Century Learning Communities (Res 4124)	8290					-	-	-	-
ESEA (ESSA): Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290			30,383	12,441	30,383	12,441	30,383	-
ESSA: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290					-	-	-	-
Fed SpEd, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181			181,250		181,250	-	181,250	-
Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182			88,725		88,725	-	88,725	-
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220					-	-	-	-
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110	22,363	22,363			22,363	22,363	22,363	-
Other Federal Revenues (All other resources not reported separately)	8100-8299			910,888	180,866	910,888	180,866	910,888	-
Total - Federal Revenues		22,363	22,363	1,636,626	423,247	1,658,989	445,610	1,658,989	-
3. Other State Revenues (8300-8599)									
State Special Education (Res 6500)	8792			1,036,788	550,134	1,036,788	550,134	1,036,788	-
State Special Education Mental Health Services (Res 6512)	8590			297,871		297,871	-	297,871	-
Mandate Block Grant (Res 0000)	8550	71,382	71,382			71,382	71,382	71,382	-
After School Education and Safety (ASES) (Res 6010)	8677, 8590					-	-	-	-
Common Core Standards Implementation (Res 7405)	8590					-	-	-	-
Charter School Facility Grant Program (SB 740) (Res 6030)	8590					-	-	-	-
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590					-	-	-	-
Lottery, Unrestricted (Res 1100)	8560	254,599	87,758			254,599	87,758	254,599	-
Lottery, Restricted - Prop 20 (Res 6300)	8560			79,685	(5,232)	79,685	(5,232)	79,685	-
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590					-	-	-	-
Other State Revenues (All other resources not reported separately)	8300-8599			266,918	255,713	266,918	255,713	266,918	-
Total - Other State Revenues		325,981	159,140	1,681,262	800,615	2,007,243	959,755	2,007,243	-
4. Local Revenue (8600-8799)									
All Local Revenues	8600-8799	182,747	92,719			182,747	92,719	182,747	-
Total - Local Revenues		182,747	92,719	-	-	182,747	92,719	182,747	-
5. TOTAL REVENUES									
		18,612,137	9,696,925	3,317,888	1,223,863	21,930,025	10,920,788	21,930,025	-
B. EXPENDITURES AND OTHER OUTGO (1000-7499)									
1. Certificated Salaries									
Teachers' Salaries	1100	4,975,483	2,720,408	1,893,016	1,122,378	6,868,499	3,842,786	6,868,499	-
Pupil Support Salaries	1200	450,656	269,667	106,780	50,535	557,436	320,202	557,436	-
Supervisors' and Administrators' Salaries	1300	513,086	294,792	82,634	46,350	595,720	341,142	595,720	-
Other Certificated Salaries	1900	23,433	156,447	366,679	22,085	390,112	178,532	390,112	-
Total, Certificated Salaries		5,962,657	3,441,314	2,449,110	1,241,348	8,411,767	4,682,662	8,411,767	-

Charter School Second Interim Report

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CDS #:	37-68338-3730959
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	28

FY 2020-2021
For the Period July 1 2020 through January 31, 2021
Accrual Basis

Financial Accounting Department
Charter Schools Accounting Office
Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)
Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

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- No.
 Yes. (Enter board approved revision date below)

Revised Date: 2/17/2021

Description	Object Code	A	B	C	D	(A + C)	(B + D)	(E + H)	(G - E)
		Unrestricted Budget as of 2nd Interim	Unrestricted Actuals through 01/31/21	Restricted Budget as of 2nd Interim	Restricted Actuals through 01/31/21	Total Budget	Total Actuals through 01/31/21	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
2. Classified Salaries									
Instructional Salaries	2100	34,796	17,145			34,796	17,145	34,796	-
Support Salaries	2200	137,463	79,606			137,463	79,606	137,463	-
Supervisors' and Administrators' Salaries	2300	560,777	321,147			560,777	321,147	560,777	-
Clerical and Office Salaries	2400	1,059,562	607,222			1,059,562	607,222	1,059,562	-
Other Classified Salaries	2900	42,007	24,504			42,007	24,504	42,007	-
Total, Classified Salaries		1,834,605	1,049,624	-	-	1,834,605	1,049,624	1,834,605	-
3. Employee Benefits									
STRS	3101-3102	982,826	565,216	392,995	197,954	1,375,821	763,171	1,375,821	-
PERS	3201-3202	352,907	203,746			352,907	203,746	352,907	-
OASDI/Medicare (Social Security)	3301-3302	211,797	118,773	35,655	18,089	247,452	136,862	247,452	-
Health and Welfare Benefits	3401-3402	1,824,779	1,037,573	563,635	297,023	2,388,414	1,334,596	2,388,414	-
Unemployment Insurance	3501-3502	3,899	2,245	1,224	621	5,123	2,866	5,123	-
Workers' Compensation Insurance	3601-3602	72,918	41,997	22,905	11,619	95,823	53,616	95,823	-
OPEB, Allocated	3701-3702					-	-	-	-
OPEB, Active Employees	3751-3752					-	-	-	-
Other Employee Benefits	3901-3902					-	-	-	-
Total, Employee Benefits		3,449,125	1,969,551	1,016,415	525,306	4,465,540	2,494,857	4,465,540	-
4. Books and Supplies									
Approved Textbooks and Core Curricula Materials	4100	24,100		16,491	11,491	40,591	11,491	40,591	-
Books and Other Reference Materials	4200	7,000		500		7,500	-	7,500	-
Materials and Supplies	4300	185,070	165,495	139,503	45,984	324,573	211,479	324,573	-
Non-capitalized Equipment	4400	39,534	19,035	83,633	82,633	123,167	101,667	123,167	-
Food (Food used in food-service activities for which the purpose is nutrition)	4700	9,000	59			9,000	59	9,000	-
Total, Books and Supplies		264,704	184,589	240,127	140,107	504,831	324,696	504,831	-
5. Services and Other Operating Expenditures									
Subagreements for Services	5100					-	-	-	-
Travel and Conferences	5200	70,583	31,931	18,954	11,225	89,537	43,156	89,537	-
Dues and Memberships	5300	41,397	32,057			41,397	32,057	41,397	-
Insurance	5400	149,609	133,889	1,000	583	150,609	134,472	150,609	-
Operations and Housekeeping Services	5500	239,303	165,218	194,389	74,762	433,692	239,980	433,692	-
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	1,775,127	1,154,761	99,742	38,224	1,874,869	1,192,985	1,874,869	-
Transfer of Direct Costs (MUST net to zero)	5700					-	-	-	-
Prof/Consulting Svcs and Operating Expend (Include District Oversight)	5800	998,459	531,776	986,858	443,699	1,985,317	975,474	1,985,317	-
Communications	5900	252,220	162,239	109,278	41,340	361,498	203,579	361,498	-
Total, Services and Other Operating Expenditures		3,526,697	2,211,870	1,410,222	609,833	4,936,919	2,821,702	4,936,919	-
6. Capital Outlay									
Depreciation Expense (See Sections G.9 & F.2.a)	6900	1,055,962	600,730			1,055,962	600,730	1,055,962	-
Total, Capital Outlay		1,055,962	600,730	-	-	1,055,962	600,730	1,055,962	-
7. Other Outgo									
Tuition to Other Schools (Include contribution to unfunded cost of Sp Ed.)	7110-7143					-	-	-	-
Transfers of Pass-Through Revenues to Other LEAs	7211-7213					-	-	-	-
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223					-	-	-	-
All Other Transfers	7280-7299					-	-	-	-
Transfers of Indirect Costs (MUST net to zero)	7300-7399	(2,187)	(548)	2,187	548	-	-	-	-
Debt Service - Interest	7430-7439	62,500				62,500	-	62,500	-
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439					-	-	-	-
Total, Other Outgo		60,313	(548)	2,187	548	62,500	-	62,500	-
8. TOTAL EXPENDITURES		16,154,063	9,457,130	5,118,061	2,517,143	21,272,124	11,974,272	21,272,124	-
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,458,074	239,795	(1,800,173)	(1,293,280)	657,901	(1,053,484)	657,901	

Charter School Second Interim Report

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FY 2020-2021
For the Period July 1 2020 through January 31, 2021
Accrual Basis

Financial Accounting Department
Charter Schools Accounting Office
Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)
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Has board approved a revised budget? (check box below)

- No.
 Yes. (Enter board approved revision date below)

Revised Date: 2/17/2021

Description	Object Code	A	B	C	D	(A + C) E	(B + D) F	(E + H) G	(G - E) H
		Unrestricted Budget as of 2nd Interim	Unrestricted Actuals through 01/31/21	Restricted Budget as of 2nd Interim	Restricted Actuals through 01/31/21	Total Budget	Total Actuals through 01/31/21	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)									
1. All Other Financing Sources	8930-8979					-	-	-	
2. Other Uses	7630-7699					-	-	-	
3. Contributions between unrestricted and restricted accounts (MUST net to zero) (Include contribution to the unfunded cost of Special Education)	8980-8999	(1,673,729)		1,673,729		-	-	-	
4. TOTAL OTHER FINANCING SOURCES/USES		(1,673,729)	-	1,673,729	-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		784,345	239,795	(126,444)	(1,293,280)	657,901	(1,053,484)	657,901	
F. FUND BALANCE/NET POSITION (Budget and Actuals MUST match) (F.1.a-b)									
1. Beginning Fund Balance/Net Position									
a. July 1 (MUST match EFB/Net Position of PY Unaudited Actuals, Section F.2)	9791	32,935,346	32,935,346	126,444	126,444	33,061,790	33,061,790	33,061,790	
b. Adjustments/Restatements	9793, 9795	-	-	-	-	-	-	-	
c. Adjusted Beginning Fund Balance/Net Position		32,935,346	32,935,346	126,444	126,444	33,061,790	33,061,790	33,061,790	
2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)	See cell M128	33,719,691	33,175,141	(0)	(1,166,836)	33,719,691	32,008,305	33,719,691	
Components of Ending Net Position									
a. Net Investment in Capital Assets (See Sections B.6 and G.9)	9796		19,687,388				19,687,388		
b. Restricted Net Position	9797				(1,166,836)		(1,166,836)		
c. Unrestricted Net Position	9791		13,487,753		-		13,487,753		
G. ASSETS									
1. Cash									
In County Treasury	9110		7,438,341		267,039		7,705,380		
Fair Value Adjustment to Cash in County Treasury	9111						-		
In Banks	9120		10,162,696		(1,432,352)		8,730,343		
In Revolving Fund	9130						-		
With Fiscal Agent/Trustee	9135		1,900,000				1,900,000		
Collections Awaiting Deposit	9140						-		
2. Investments	9150		103,772				103,772		
3. Accounts Receivable	9200		57				57		
4. Due From Grantor Government	9290				129,384		129,384		
5. Due From Other Funds	9310						-		
6. Stores	9320						-		
7. Prepaid Expenditures (Expenses)	9330		158,193				158,193		
8. Other Current Assets	9340		59,150				59,150		
9. Capital Assets (See Sections B.6 & F.2.a)	9400-9489		19,687,388				19,687,388		
10. Total Assets			39,509,597		(1,035,929)		38,473,667		
H. DEFERRED OUTFLOWS OF RESOURCES									
1. Deferred Outflows of Resources	9490						-		
2. Total Deferred Outflows			-		-		-		

Charter School Second Interim Report

FY 2020-2021

For the Period July 1 2020 through January 31, 2021

Accrual Basis

Financial Accounting Department
 Charter Schools Accounting Office
 Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)
 Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

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CDS #:	37-68338-3730959
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
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Revised Date: 2/17/2021

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		Unrestricted Budget as of 2nd Interim	Unrestricted Actuals through 01/31/21	Restricted Budget as of 2nd Interim	Restricted Actuals through 01/31/21	Total Budget	Total Actuals through 01/31/21	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
I. LIABILITIES									
1. Accounts Payable	9500		310,899		49,493		360,392		
2. Due to Grantor Government	9590				81,414		81,414		
3. Due to Other Funds	9610						-		
4. Current Loans	9640		1,368,641				1,368,641		
5. Deferred Revenue	9650						-		
6. Long-term Liabilities	9660-9669		4,654,915				4,654,915		
7. Total Liabilities			6,334,456		130,907		6,465,362		
J. DEFERRED INFLOWS OF RESOURCES									
1. Deferred Inflows of Resources	9690						-		
2. Total Deferred inflows of Resources			-		-		-		
K. ENDING FUND BALANCE/NET POSITION, January 31, 2021									
1. Ending Fund Balance/Net Position (G10+H2-I7-J2)			33,175,141		(1,166,836)		32,008,305		
<i>(MUST agree with F.2)</i>									

The Charter School of **SAN DIEGO**

Assumptions for May Revised Operational Budget FY 2020-21

The Charter School of San Diego (CSSD) is an independent study program. CSSD takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs, like CSSD, are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. CSSD is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- * **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for CSSD is 68.57%.
- * **Concentration Grant** equal to 50 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local district's UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

COVID-19 Impact

After the Governor's 2020-21 May Revised budget was released, the school prepared for decreased LCFF base grant revenues by 7.92% from 2019-20 funding levels and a 51.6% reduction in Career and Technical Education (CTE) Grant funding. However, the adopted state budget effectively eliminated these reductions and replaced them with deferrals. The most impactful items for the 2020-21 budget are as follows:

- Local Control Funding Formula base grants have been restored to 2019-20 levels for flat year-over-year base funding
- Categorical program cuts, such as CTE, were eliminated and brought back to full funding
- State aid payments in 2021 have been deferred as follows:
 - February– 48% deferred 9 months until November
 - March – 75% deferred 7 months until October
 - April – 76% deferred 5 months until September
 - May – 76% deferred 3 months until August
 - June – 100% delayed 1 month until July
- Early federal support from the CARES act appropriated \$1.47B to California to help fund a Local Educational Agencies (LEAs) COVID-19 response
- Learning Loss Mitigation Funding (LLMF) appropriates \$5.33B from three different funding sources to be allocated to LEAs in order to support transitional Kindergarten through 12th grade pupil academic achievement and mitigate learning loss related to COVID-19. The LLMF has been allocated by three distinct formulas with different eligibility criterion as shown in the table below.
 - Independent Study or Non-classroom Based (NCB) schools are only eligible for the \$979M allocation

Total	Sources	Distribution Formula	Eligible LEAs
\$1.5 billion (NCB Ineligible)	\$355,227,000 (GEER) \$1,144,773,000 (CR)	Based on an equal amount per pupil age 3-22 with exceptional needs using the 2019–20 Fall 1 Census	School districts, county offices of education and classroom based direct-funded charter schools; a classroom-based locally funded charter school will be included in the chartering authority’s application and funding
\$2.8 billion (NCB Ineligible)	\$2,855,227,000 (CR)	Distributed proportionally based on LEA supplemental and concentration grant funding as of the 2019–20 second principal apportionment	School districts, county offices of education and classroom based direct-funded charter schools; a classroom-based locally funded charter school will be included in the chartering authority’s application and funding
\$979 million (NCB eligible)	\$539,926,000 (GF) \$439,844,000 (CR)	Distributed proportionally based on the LEA local control funding formula (LCFF) entitlement	School districts, county offices of education and charter schools; a locally funded charter school will be included in the chartering authority’s application and funding
\$5,334,997,000	\$5,334,997,000 (All Sources)	Vary by source	Vary by source

After the drastic cuts from the Governor’s May Revised budget, salary step increases were frozen at the start of the 2020-21 school year. After stronger than anticipated economic performance by the State and additional federal funding, salary step increases for 2020-21 were restored in May 2021.

The 2020-21 education budget trailer bill, Senate Bill 98, removes the requirement for local education agencies (LEAs) to submit a Local Control and Accountability Plan (LCAP) for the 2020-21 school year, substituting a new requirement for LEAs to adopt a Learning Continuity and Attendance Plan (Learning Continuity Plan) by September 30, 2020. Given the new plan’s extensive contents and process, the timeline to develop the plan is short. This article outlines the new requirement, including reminding readers about how to demonstrate increased and improved services for “high needs” students, a key LCAP component which migrates to the Learning Continuity Plan this year.

The California Legislature provided \$6.6 billion in the Assembly Bill 86 COVID-19 relief package, including \$2 billion for In-Person Instruction (IPI) Grants and \$4.6 billion for Expanded Learning Opportunities (ELO) Grants. Governor Newsom signed AB 86 on March 5, 2021. As a non-classroom based charter school, CSSD is ineligible for an IPI grant and is eligible for an ELO grant.

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2021-22 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build CSSD’s May Revised Operational Budget.

Table 1:

Description	FY 2020-21
Grades 4-6 Base Grant	\$7,818
Grades 7-8 Base Grant	\$8,050
Grades 9-12 Base Grant	\$9,329
Statutory Cost of Living Allowance (COLA)	0.00%
CSSD's Unduplicated Pupil Percentage (Rolling Average)	68.57%
District's Unduplicated Pupil Percentage (SDUSD)	57.42%

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2020-21 (Actual P-2)	FY 2019-20 (Actual P-2)	FY 2018-19 (Actual P-2)
Enrollment	1,895	1,456	1,817
ADA:			
Grade 4-6	37.54	37.54	19.47
Grade 7-8	174.68	174.68	172.96
Grade 9-12	1,446.64	1,446.64	1,495.67
Total ADA	1,658.86	1,658.86	1,688.10

REVENUE PROJECTIONS

Table 3:

Description	FY 2020-21
LCFF Sources	\$17,867,120
Federal Revenues	1,740,060
State Revenues Other than LCFF	2,731,293
Local Revenues	180,793
Total Projected Revenues	\$22,519,266

- **In Lieu of Property Taxes** of \$6,954.67 per current year (CY) P-2 ADA is based on FY 2020-21 P-1 rate for San Diego Unified School District.

- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.
- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: \$49 for Prop 20 (Lottery: Instructional Materials) and \$150 for Non-Prop 20 for (Lottery: Unrestricted).
- **Federal Funds**

Titles I, II, III, and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2020-21.

ESSA: School Improvement (CSI) Funding for LEAs:

CSSD was granted 2019-20 ESSA CSI funds in the amount of \$170,123. The project period for this grant began on March 25, 2020 and ends on September 30, 2021. Total expenditures for FY 2019-20 amounted to \$158,529. Remaining amount of \$11,594 was spent in the first half of FY 2020-21.

CSSD's final allocation amount for 2020-21 CSI funds is \$177,547. The project period for this grant began on February 15, 2021 and ends on September 30, 2022. CSSD has projected to spend \$34,654 of its 2020-21 CSI funds for this FY and the remaining balance of \$142,893 next FY.

Elementary and Secondary School Emergency Relief (ESSER) Fund:

The Coronavirus Aid, Relief, and Economic Security (CARES) Act provides funding to LEAs through Section 18003 of the Elementary and Secondary School Emergency Relief (ESSER) Fund, to address the impact of COVID-19 on elementary and secondary schools. CDE provided an apportionment of \$336,114 of which this amount is included in the budget.

Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund:

On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state

of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to how the first ESSER funds were distributed. CSSD's ESSER II allocation amount is \$1,210,373 and of this amount, \$481,375 is included in the budget.

- **Learning Loss Mitigation Funding** is a combination of CARES Act Coronavirus Relief (CR) and the state's General Fund (GF) to support transitional Kindergarten through 12th grade pupil academic achievement and mitigate learning loss related to COVID-19. CSSD received an apportionment of \$126,162 of CR Fund of which \$35,133 was spent in FY 19-20 and the remaining balance of \$91,029 was spent this FY. CSSD received \$154,869 of GF which is also included in the budget.
- **Expanded Learning Opportunity Grant** is part of AB 86, signed by Governor Newsom on March 5, 2021, and is intended to provide supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups. Funds must be spent by August 31, 2022. CSSD's apportionment is \$1,335,698 and of this amount, \$667,849 is included in the budget.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$625 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$132.26 per PY California Basic Educational Data System (CBEDS) count.
- **Educationally Related Mental Health Services (ERMHS) Level 1** funding of \$10 per PY ADA is allocated to support anticipated increases in mental health needs across the entire student population resulting from extended COVID-related conditions.
- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. CSSD chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$16.86 for Grades K-8 and \$46.87 for Grades 9-12.
- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. CSSD included the \$112,049 CTE grant for this fiscal year.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 20-21
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	74.40
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	5.10
Certificated Supervisor & Administrator	1300	3.10
Other Certificated Teacher Resource (CTR)	1900	14.00
Classified Instructional Support (RCAs)	2100	1.00
Classified Support (Admin Support)	2200	1.85
Classified Supervisor & Administrator	2300	3.20
Clerical, Technical & Office Staff	2400	19.84
Other Classified (Administrative Support)	2900	0.40
TOTAL FTE POSITIONS BUDGETED		122.89

* To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2020-21, we estimated the Special Ed population at 26%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	16.15%	
PERS (Classified Retirement)	3211-12		20.70%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <u>Monthly Rates</u>			
- Medical \$1,700	3401-02		
- Dental \$ 120			
- Vision \$ 27			
- Life Ins. .000095			
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	0.93%	0.93%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. CSSD has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$2,243,970 representing 9.96% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), CSSD will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of CSSD reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. CSSD has deployed an integrated marketing plan to support organizational growth. To reach CSSD's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2020-21, CSSD has allocated \$202,673 for marketing expenses included in the object code 5800 and represents 0.9% of its total budget.

DISTRICT OVERSIGHT FEES

CSSD will pay its authorizing District (San Diego Unified School District) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

CSSD has budgeted \$178,671 for FY 2020-21 for oversight fees.

RESERVES

CSSD has allocated reserves of \$1,125,964 for FY 2020-21 representing 5% of total revenues of \$22,519,266.

FACILITIES

CSSD carries contractual lease agreements with an annual cost of \$1,481,662 for FY 2020-21. The total cost of the current lease contracts from July 2020 thru the end of the lease term (Year 2025) is \$5,457,366. CSSD has allocated reserves for this amount. Per the Reserve Policy adopted by the Board, the School shall designate a Contingency/Strategic Reserve Fund to provide a strategic reserve for the School. One of the components of the Contingency/Strategic Reserve Fund is the contractual obligation for facility leases.

The Charter School of
SAN DIEGO

**May Revised Operational Budget
FY 2020-2021**

REVENUES

DESCRIPTION	ACCOUNT CODES	MAY REVISED BUDGET	FEBRUARY REVISED BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES				
LCFF State Aid - Current Year	8011	\$ 5,998,524.00	\$ 6,641,464.00	\$ (642,940.00)
Education Protection Account (EPA)	8012	331,772.00	331,772.00	-
State Aid Prior Years - LCFF	8019	(79,509.00)	-	(79,509.00)
State Aid Prior Years - EPA	8019	-	-	-
In Lieu of Property Taxes - Current Year	8096	11,536,824.00	11,107,810.00	429,014.00
In Lieu of Property Taxes - Prior Year	8096	79,509.00	-	79,509.00
TOTAL, LCFF SOURCES	=	\$ 17,867,120.00	\$ 18,081,046.00	\$ (213,926.00)
FEDERAL REVENUES				
Federal Impact Aid	8110	\$ 27,286.00	\$ 22,363.00	\$ 4,923.00
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	191,777.00	181,250.00	10,527.00
Special Ed: IDEA Mental Health Allocation Plan, Part B	8182	88,105.00	88,725.00	(620.00)
Title I, Part A, Improving Basic Programs	8290	382,479.00	360,116.00	22,363.00
Title II, Part A, Supporting Effective Instruction	8290	45,130.00	45,130.00	-
Title III, Part A, English Learner Student Program	8290	20,134.00	20,134.00	-
Title IV, Part A, Student Support and Academic Enrichment	8290	30,383.00	30,383.00	-
ESSA: School Improvement Funding for LEAs	8290	46,248.00	45,988.00	260.00
Elementary & Secondary School Emergency Relief (ESSER) Fund	8290	336,114.00	335,732.00	382.00
Elementary & Secondary School Emergency Relief (ESSER) II Fund	8290	481,375.00	403,006.00	78,369.00
Coronavirus Relief Fund (CRF): Learning Loss Mitigation	8290	91,029.00	126,162.00	(35,133.00)
TOTAL, FEDERAL REVENUES	=	\$ 1,740,060.00	\$ 1,658,989.00	\$ 81,071.00
STATE REVENUES OTHER THAN LCFF				
Mandate Block Grant	8550	\$ 71,382.00	\$ 71,382.00	-
Lottery: Unrestricted	8560	259,950.00	259,950.00	-
Lottery: Unrestricted - Prior Year	8560	(5,351.00)	(5,351.00)	-
Lottery: Instructional Materials	8560	84,917.00	84,917.00	-
Lottery: Instructional Materials - Prior Year	8560	(5,232.00)	(5,232.00)	-
Special Education	8792	1,036,788.00	1,036,788.00	-
Special Ed: Mental Health Services - Level 1	8590	16,589.00	16,589.00	-
Special Ed: Mental Health Services - Level 2	8590	333,450.00	280,800.00	52,650.00
Special Ed: Mental Health Services - Level 3	8590	-	482.00	(482.00)
Career Technical Education Incentive Grant Program	8590	112,049.00	112,049.00	-
State Learning Loss Mitigation Funds	8590	154,869.00	154,869.00	-
Expanded Learning Opportunity (ELO) Grant	8590	667,849.00	-	667,849.00
English Language Proficiency Assessments for California (ELPAC)	8590	1,245.00	-	1,245.00
California Assessment of Student Performance and Progress (CAASPP)	8590	2,788.00	-	2,788.00
TOTAL, STATE REVENUES	=	\$ 2,731,293.00	\$ 2,007,243.00	\$ 724,050.00
LOCAL REVENUES				
Interest Income	8660	\$ 86,579.00	\$ 89,199.00	\$ (2,620.00)
All Other Local Revenue	8699	94,214.00	93,548.00	666.00
TOTAL, LOCAL REVENUES	=	\$ 180,793.00	\$ 182,747.00	\$ (1,954.00)
TOTAL, REVENUES		\$ 22,519,266.00	\$ 21,930,025.00	\$ 589,241.00

The Charter School of
SAN DIEGO

**May Revised Operational Budget
FY 2020-2021**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	MAY REVISED BUDGET	FEBRUARY REVISED BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES				
Certificated Teachers' Salaries	1100 +	\$ 6,799,536.00	\$ 6,868,499.00	\$ (68,963.00)
Certificated Pupil Support Salaries	1200 +	559,570.00	557,436.00	2,134.00
Certificated Supervisors' & Administrators' Salaries	1300 +	602,418.00	595,720.00	6,698.00
Other Certificated Salaries	1900 +	359,225.00	390,112.00	(30,887.00)
TOTAL, CERTIFICATED SALARIES		= \$ 8,320,749.00	\$ 8,411,767.00	\$ (91,018.00)
CLASSIFIED SALARIES				
Classified Instructional Salaries	2100 +	\$ 34,923.00	\$ 34,796.00	\$ 127.00
Classified Support Salaries	2200 +	138,463.00	137,463.00	1,000.00
Classified Supervisors' and Administrators' Salaries	2300 +	567,911.00	560,777.00	7,134.00
Clerical, Technical and Office Staff Salaries	2400 +	1,037,325.00	1,059,562.00	(22,237.00)
Other Classified Salaries	2900 +	42,408.00	42,007.00	401.00
TOTAL, CLASSIFIED SALARIES		= \$ 1,821,030.00	\$ 1,834,605.00	\$ (13,575.00)
EMPLOYEE BENEFITS				
STRS Retirement	3100 +	\$ 1,361,628.00	\$ 1,375,821.00	\$ (14,193.00)
PERS Retirement	3200 +	349,401.00	352,907.00	(3,506.00)
Social Security/Medicare	3300 +	244,466.00	247,452.00	(2,986.00)
Health and Welfare Benefits	3400 +	2,339,805.00	2,388,414.00	(48,609.00)
Unemployment Insurance	3500 +	5,071.00	5,123.00	(52.00)
Workers Compensation Insurance	3600 +	94,843.00	95,823.00	(980.00)
TOTAL, EMPLOYEE BENEFITS		= \$ 4,395,214.00	\$ 4,465,540.00	\$ (70,326.00)
TOTAL, PERSONNEL COST		\$ 14,536,993.00	\$ 14,711,912.00	\$ (174,919.00)

The Charter School of
SAN DIEGO

May Revised Operational Budget
FY 2020-2021

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		MAY REVISED BUDGET	FEBRUARY REVISED BUDGET	INCREASE (DECREASE)
BOOKS AND SUPPLIES					
Textbooks and Core Curricula Materials	4100	+	\$ 48,347.00	\$ 40,591.00	\$ 7,756.00
Books and Other Reference Materials	4200	+	5,000.00	7,500.00	(2,500.00)
Materials and Supplies	4300	+	196,429.00	185,762.00	10,667.00
On-Line Courses	4312	+	138,811.00	138,811.00	-
Noncapitalized Equipment	4400	+	121,667.00	123,167.00	(1,500.00)
Food	4700	+	3,062.00	9,000.00	(5,938.00)
TOTAL, BOOKS AND SUPPLIES		=	\$ 513,316.00	\$ 504,831.00	\$ 8,485.00
SERVICES, OTHER OPERATING EXPENSES					
Travel and Conference	5200	+	\$ 86,059.00	\$ 89,537.00	\$ (3,478.00)
Dues and Memberships	5300	+	39,055.00	41,397.00	(2,342.00)
Liability Insurance	5400	+	146,630.00	150,609.00	(3,979.00)
Operations and Housekeeping Services	5500	+	426,704.00	433,692.00	(6,988.00)
Rental, Leases, Repairs & Non-Capitalized Improvements	5600	+	1,922,039.00	1,874,869.00	47,170.00
Professional/Consulting Services/Operating Exp.	5800	+	2,041,297.00	1,809,877.00	231,420.00
Marketing Fees	5812	+	202,673.00	175,440.00	27,233.00
Communications	5900	+	372,539.00	361,498.00	11,041.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		=	\$ 5,236,996.00	\$ 4,936,919.00	\$ 300,077.00
CAPITAL OUTLAY					
Depreciation - Buildings and Leasehold Improvements	6900	+	\$ 803,692.00	\$ 819,876.00	\$ (16,184.00)
Depreciation - Equipment	6900	+	238,724.00	236,086.00	2,638.00
TOTAL, CAPITAL OUTLAY		=	\$ 1,042,416.00	\$ 1,055,962.00	\$ (13,546.00)
OTHER OUTGO					
Debt Service Payment - Interest (Main Street Loan)	7438	+	\$ 46,081.00	\$ 45,000.00	\$ 1,081.00
Debt Service Payment - Interest (Capitalized Leases)	7438	+	17,500.00	17,500.00	-
TOTAL, OTHER OUTGO		=	\$ 63,581.00	\$ 62,500.00	\$ 1,081.00
RESERVES					
Operation Reserve (Non-Payroll Expenses)	9780	+	\$ 562,982.00	\$ 328,951.00	\$ 234,031.00
Reserve for Economic Uncertainties	9789	+	562,982.00	328,950.00	234,032.00
TOTAL, RESERVES		=	\$ 1,125,964.00	\$ 657,901.00	\$ 468,063.00
%			5.00%	3.00%	
TOTAL, EXPENDITURES			\$ 22,519,266.00	\$ 21,930,025.00	\$ 589,241.00

The Charter School of **SAN DIEGO**

Assumptions for the Preliminary Operational Budget FY 2021-22

The Charter School of San Diego (CSSD) is an independent study program. CSSD takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs, like CSSD, are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. CSSD is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- * **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for CSSD is 68.75%.
- * **Concentration Grant** equal to 50 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local district's UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school’s budget, typically one year, which is submitted to the school’s authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2021-22 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build CSSD’s Preliminary Operational Budget.

Table 1:

Description	FY 2021-22
Grades 4-6 Adjusted Base Grant	\$8,214
Grades 7-8 Adjusted Base Grant	\$8,458
Grades 9-12 Adjusted Base Grant	\$10,057
Statutory Cost of Living Allowance (COLA)*	5.07%
CSSD’s Unduplicated Pupil Percentage (Rolling Average)	68.75%
District’s Unduplicated Pupil Percentage (SDUSD)	57.42%

**Amount represents the 2021–22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020–21 unfunded statutory COLA of 2.31%.*

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2021-22 (Estimated P-2)	FY 2020-21 (Actual P-2)	FY 2019-20 (Actual P-2)
Enrollment	1,943	1,895	1,456
ADA:			
Grade 4-6	41.52	37.54	37.54
Grade 7-8	193.47	174.68	174.68
Grade 9-12	1,602.29	1,446.64	1,446.64
Total ADA	1,837.28	1,658.86	1,658.86

REVENUE PROJECTIONS**Table 3:**

Description	FY 2021-22
LCFF Sources	\$20,798,156
Federal Revenues	1,766,073
State Revenues Other than LCFF	2,747,790
Local Revenues	220,698
Total Projected Revenues	\$25,532,717

- **In Lieu of Property Taxes** of \$6,954.67 per current year (CY) P-2 ADA is based on FY 2020-21 P-1 rate for San Diego Unified School District.
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.
- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: \$49 for Prop 20 (Lottery: Instructional Materials) and \$150 for Non-Prop 20 for (Lottery: Unrestricted).
- **Federal Funds**

Titles I, II, III, and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2020-21.

ESSA: School Improvement (CSI) Funding for LEAs:

CSSD's final allocation amount for 2020-21 CSI funds is \$177,547. The project period for this grant began on February 15, 2021 and ends on September 30, 2022. CSSD has projected to spend \$34,654 of its 2020-21 CSI funds in FY 2020-21 and the remaining balance of \$142,893 in FY 2021-22.

Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund:

On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to how the first ESSER funds were distributed. CSSD's ESSER II allocation amount is \$1,210,373 and of this amount, \$481,375 is projected to be spent in FY 2020-21 and the remaining balance of \$728,998 in FY 2021-22.

Elementary and Secondary School Emergency Relief Round III (ESSER III) Fund:

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020. The ESSER III Fund accounts for nearly \$122 billion of funding for all states and California's allocation is \$15,068,884,546. CSSD's ESSER III allocation is estimated to be \$2,008,061 and of that amount it has included \$200,806 in this budget.

- **Expanded Learning Opportunity Grant** is part of AB 86, signed by Governor Newsom on March 5, 2021, and is intended to provide supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups. Funds must be spent by August 31, 2022. CSSD's apportionment is \$1,335,698 and of this amount, \$667,849 or 50% is included in the budget for FY 2020-21 and the remaining 50% in FY 2021-22.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$650.31 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$125 per PY California Basic Educational Data System (CBEDS) count.
- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. CSSD chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$17.21 for Grades K-8 and \$47.84 for Grades 9-12.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. CSSD included the \$122,197 CTE grant for this fiscal year.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 21-22
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	81.50
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	4.70
Certificated Supervisor & Administrator	1300	3.90
Other Certificated Teacher Resource (CTR)	1900	26.00
Classified Instructional Support (RCAs)	2100	1.00
Classified Support (Admin Support)	2200	1.50
Classified Supervisor & Administrator	2300	4.15
Clerical, Technical & Office Staff	2400	19.97
Other Classified (Administrative Support)	2900	0.50
TOTAL FTE POSITIONS BUDGETED		143.22

- * To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2021-22, we estimated the Special Ed population at 26%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	16.92%	
PERS (Classified Retirement)	3211-12		22.91%
OASDI (Social Security)	3311-12		6.20%

MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan			
<u>Monthly Rates</u>			
- Medical \$2,100	3401-02		
- Dental \$ 120			
- Vision \$ 27			
- Life Ins. .000095			
State Unemployment Insurance	3501-01	1.23%	1.23%
Worker Compensation Insurance	3601-02	0.93%	0.93%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. CSSD has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA’s nutritious meal requirements at any time, for free, when in our resource centers.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$2,193,902 representing 8.59% of the Operational Budget. Included in this object code are the district’s oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), CSSD will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of CSSD reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. CSSD has deployed an integrated marketing plan to support organizational growth. To reach CSSD’s target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2021-22, CSSD has allocated \$229,794 for marketing expenses included in the object code 5800 and represents 0.9% of its total budget.

DISTRICT OVERSIGHT FEES

CSSD will pay its authorizing District (San Diego Unified School District) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

CSSD has budgeted \$207,982 for FY 2021-22 for oversight fees.

RESERVES

CSSD has allocated reserves of \$765,981 for FY 2021-22 representing 3% of total revenues of \$25,532,717.

FACILITIES

CSSD carries contractual lease agreements with an annual cost of \$1,510,885 for FY 2021-22. The total cost of the current lease contracts from July 2021 thru the end of the lease term (Year 2025) is \$3,975,704. CSSD has allocated reserves for this amount. Per the Reserve Policy adopted by the Board, the School shall designate a Contingency/Strategic Reserve Fund to provide a strategic reserve for the School. One of the components of the Contingency/Strategic Reserve Fund is the contractual obligation for facility leases.

The Charter School of
SAN DIEGO

**Preliminary Operational Budget
FY 2021-2022**

REVENUES

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES		
LCFF State Aid - Current Year	8011	+ \$ 7,653,024.00
Education Protection Account (EPA)	8012	+ 367,456.00
In Lieu of Property Taxes - Current Year	8096	+ 12,777,676.00
TOTAL, LCFF SOURCES		= \$ 20,798,156.00
FEDERAL REVENUES		
Federal Impact Aid	8110	+ \$ -
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+ 215,250.00
Special Ed: IDEA Mental Health Allocation Plan, Part B	8182	+ -
Title I, Part A, Improving Basic Programs	8290	+ 382,479.00
Title II, Part A, Supporting Effective Instruction	8290	+ 45,130.00
Title III, Part A, English Learner Student Program	8290	+ 20,134.00
Title IV, Part A, Student Support and Academic Enrichment	8290	+ 30,383.00
ESSA: School Improvement Funding for LEAs	8290	+ 142,893.00
Elementary & Secondary School Emergency Relief (ESSER) II Fund	8290	+ 728,998.00
Elementary & Secondary School Emergency Relief (ESSER) III Fund	8290	+ 200,806.00
TOTAL, FEDERAL REVENUES		= \$ 1,766,073.00
STATE REVENUES OTHER THAN LCFF		
Mandate Block Grant	8550	+ \$ 72,860.00
Lottery: Unrestricted	8560	+ 259,950.00
Lottery: Instructional Materials	8560	+ 84,917.00
Special Education	8792	+ 1,194,802.00
Special Ed: Mental Health Services - Level 2	8590	+ 345,215.00
Career Technical Education Incentive Grant Program	8590	+ 122,197.00
Expanded Learning Opportunity (ELO) Grant	8590	+ 667,849.00
TOTAL, STATE REVENUES		= \$ 2,747,790.00
LOCAL REVENUES		
Interest Income	8660	+ \$ 88,310.00
All Other Local Revenue	8699	+ 132,388.00
TOTAL, LOCAL REVENUES		= \$ 220,698.00
TOTAL, REVENUES		\$ 25,532,717.00

The Charter School of
SAN DIEGO

**Preliminary Operational Budget
FY 2021-2022**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
CERTIFICATED SALARIES		
Certificated Teachers' Salaries	1100	+ \$ 7,374,841.00
Certificated Pupil Support Salaries	1200	+ 543,113.00
Certificated Supervisors' & Administrators' Salaries	1300	+ 783,743.00
Other Certificated Salaries	1900	+ 699,947.00
TOTAL, CERTIFICATED SALARIES		= \$ 9,401,644.00
CLASSIFIED SALARIES		
Classified Instructional Salaries	2100	+ \$ 36,233.00
Classified Support Salaries	2200	+ 81,876.00
Classified Supervisors' and Administrators' Salaries	2300	+ 734,448.00
Clerical, Technical and Office Staff Salaries	2400	+ 1,199,171.00
Other Classified Salaries	2900	+ 53,822.00
TOTAL, CLASSIFIED SALARIES		= \$ 2,105,550.00
EMPLOYEE BENEFITS		
STRS Retirement	3100	+ \$ 1,624,421.00
PERS Retirement	3200	+ 436,801.00
Social Security/Medicare	3300	+ 286,223.00
Health and Welfare Benefits	3400	+ 3,364,193.00
Unemployment Insurance	3500	+ 141,538.00
Workers Compensation Insurance	3600	+ 107,600.00
TOTAL, EMPLOYEE BENEFITS		= \$ 5,960,776.00
TOTAL, PERSONNEL COST		\$ 17,467,970.00

The Charter School of
SAN DIEGO

**Preliminary Operational Budget
FY 2021-2022**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
BOOKS AND SUPPLIES		
Textbooks and Core Curricula Materials	4100	+ \$ 52,800.00
Books and Other Reference Materials	4200	+ 5,460.00
Materials and Supplies	4300	+ 311,399.00
On-Line Courses	4312	+ 138,811.00
Noncapitalized Equipment	4400	+ 132,000.00
Food	4700	+ 10,800.00
TOTAL, BOOKS AND SUPPLIES		= \$ 651,270.00
SERVICES, OTHER OPERATING EXPENSES		
Travel and Conference	5200	+ \$ 107,054.00
Dues and Memberships	5300	+ 42,590.00
Liability Insurance	5400	+ 165,000.00
Operations and Housekeeping Services	5500	+ 528,000.00
Rental, Leases, Repairs & Non-Capitalized Improvements	5600	+ 1,978,685.00
Professional/Consulting Services/Operating Exp.	5800	+ 1,964,108.00
Marketing Fees	5812	+ 229,794.00
Communications	5900	+ 401,414.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		= \$ 5,416,645.00
CAPITAL OUTLAY		
Depreciation - Buildings and Leasehold Improvements	6900	+ \$ 876,292.00
Depreciation - Equipment	6900	+ 257,149.00
TOTAL, CAPITAL OUTLAY		= \$ 1,133,441.00
OTHER OUTGO		
Debt Service Payment - Interest (Main Street/ASAP Loans)	7438	+ \$ 84,410.00
Debt Service Payment - Interest (Capitalized Leases)	7438	+ 13,000.00
TOTAL, OTHER OUTGO		= \$ 97,410.00
RESERVES		
Operation Reserve (Non-Payroll Expenses)	9780	+ \$ 382,991.00
Reserve for Economic Uncertainties	9789	+ 382,990.00
TOTAL, RESERVES		= \$ 765,981.00
%		3.00%
TOTAL, EXPENDITURES		\$ 25,532,717.00

The Charter School of
SAN DIEGO

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college district, county office of education, school district, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of **The Charter School of San Diego**;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the **The Charter School of San Diego** has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 23, 2021

Secretary

The Charter School of
SAN DIEGO

Education Protection Account
 Expenditure Plan for FY 2021-22

Expenditures Through: June 30, 2022
 For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
Projected Amount Available for this Fiscal Year:	8012	\$ 367,456.00
Total Projected EPA Entitlement		\$ 367,456.00
Projected Expenditures:		
For Teachers' Salaries and Benefits Only		
Teachers' Salaries	1100	\$ 266,505.00
Retirement: STRS	3111	45,092.00
Medicare	3321	3,885.00
Health & Welfare	3401	44,799.00
Unemployment Insurance	3501	3,278.00
Workers' Compensation Insurance	3601	2,492.00
Mileage Allowance	5200	1,405.00
Total Projected Expenditures		\$ 367,456.00
Balance (Total Available minus Total Expenditures)		-