

Audeo Charter School

DBA – AUDEO CHARTER SCHOOL II • AUDEO CHARTER SCHOOL III • AUDEO VALLEY CHARTER SCHOOL
GROSSMONT SECONDARY SCHOOL • SWEETWATER SECONDARY SCHOOL
(A California Non-Profit Public Benefit Corporation)

Gregg Haggart – Chairman
Laura Barreiro - Member, Tim Morton – Member

BOARD OF DIRECTORS MEETING Wednesday, October 20, 2021, 1:00 p.m. Via Video Conference and at

North Carlsbad RC 3821 Plaza Drive Suite 401, Oceanside, 92056, South Carlsbad RC 6965 El Camino Real, Suite 202, Carlsbad, CA 92009, and Escondido RC 200 E. Via Rancho Parkway, Suite 143, Escondido, 92025, and El Cajon RC 111 Fletcher Parkway, El Cajon, 92020, La Mesa RC 5975 Severin Drive, La Mesa, 91942, Paradise Valley RC 123 Worthington Street, Suite 104, Spring Valley, 91977 and Bonita Office 3252 Bonita Road, Chula Vista, CA 91910, Chula Vista RC 1655 Broadway Street, Suite 13, Chula Vista, CA 91911, Otay Ranch RC 1392 E. Palomar Steet, Suite 202, Chula Vista, 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, 91950

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

Audeo II: <https://audeo2.com/board-and-governance/>

Audeo III: <https://audeo3.com/board-and-governance/>

Audeo Valley: <https://audeovalley.com/board-and-governance/>

GSS: <https://grossmontsecondarycharter.com/board-and-governance/>

SSS: <https://sweetwatersecondarycharter.com/board-and-governance/>

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 Consideration and Approval of Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1)

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020 and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

1.4 Establishment of Quorum

1.5 Pledge of Allegiance

1.6 Approval of Agenda *P.1-4*

2.0 PUBLIC COMMENT

Public comment for items of interest to the public and within the scope of the Audeo Charter School, Inc., Board (non-agenda) shall be no

longer than two (2) minutes. Speakers may not yield their time. In accordance with the Brown Act, no discussion or action may occur regarding items that are not on the agenda at this time but it is the Board's prerogative to briefly respond or give direction to staff. All public comment will be heard at this point in the agenda as ordered below. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. 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 Items Public Comment

3.0 ADMINISTRATIVE ITEMS

- 3.1 Consider Approval and Appointment of Community Board Member Wayland Myers effective October 20, 2021 [P.5](#)
- 3.2 Consider Acceptance of Board Member Tim Morton Resignation effective October 21, 2021 [P.6](#)
- 3.3 Consider Approval of Amendment to the Bylaws [P.7-20](#)
- 3.4 Consider Approval of Special Board Workshop on November 15, 2021, and November 18, 2021, for Annual Trainings on Brown Act, Conflict of Interest Law, Compliance with SB126 and the Governor's Executive Order N-29-20, AB 361
- 3.5 Governance Parental Representative Interest
- 3.6 Presidents Report
 - 3.6.1 Governing for Greatness Book
 - 3.6.1.1 Training Requests (Charter School Board Network and Board Training) by Cory Loomis, Charter Schools Director – Riverside County Office of Education
- 3.7 Strategic Plan Update
 - 3.7.1 Audeo Charter School II [P.21-24](#)
 - 3.7.1.1 School Participation Report for the Period of 2020- 2021 Months 12-13: 5/3/2021 – 6/25/2021
 - 3.7.1.2 School Participation Report for the period of 2021-2022 Months 1-2: 7/1/2021 – 8/20/2021
 - 3.7.2 Audeo Charter School III [P.25-28](#)
 - 3.7.2.1 School Participation Report for the Period of 2020- 2021 Months 12-13: 5/3/2021 – 6/25/2021
 - 3.7.2.2 School Participation Report for the period of 2021-2022 Months 1-2: 7/1/2021 – 8/20/2021
 - 3.7.3 Audeo Valley Charter School [P.29-30](#)
 - 3.7.3.1 School Participation Report for the period of 2021-2022 Months 1-2: 7/1/2021 – 8/20/2021
 - 3.7.4 Grossmont Secondary School [P.31-34](#)
 - 3.7.4.1 School Participation Report for the Period of 2020- 2021 Months 12-13: 5/3/2021 – 6/25/2021.
 - 3.7.4.2 School Participation Report for the period of 2021-2022 Months 1-2: 7/1/2021 – 8/20/2021
 - 3.7.5 Sweetwater Secondary School [P.35-38](#)

- 3.7.5.1 School Participation Report for the Period of 2020- 2021
Months 12-13: 5/3/2021 – 6/25/2021
- 3.7.5.2 School Participation Report for the period of 2021-2022
Months 1-2: 7/1/2021 – 8/20/2021

4.0 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.

4.1 Consent Action Items for The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School for Each School

- 4.1.1 Consider Approval of Accrediting Commission for Schools Western Association of Schools and College (WASC) Initial Visit Report and Action Plan for Audeo Valley Charter School [P.39-105](#)
- 4.1.2 Consider Approval of Grossmont Secondary School and Sweetwater Secondary School Compliance Monitoring and Certification of Governing Board Compliance Review [P.106-112](#)
- 4.1.3 Consider Approval of Independent Study Policy 3120 Amendment [P.113-119](#)
- 4.1.4 Consider Approval of Title I School Parent and Family Engagement Policy 6010 Amendment [P.120-124](#)
- 4.1.5 Consider Approval of Internal Fiscal Internal Control Policy 4400 Amendment [P.125-154](#)
- 4.1.6 Consider Approval of Meeting Minutes for September 9, 2021 [P.155-156](#)

5.0 ACTION ITEMS

5.1 Action Items for Audeo Charter School II

- 5.1.1 Consider Approval of the Resolution to Close the 57643 Oracle Fund [P.157](#)
- 5.1.2 Consider Approval of Unaudited Actuals FY July 1, 2020 – June 20, 2021 [P.158-163](#)
- 5.1.3 Consider Approval of American Rescue Plan Act - Elementary and Secondary School Emergency Relief (ESSER III) Fund [P.164-171](#)
- 5.1.4 Review the Revised Preliminary Operational Budget Assumptions FY 2021-2022 and Consider Approval of the Revised Preliminary Operational Budget FY 2021-2022 that includes a General Salary Increase of 4% effective July 1, 2021 [P.172-181](#)

5.2 Action Items for Audeo Charter School III

- 5.2.1 Consider Approval of Unaudited Actuals FY July 1, 2020 – June 20, 2021 [P.182-187](#)
- 5.2.2 Consider Approval of American Rescue Plan Act - Elementary and Secondary School Emergency Relief (ESSER III) Fund [P.188-195](#)
- 5.2.3 Review the Revised Preliminary Operational Budget Assumptions FY 2021-2022 and Consider Approval of the Revised Preliminary Operational Budget FY 2021-2022 that includes a General Salary Increase of 4% effective July 1, 2021 [P.196-205](#)

5.3 Action Items for Audeo Valley Charter School

- 5.3.1 Consider Approval of the Board Resolution of Charter School Revolving Loan Fund Program with Audeo Valley Charter School To Approve the Execution of the Loan Agreement with the California School Finance Authority [P.206-216](#)
- 5.3.2 Review the Revised Preliminary Operational Budget Assumptions FY 2021-2022 and Consider Approval of the Revised Preliminary Operational Budget FY 2021-2022 that includes a General Salary Increase of 4% effective July 1, 2021 [P.217-225](#)

5.4 Action Items for Grossmont Secondary School

- 5.4.1 Consider Approval of Unaudited Actuals FY July 1, 2020 – June 20, 2021 [P.226-231](#)
- 5.4.2 Consider Approval of American Rescue Plan Act - Elementary and Secondary School Emergency Relief (ESSER III) Fund [P.232-239](#)
- 5.4.3 Review the Revised Preliminary Operational Budget Assumptions FY 2021-2022 and Consider Approval of the Revised Preliminary Operational Budget FY 2021-2022 that includes a General Salary Increase of 4% effective July 1, 2021 [P.240-249](#)

5.5 Action Items for Sweetwater Secondary School

- 5.5.1 Consider Approval of Unaudited Actuals FY July 1, 2020 – June 20, 2021 [P.250-255](#)
- 5.5.2 Consider Approval of American Rescue Plan Act - Elementary and Secondary School Emergency Relief (ESSER III) Fund [P.256-263](#)
- 5.5.3 Review the Revised Preliminary Operational Budget Assumptions FY 2021-2022 and Consider Approval of the Revised Preliminary Operational Budget FY 2021-2022 that includes a General Salary Increase of 4% effective July 1, 2021 [P.264-273](#)

6.0 BOARD COMMENTS AND ANNOUNCEMENTS

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.

7.0 ADJOURNMENT

Next Regular Board Meeting: TBA

Meeting Agenda available at:

www.audeo2.com, audeo3.com, audeovalley.com, grossmontsecondarycharter.com, sweetwatersecondarycharter.com

Accommodation –Audeo Charter School Non-Profit Board does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Veronica Ballman, has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings. Please notify Veronica Ballman at (858) 678-2050 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 Hayley Beaupre at (858) 678-3908 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 3252 Bonita Road, Chula Vista, CA 91910; 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 Hayley Beaupre at (858) 678 -3908.

Certification of Posting

I, Angela Neri, hereby certify that I posted this agenda on the Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School webpage on October 15, 2021.

Wayland Myers

Brief Bio



Wayland Myers, CEO - With over 28 years of traditional and digital marketing experience Wayland Myers commands a deep knowledge of the online landscape.

Wayland founded his third company, Myers Media Group, LLC in 2007. Over the last 13 years, MMG has become a unique multi million-dollar marketing technology company that offers an advanced audience acquisition & growth platform called Macrotrend™ to Fortune 5000 clients like Expedia, Advance Auto Parts, Sears, GrubHub and Travelocity. With his innovative approach to audience acquisition and unique view of the online landscape he has forged long lasting partnerships resulting in millions of dollars of incremental revenue for his clients.

As Google is moving more and more toward AI driven results, Wayland has consistently been a champion of helping businesses by innovating technologies capable of reacting to and predicting the swiftly changing online market. He fully understands the complexity and breadth of challenges faced by enterprise level domains today, and constantly strives to solve them in unique, scalable ways.

“It’s time to revolutionize the way companies exist online. If companies don’t keep up, the evolving world of AI driven search will continue to put businesses at a serious disadvantage. It’s my passion to see this done by leveling the playing field through predictive, responsive technologies.” - Wayland Myers



October 14, 2021

Gregg Haggart
Chairman
Audeo Charter Schools
3430 Camino Del Rio North
San Diego, CA 92108

RE: Timothy Morton Board Member Resignation

Please accept this letter as formal notification that I am resigning from my position as Board Member and Corporate Secretary of Audeo Charter School Non-profit Public Corporation effective Thursday, October 21, 2021. I am grateful for having the opportunity to serve on the Board and offer my best wishes for continued success.

Sincerely,

A handwritten signature in black ink that reads 'Timothy U. Morton'.

Board Member
Secretary

(800) 238-8144

13520 Evening Creek Dr. N., Suite 360, San Diego, CA 92128

**BYLAWS
OF
AUDEO CHARTER SCHOOL**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Audeo Charter School.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at 10170 Huennekens Street, San Diego, State of California. The Board of Directors may change the location of the principal office. However, a change in the principal office may constitute a material revision to the charter(s). Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The specific purposes of this corporation are:

(1) to support, benefit, and carry out the purposes of, (a) Audeo Charter School II, 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 Audeo Charter School II (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;

(3) to establish, manage, administer, guide and direct Related Public Charter Schools that provide education based on the Altus Model, including Audeo Charter School II;

(4) to establish, manage, administer, guide and direct such other educational programs including without limitation, preschools, elementary, middle schools, secondary, alternative schools or community programs;

(5) to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this corporations general and specific purposes.

Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rule of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting

members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board of Directors" or "Governance Council"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California;
3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a corporate seal; and alter the seal.

Section 3. **DESIGNATED DIRECTORS AND TERMS.** All directors shall be designated by the existing Board of Directors. The board of directors shall consist of at least three directors and no more than nine, unless changed by amendment to these bylaws. Any representative of the authorizing body of a charter school operated by the Corporation who is appointed to be a director (or his or her alternate) shall not be counted for purposes of determining the presence of a quorum at a meeting of the Board. Each director shall hold office for six (6) years and until a successor director has been designated and qualified.

Section 4. **PARENT REPRESENTATIVE.** For so long as the Corporation operates one (1) or more duly authorized California charter schools, the existing Board of Directors shall

appoint a Parent Representative to the Board of Directors from a list of qualified candidates. The Parent Representative shall be qualified according to the policies of the Corporation and must have a primary caregiver relationship to a student enrolled in a charter school operated by the Corporation. Should the Parent Representative cease to have a student enrolled in a charter school operated by the Corporation, the Parent Representative's seat will be deemed vacated. Should no qualified applicants apply, the Board of Directors shall leave the Parent Representative seat vacated until a qualified applicant applies and is appointed.

Section 5. **RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.** No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 6. **DIRECTORS TERM.** Each director shall hold office for six (6) years and until a successor director has been designated and qualified, except for the Parent Representative, who shall hold office only so long as they have a primary caregiver relationship to a student enrolled in a charter school operated by the Corporation, but in no instance for more than four (4) years.

Section 7. **NOMINATIONS BY COMMITTEE.** The Chair of the Board of Directors or, if none, the President and Chief Executive Officer may appoint a committee to nominate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 8. **USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.** No corporation funds may be expended to support a nominee for director.

Section 9. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the directors, at any meeting at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) termination of employment with the Corporation. In addition to the above, the Parent Representative position shall also be considered vacant should the current Parent Representative cease to have a primary caregiver relationship to a student enrolled in a charter school operated by the Corporation.

Section 10. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chair of the Board, if any, or to the President and Chief Executive Officer or the Secretary of the board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 11. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a Board designated director shall be filled as provided in Section 12.

Section 12. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 13. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (2) a sole remaining director.

Section 14. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 15. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within the jurisdiction of the Corporation that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation. A two-way teleconference location shall be established at each schoolsite.

Section 16. MEETINGS BY TELEPHONE. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the granting agency in which the Corporation operates;

- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 17. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held at least ~~one (1) meeting per quarter, three (3) times per year~~. The Board of Directors shall hold an annual meeting in June for purposes of organization, election of officers, and transaction of other business. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act ("Brown Act") California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 18. AUTHORITY TO CALL SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chair of the Board, if any, or a majority of the Board of Directors. If a Chair of the Board has not been elected then the President and Chief Executive Officer is authorized to call a special meeting in place of the President of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 19. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) facsimile; (e) electronic mail; or (f) other electronic means. All such

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

notices shall be given or sent to the director's address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Brown Act.

Notice of the time and place of special meetings shall be given to all media who have provided written notice to Audeo Charter School,

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Brown Act.

Section 20. **QUORUM.** A majority of the directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the board. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 21. **ADJOURNMENT.** A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 22. **COMPENSATION AND REIMBURSEMENT.** Directors may not receive compensation, for their services as directors or officers, and only such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. **CREATION OF POWERS OF COMMITTEES.** The board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may:

- (a) Fill vacancies on the Board of Directors or any committee of the board;
- (b) Amend or repeal bylaws or adopt new bylaws;
- (c) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- (d) Create any other committees of the Board of Directors or appoint the members of committees of the board;

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of

faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. **NON-LIABILITY OF DIRECTORS.** No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of this corporation shall be a President and Chief Executive Officer, a Secretary, and a Chief Financial Officer. The corporation, at the board's direction, may also have a President of the board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article VIII, Section 4 of these bylaws.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President and Chief Executive Officer or the Chair of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation, except any appointed under Article IX, Section 4 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board of Directors may appoint and authorize the Chair of the Board, the President and Chief Executive Officer, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Section 5. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or

without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIR OF THE BOARD. If a Chair of the Board of Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President and Chief Executive Officer, the Chair of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President and Chief Executive Officer of the corporation set forth in these bylaws.

Section 9. PRESIDENT AND CHIEF EXECUTIVE OFFICER. Subject to such supervisory powers as the Board of Directors may give to the President of the board, if any, and subject to the control of the board, the President and Chief Executive Officer shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. In the absence of the Chair of the Board, or if none; the President and Chief Executive Officer shall preside at all Board of Directors meetings. The President and Chief Executive Officer shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If Vice-Presidents are appointed, and if the President and Chief Executive Officer is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a Vice-President designated by the board, shall perform all duties of the President and Chief Executive Officer. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President and Chief Executive Officer. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, and of committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of persons present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the President and Chief Executive Officer, Chair of the Board, if any, and the board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

If required by the board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS.

Section 2. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest). Pursuant to Education Code section 47604.1 (effective Jan. 1, 2020), notwithstanding Article 4 (commencing with [Section 1090](#)) of [Chapter 1 of Division 4 of Title 1 of the Government Code](#), an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

**ARTICLE X
LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

**ARTICLE XI
INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c), the approval of such indemnification may be made by:

- (a) A majority vote of a quorum consisting of directors who are not parties to such proceeding; or
- (b) The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.

**ARTICLE XII
INSURANCE**

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

**ARTICLE XIII
MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its board and committees of the board; and
- (c) Such reports and records as required by law.

ARTICLE XIV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest, as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to each director within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

- (d) The corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporations shall comply with Corporations Code section 6322.

ARTICLE XVI EFFECTIVE DATES; AMENDMENTS

Section 1. EFFECTIVE DATE. These bylaws and any amendments shall become effective immediately upon their adoption.

Section 2. AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charter governing the charter school or make any provisions of these bylaws inconsistent with the charter, the Corporation's articles of incorporation, or any laws.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Audeo Charter School, a California nonprofit public benefit corporation; that these bylaws, consisting of 15 pages (including this page), are the bylaws of this corporation as adopted by the Board of Directors on _____, 2021~~19~~, and that these bylaws have not been amended or modified since that date.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on _____, 2021~~19~~

_____, Secretary



Participation Report: All Students
Month 12: 05/03/2021 - 05/28/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	320	284	76.3%	80.4%	87.5%	88.5%
Totals May 2020	320	273	70.8%	75.6%	83.7%	88.9%
Difference	0	11	5.5%	4.8%	3.8%	-0.4%

**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
SD	NC	NC1		40	37	81.3%	69.7%	87.8%	85.5%
SD	NC	NC2		40	33	71.6%	67.0%	88.0%	86.4%
SD	NC	NC3		40	37	77.9%	69.1%	84.2%	84.8%
SD	NC	NC4		40	39	82.1%	79.4%	84.2%	85.4%
SD	NC	NC5		40	37	80.6%	74.0%	88.4%	88.7%
SD	SC	SC1		40	37	75.6%	82.5%	86.1%	89.2%
SD	SC	SC2		40	32	68.8%	75.9%	89.9%	90.2%
SD	SC	SC3		40	32	72.8%	75.3%	92.5%	91.8%



Participation Report: All Students
Month 13: 05/31/2021 - 06/25/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	400	372	69.3%	95.0%	89.5%	88.6%
Totals June 2020	360	332	63.7%	129.7%	84.5%	88.7%
Difference	40	40	5.6%	-34.7%	5.0%	-0.1%

**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	NC	NC1		40	39	80.7%	70.6%	88.6%	85.8%
SD	NC	NC2		40	30	62.1%	66.6%	84.1%	86.2%
SD	NC	NC3		40	42	80.4%	70.1%	83.8%	84.7%
SD	NC	NC4		40	41	84.2%	79.8%	87.9%	85.6%
SD	NC	NC5		40	43	89.3%	75.3%	93.5%	89.2%
SD	NC	NC6		40	27	34.7%	60.0%	97.1%	99.4%
SD	SC	SC1		40	40	76.4%	81.3%	87.6%	88.9%
SD	SC	SC2		40	43	73.9%	75.8%	91.1%	90.3%
SD	SC	SC3		40	31	62.2%	74.3%	91.3%	91.8%
SD	SC	SC4		40	36	48.8%	48.8%	98.9%	98.9%



Participation Report: All Students
Month 1: 07/01/2021 - 07/23/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	400	351	78.2%	78.2%	92.1%	92.1%
Totals July 2020	440	418	81.4%	81.4%	92.1%	92.1%
Difference	-40	-67	-3.2%	-3.2%	0.0%	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	NC	NC1		40	31	73.8%	73.8%	97.5%	97.5%
SD	NC	NC2		40	33	72.0%	72.0%	90.7%	90.7%
SD	NC	NC3		40	33	66.1%	66.1%	93.6%	93.6%
SD	NC	NC4		40	39	82.7%	82.7%	84.8%	84.8%
SD	NC	NC5		40	32	68.6%	68.6%	86.4%	86.4%
SD	NC	NC6		40	38	92.8%	92.8%	99.3%	99.3%
SD	SC	SC1		40	36	78.0%	78.0%	89.6%	89.6%
SD	SC	SC2		40	41	94.7%	94.7%	92.4%	92.4%
SD	SC	SC3		40	26	49.7%	49.7%	84.1%	84.1%
SD	SC	SC4		40	42	103.6%	103.6%	99.5%	99.5%



Participation Report: All Students
Month 2: 07/26/2021 - 08/20/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	400	340	59.2%	67.6%	93.7%	92.9%
Totals July/August 2020	440	394	67.2%	73.7%	89.5%	90.8%
Difference	-40	-54	-8.0%	-6.1%	4.2%	2.1%

**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	NC	NC1		40	31	64.6%	68.7%	94.5%	95.9%
SD	NC	NC2		40	36	65.1%	68.2%	95.4%	93.2%
SD	NC	NC3		40	31	61.3%	63.4%	89.1%	91.1%
SD	NC	NC4		40	37	70.6%	76.0%	89.4%	87.1%
SD	NC	NC5		40	34	60.9%	64.3%	89.9%	88.2%
SD	NC	NC6		40	35	48.1%	68.0%	100.0%	99.6%
SD	SC	SC1		40	35	73.9%	75.7%	97.8%	93.9%
SD	SC	SC2		40	38	57.4%	74.0%	92.9%	92.6%
SD	SC	SC3		40	27	47.1%	48.3%	91.5%	88.0%
SD	SC	SC4		40	36	43.0%	69.9%	100.0%	99.7%



Participation Report: All Students
Month 12: 05/03/2021 - 05/28/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	160	138	73.5%	65.6%	88.8%	86.8%
Totals May 2020	140	144	85.5%	116.5%	83.6%	85.1%
Difference	20	-6	-12.0%	-50.9%	5.2%	1.7%

**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	ES	ES1		40	36	78.4%	68.6%	89.7%	87.0%
SD	ES	ES2		40	30	66.8%	62.5%	89.7%	89.2%
SD	ES	ES3		40	38	75.1%	70.7%	86.6%	85.8%
SD	ES	ES4		40	34	73.6%	60.5%	89.2%	85.5%



Participation Report: All Students
Month 13: 05/31/2021 - 06/25/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	160	144	75.1%	66.4%	90.7%	87.2%
Totals June 2020	140	159	86.6%	113.8%	81.9%	84.8%
Difference	20	-15	-11.5%	-47.4%	8.8%	2.4%

**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
SD	ES	ES1		40	36	72.6%	68.9%	88.2%	87.1%
SD	ES	ES2		40	35	73.2%	63.4%	92.8%	89.5%
SD	ES	ES3		40	35	76.7%	71.2%	88.7%	86.0%
SD	ES	ES4		40	38	77.9%	61.9%	93.2%	86.3%



Participation Report: All Students
Month 1: 07/01/2021 - 07/23/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	160	142	70.5%	70.5%	88.5%	88.5%
Totals July 2020	160	153	70.4%	70.4%	85.2%	85.2%
Difference	0	-11	0.1%	0.1%	3.3%	3.3%

**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	ES	ES1		40	36	68.4%	68.4%	88.8%	88.8%
SD	ES	ES2		40	40	87.2%	87.2%	88.2%	88.2%
SD	ES	ES3		40	31	60.3%	60.3%	87.1%	87.1%
SD	ES	ES4		40	35	66.3%	66.3%	90.0%	90.0%



**Participation Report: All Students
Month 2: 07/26/2021 - 08/20/2021**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	160	131	60.7%	73.2%	86.7%	87.6%
Totals July/August 2020	160	139	68.9%	69.6%	85.8%	85.5%
Difference	0	-8	-8.2%	3.6%	0.9%	2.1%

**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	ES	ES1		40	34	67.9%	68.1%	86.7%	87.7%
SD	ES	ES2		40	39	71.9%	78.7%	87.5%	87.8%
SD	ES	ES3		40	26	50.0%	50.0%	86.2%	86.2%
SD	ES	ES4		40	32	53.1%	59.0%	85.9%	87.9%



**Participation Report: All Students
Month 1: 07/01/2021 - 07/23/2021**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	260	203	73.1%	73.1%	95.7%	95.7%
Totals July 2020	N/A	N/A	N/A	N/A	N/A	N/A
Variance:	N/A	N/A	N/A	N/A	N/A	N/A

**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
RV	MR	MR1		40	38	84.4%	84.4%	92.5%	92.5%
RV	MR	MR2		40	28	58.4%	58.4%	86.6%	86.6%
RV	MR	MR3		40	34	82.8%	82.8%	97.4%	97.4%
RV	MR	MR4		40	33	82.5%	82.5%	100.0%	100.0%
RV	MR	MR5		40	35	85.0%	85.0%	99.3%	99.3%
RV	MR	MR6		20	13	55.9%	55.9%	96.2%	96.2%
RV	MR	MR7		40	22	53.8%	53.8%	97.7%	97.7%



**Participation Report: All Students
Month 2: 07/26/2021 - 08/20/2021**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	200	206	89.4%	79.9%	92.2%	93.8%
Totals July/August 2020	N/A	N/A	N/A	N/A	N/A	N/A
Variance:	N/A	N/A	N/A	N/A	N/A	N/A

**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
RV	MR	MR1		40	46	98.3%	92.1%	96.0%	94.5%
RV	MR	MR2		40	41	82.1%	71.6%	84.0%	84.9%
RV	MR	MR3		40	36	83.5%	83.2%	93.6%	95.2%
RV	MR	MR4		40	41	92.0%	87.8%	95.0%	97.0%
RV	MR	MR5		40	42	91.3%	88.5%	92.6%	95.4%



Participation Report: All Students
Month 12: 05/03/2021 - 05/28/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	400	364	77.1%	75.2%	89.0%	87.1%
Totals May 2020	400	356	71.7%	76.3%	82.0%	87.7%
Difference	0	8	5.4%	-1.1%	7.0%	-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	EC	EC1		40	39	70.6%	72.1%	87.6%	86.1%
SD	EC	EC2		40	38	78.3%	73.1%	87.7%	86.2%
SD	EC	EC3		40	35	69.6%	73.6%	84.9%	85.3%
SD	EC	EC4		40	37	79.3%	73.1%	86.8%	85.8%
SD	LM	LM1		40	42	95.9%	89.0%	96.2%	88.9%
SD	LM	LM2		40	39	87.5%	88.6%	89.7%	88.7%
SD	PV	PV1		40	35	76.8%	76.5%	87.7%	91.0%
SD	PV	PV2		40	35	75.3%	72.0%	91.2%	87.3%
SD	PV	PV3		40	33	69.4%	68.6%	88.1%	84.8%
SD	PV	PV4		40	31	68.6%	67.5%	88.5%	85.6%



Participation Report: All Students
Month 13: 05/31/2021 - 06/25/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	400	365	77.1%	75.3%	89.3%	87.3%
Totals June 2020	400	389	75.4%	76.2%	83.4%	87.4%
Difference	0	-24	1.7%	-0.9%	5.9%	-0.2%

**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
SD	EC	EC1		40	38	84.2%	73.1%	94.4%	86.9%
SD	EC	EC2		40	39	82.8%	73.9%	88.8%	86.4%
SD	EC	EC3		40	39	75.8%	73.8%	86.2%	85.4%
SD	EC	EC4		40	37	79.2%	73.6%	88.9%	86.1%
SD	LM	LM1		40	36	77.4%	88.1%	86.0%	88.6%
SD	LM	LM2		40	40	82.2%	88.0%	88.2%	88.7%
SD	PV	PV1		40	35	75.4%	76.4%	91.2%	91.1%
SD	PV	PV2		40	30	65.7%	71.5%	91.7%	87.6%
SD	PV	PV3		40	34	72.8%	68.9%	90.4%	85.3%
SD	PV	PV4		40	37	75.5%	68.1%	87.6%	85.8%



Participation Report: All Students
Month 1: 07/01/2021 - 07/23/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	400	375	80.7%	80.7%	89.7%	89.7%
Totals July 2020	440	457	82.9%	82.9%	86.7%	86.7%
Difference	-40	-82	-2.1%	-2.1%	3.0%	3.0%

**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	EC	EC1		40	38	89.1%	89.1%	94.5%	94.5%
SD	EC	EC2		40	39	79.4%	79.4%	86.8%	86.8%
SD	EC	EC3		40	39	81.3%	81.3%	86.1%	86.1%
SD	EC	EC4		40	39	88.4%	88.4%	94.2%	94.2%
SD	LM	LM1		40	37	81.9%	81.9%	92.3%	92.3%
SD	LM	LM2		40	37	81.4%	81.4%	88.5%	88.5%
SD	PV	PV1		40	36	79.1%	79.1%	89.6%	89.6%
SD	PV	PV2		40	36	74.7%	74.7%	90.0%	90.0%
SD	PV	PV3		40	38	76.6%	76.6%	86.6%	86.6%
SD	PV	PV4		40	36	75.5%	75.5%	88.0%	88.0%



Participation Report: All Students
Month 2: 07/26/2021 - 08/20/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	400	350	70.5%	75.0%	89.1%	89.3%
Totals July/August 2020	440	437	73.4%	77.7%	88.1%	87.4%
Difference	-40	-87	-2.9%	-2.7%	1.0%	1.9%

**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	EC	EC1		40	36	72.9%	80.1%	90.1%	92.2%
SD	EC	EC2		40	34	66.4%	72.2%	85.2%	86.0%
SD	EC	EC3		40	40	74.9%	77.7%	84.6%	85.3%
SD	EC	EC4		40	38	76.6%	81.9%	90.1%	92.0%
SD	LM	LM1		40	31	65.1%	72.6%	91.2%	91.7%
SD	LM	LM2		40	33	70.8%	75.5%	91.9%	90.2%
SD	PV	PV1		40	38	81.6%	80.5%	89.6%	89.6%
SD	PV	PV2		40	34	61.4%	67.3%	90.9%	90.5%
SD	PV	PV3		40	35	65.0%	70.1%	84.7%	85.6%
SD	PV	PV4		40	31	69.9%	72.4%	93.0%	90.6%



**Participation Report: All Students
Month 12: 05/03/2021 - 05/28/2021**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	380	377	84.8%	86.2%	88.6%	87.7%
Totals May 2020	380	344	73.7%	95.5%	81.8%	88.3%
Difference	0	33	11.1%	-9.4%	6.8%	-0.5%

**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	CV	CV1		40	35	71.5%	81.2%	84.1%	86.0%
SD	CV	CV2		20	27	108.5%	53.1%	86.8%	88.4%
SD	CV	CV3		40	36	76.1%	71.1%	90.9%	86.2%
SD	OR	OR1		40	41	86.9%	95.7%	84.8%	87.1%
SD	OR	OR2		40	38	79.4%	86.2%	86.2%	84.1%
SD	PLB	PLB1		40	41	97.5%	88.5%	95.1%	91.0%
SD	PLB	PLB2		40	40	87.8%	86.1%	89.4%	88.9%
SD	PLB	PLB3		40	42	84.4%	78.5%	91.8%	89.4%
SD	PLB	PLB4		40	39	85.0%	83.1%	87.2%	85.9%
SD	PLB	PLB5		40	38	83.0%	86.3%	88.5%	93.0%



**Participation Report: All Students
Month 13: 05/31/2021 - 06/25/2021**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	380	368	83.9%	86.0%	90.8%	88.0%
Totals June 2020	380	351	74.7%	105.1%	84.2%	88.0%
Difference	0	17	9.2%	-19.2%	6.6%	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	CV	CV1		40	36	75.1%	80.7%	91.5%	86.4%
SD	CV	CV2		20	25	106.6%	58.9%	89.6%	88.7%
SD	CV	CV3		40	37	81.8%	72.0%	92.6%	86.8%
SD	OR	OR1		40	42	89.5%	95.1%	86.4%	87.0%
SD	OR	OR2		40	41	77.9%	85.5%	88.2%	84.4%
SD	PLB	PLB1		40	39	86.1%	88.3%	95.2%	91.3%
SD	PLB	PLB2		40	38	86.2%	86.1%	90.7%	89.1%
SD	PLB	PLB3		40	36	86.7%	79.2%	97.2%	90.1%
SD	PLB	PLB4		40	38	80.4%	82.9%	87.8%	86.0%
SD	PLB	PLB5		40	36	80.0%	85.8%	88.9%	92.7%



**Participation Report: All Students
Month 1: 07/01/2021 - 07/23/2021**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	400	370	80.8%	80.8%	90.7%	90.7%
Totals July 2020	400	369	75.6%	75.6%	85.2%	85.2%
Difference	0	1	5.2%	5.2%	5.5%	5.5%

**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	CV	CV1		40	34	74.4%	74.4%	90.3%	90.3%
SD	CV	CV2		40	33	75.8%	75.8%	96.0%	96.0%
SD	CV	CV3		40	37	79.1%	79.1%	87.2%	87.2%
SD	OR	OR1		40	40	82.5%	82.5%	84.6%	84.6%
SD	OR	OR2		40	40	82.7%	82.7%	86.7%	86.7%
SD	PLB	PLB1		40	40	91.6%	91.6%	94.8%	94.8%
SD	PLB	PLB2		40	37	80.8%	80.8%	92.2%	92.2%
SD	PLB	PLB3		40	40	90.6%	90.6%	97.3%	97.3%
SD	PLB	PLB4		40	38	81.9%	81.9%	86.8%	86.8%
SD	PLB	PLB5		40	31	68.3%	68.3%	92.4%	92.4%



**Participation Report: All Students
Month 2: 07/26/2021 - 08/20/2021**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	400	357	74.1%	77.0%	90.8%	90.8%
Totals July/August 2020	400	389	76.2%	79.6%	85.9%	85.6%
Difference	0	-32	-2.1%	-2.5%	5.0%	5.2%

**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
SD	CV	CV1		40	32	66.6%	70.1%	91.4%	90.9%
SD	CV	CV2		40	34	75.5%	75.6%	95.4%	95.7%
SD	CV	CV3		40	40	74.9%	76.7%	85.7%	86.4%
SD	OR	OR1		40	39	88.5%	85.8%	92.4%	88.9%
SD	OR	OR2		40	39	73.8%	77.7%	88.6%	87.7%
SD	PLB	PLB1		40	35	76.5%	83.2%	95.3%	95.1%
SD	PLB	PLB2		40	35	78.3%	79.4%	94.0%	93.2%
SD	PLB	PLB3		40	38	79.5%	84.4%	94.8%	96.0%
SD	PLB	PLB4		40	36	69.1%	74.8%	84.7%	85.7%
SD	PLB	PLB5		40	29	58.3%	62.7%	85.3%	88.6%



INITIAL VISIT SCHOOL DESCRIPTION — CALIFORNIA PUBLIC SCHOOLS

Part I: Identifying Data

Today's Date: 9/13/2021

School:	<u>Audeo Valley Charter School</u>		
Address:	<u>27130 Eucalyptus Ave., Ste. A</u>		
	<u>Moreno Valley, CA</u>	<u>92555</u>	
	<small>Number and Street</small>	<small>City and State</small>	<small>Zip Code</small>
Mailing Address (if different):	<u> </u>		
	<u> </u>	<u> </u>	<u> </u>
	<small>Number and Street</small>	<small>City and State</small>	<small>Zip Code</small>
Telephone #:	<u>(951)247-6646</u>	Fax #:	<u>(951)242-6730</u>
Email Address:	<u>smoore@audeovalley.com</u>		
Chief Administrator:	<u>Sharnita F. Moore</u>		
School District:	<u>Audeo Valley Charter School</u>		
Enrollment:	<u>198</u>	Current Grade Span to be Reviewed:	<u>6-12</u>
	<u> </u>		
County:	<u>Riverside</u>		

Check any of the following that apply to your school:

- | | | |
|--|--|---|
| <input type="checkbox"/> Comprehensive | <input type="checkbox"/> Community Day School | <input type="checkbox"/> Alternative Education/Continuation |
| <input checked="" type="checkbox"/> Independent Study | <input checked="" type="checkbox"/> Charter School | <input checked="" type="checkbox"/> Home Study |
| <input checked="" type="checkbox"/> Online Distance Learning | <input type="checkbox"/> Other: Explain: | |

If any portion of your school's curriculum is delivered online, please indicate what percentage of your coursework is offered online 40%, and the percentage of students utilizing the online delivery system 60%.

Briefly describe: Audeo Valley Charter School (Audeo Valley, or AVCS) is an Independent Study school serving students in grades 6 through 12. Audeo Valley's approach puts the student at the center of our goals and objectives. The school utilizes adaptive learning strategies to equip its students with the skills necessary to become self-motivated, competent, and lifelong learners who are literate and possess higher order and critical thinking skills. Audeo Valley is a personalized option for students seeking an alternative to the traditional approach to education through independent study, online instruction, relevant textbook-based curriculum, hands-on investigation, and tutoring for skills development and enrichment. Teachers are empowered to curate individualized educational experiences for students using the most effective delivery for each student whether it is textbook-based, online, or blended.

Audeo Valley seeks to empower students with the skills, knowledge, and tools needed to manage their own learning, helping to enhance their college and career readiness. Students at Audeo Valley have access to a full, rigorous, California Content Standards-based (CCS) college preparatory curriculum which includes honors, Advanced Placement, supplemental coursework, English Language Development, and Career Technical Education courses. Teachers use various instructional methods to strengthen students' achievement and grade-level mastery, including direct- and guided-instruction, small-group work, individual tutoring, online curriculum, guest speakers, and learning cohorts. At the forefront of Audeo Valley's Steps to Success is the student-centered design to meet their diverse learning needs through the Pathways Personalized Education Program (PPEP). Achievement of academic skills is measured and reported throughout each school year.

Note: If more space is needed on the following pages, please append additional pages.

Part II: School Profile

Write an introductory paragraph or two about the school that briefly summarizes the information found in the description below that can be used by the visiting committee in their report to the Commission. This brief overview of the school will assist Commissioners in understanding the basic information about the school.

Audeo Valley Charter School (Audeo Valley, or AVCS) is an Independent Study school serving students in grades 6 through 12 who reside in Riverside County. Audeo Valley is a continuing charter school (formerly the Moreno Valley Resource Center of Audeo Charter School) and was founded by the extremely experienced team of charter school educators and administrators who successfully founded Audeo Charter School, of which the Moreno Valley Resource Center (Audeo Valley) was previously a part. The team has had great success using the independent study method to improve student achievement in San Diego County and in Moreno Valley. In fact, Audeo Valley is founded by the same development team and builds upon the success of its predecessor schools: The Charter School of San Diego, authorized by San Diego Unified School District (SDUSD) in 1994, and Audeo Charter School, also authorized by SDUSD since 2001.

The mission of Audeo Valley is to implement personalized educational programs to facilitate student achievement. The School accomplishes this by putting students first, re-engaging them in their education, and helping them to reimagine their educational and career goals. The School successfully provides personalized options that address each student's academic needs. Audeo Valley offers individualized course planning and relevant coursework, hands-on use of technology, application of 21st century skills, and supportive teachers and instructional staff who are empowered to help students find the learning approach that allows them to successfully complete their high school diploma; pass the HiSET, GED, or CHSPE; or take advantage of early college credit programs (dual- or concurrent enrollment). As an intervention program, teachers work closely with students and families to help students meet their ultimate goal, whether it is a diploma or a transition back to traditional school. Each member of the Audeo Valley staff and Leadership shares the same values and communicates the same vision to students and families.

Provide a description of the school that includes such areas as:

- The community in which the school is located, including whether rural, suburban, industrial, or residential; socio-economics: parent population, ethnic distribution, etc.
- When the school was opened
- Initial location of the school and any location changes

Audeo Valley Charter School opened on July 1, 2021 and is authorized by the Riverside County Office of Education (RCOE). It is operated by Audeo Charter School, Inc., a California non-profit public benefit corporation. Audeo Valley is located in the city of Moreno Valley, California, and serves students living in Riverside County. The School operates one storefront resource center which offers an innovative, technology-rich instructional program, providing in-demand alternative educational options to students in the community. The program is designed to serve at-risk, underachieving students with diverse ethnic and socio-economic backgrounds. Audeo Valley's student demographics reflect the ethnic and racial diversity of the Moreno Valley community, which will be maintained by offering open enrollment throughout the school year, and maintaining visibility in areas and communities in need of educational options.

Provide demographic and achievement information regarding the students, including the following:

- Enrollment by grade level
- Ethnicity or nationality (list percentages of the following categories: American Indian or Alaska Native; Asian; African American, not of Hispanic Origin; Filipino; Hispanic or Latino; Pacific Islander; White, not of Hispanic Origin; or Other)
- English proficiency

- Gender/age mix
- Special populations
- Mobility of students
- Analyzed and interpreted student achievement data, including subpopulations, if applicable. Include three years of data and comparative state or national data, if available.

Student follow-up

Audeo Valley serves students in grades 6 –12. The School is seeking to provide a unique educational option to students in Riverside County. The core demographic is students looking for something different, a different learning experience than what they have experienced traditionally.

Audeo Valley currently has 198 students with enrollment by grade level listed below. All currently enrolled students have transferred from traditional, alternative, charter, or private schools throughout the state and county. Most students (30%) are enrolled in 11th grade, and are currently working to fulfill the grade level requirements for 11th grade and/or remediate prior coursework. (Data as of 8/12/2021)

Grade Level	# of Students	% of Students
6	6	3%
7	24	12%
8	21	11%
9	25	13%
10	31	16%
11	60	30%
12	24	12%
Total	198	100%

Audeo Valley has a greater enrollment of female students than males.

Sex	# of Students	% of Students
Female	111	56%
Male	87	34%
Total	198	100%

Audeo Valley has a great number of 17 year-old students. Many students enter Audeo Valley as older students who need to recapture credits, or have been told they will not graduate on time from their traditional high school, as evidenced by the fact that 89 (45%) of Audeo Valley students are 17 years-old or older.

Age	# of Students	% of Students
11	1	1%
12	7	4%
13	24	12%
14	21	11%
15	25	13%
16	31	16%

17	60	30%
18	24	12%
19	5	3%
Total	198	100%

As a smaller school, Audeo Valley's student demographics reflect the district's student population of students with special challenges. Fourteen per cent of students have IEPs, 11% are English Learners, and 43% are socio-economically disadvantaged (SED), as compared to the Moreno Valley Unified School District's (MVUSD) 13% of students with IEPs, 19% English Learners, and 84% SED. (MVUSD's data from 2019-2020)

Group	# of Students	% of Students
*ELL	22	11%
SWD	7	14%
**SED (NSLP eligible)	**incomplete	**incomplete
Homeless	2	1%
GATE	8	4%

*See ELAS data chart below.

**SED data is incomplete. 2021-2022 Household Data collection in progress as of 8/12/2021. 2020-2021 SED was 65%.

ELAS	# of Students	% of Students
English Learner	22	11%
English or ASL Only	139	70%
Initial Fluent English Proficient	3	2%
Reclassified Fluent English Proficient	34	17%

Audeo Valley's student enrollment by ethnicity reflects a significant population of Hispanic or Latino students, comparable to the district at 69%. MVUSD's enrollment of Hispanic or Latino students was 73% during the 2019-2020 school year. (MVUSD's data from 2019-2020)

Ethnicity	# of Students	% of Students
American Indian or Alaska Native	1	1%
Black or African-American	28	14%
Filipino	2	1%

Hispanic or Latino	137	69%
Two or More	7	4%
White	23	12%
Total	198	100%

Audeo Valley's enrollment by Parent Education Level reflects the majority of parents have completed high school and have attended college (87%).

Education Level	# of Students	% of Students
College Graduate	29	15%
Decline to State	1	1%
Graduate Degree or Higher	15	8%
High School Graduate	63	32%
Not a High School Graduate	26	13%
Some College or Associate's Degree	64	32%
Total	198	100%

Audeo Valley's Retention and Redirection Rate reflects a steady percentage of students who were retained, redirected, or completed their high school diploma. Students who were redirected had completed their PPEP student outcomes of returning to their previous school.

Year	Rate
2018-2019	97%
2019-2020	95%
2020-2021	97%

Audeo Valley's students are meeting their learning targets. As a new school, Audeo Valley does not currently have state student achievement data. However, during the 2020-2021 school year, the Audeo Charter School - Moreno Valley Resource Center (now Audeo Valley Charter School) administered the local assessment, NWEA – Measures of Academic Progress (MAP), that provided detailed information to help guide instruction and course planning for the school year. The MAP assessments provide measurable growth targets in both Reading, Language Usage, and Math.

In the Fall, students took a pre-test with the goal of meeting their grade level. Students who did not meet their grade level target in the Fall semester tested again in the Spring to measure their growth. The growth targets ranged from 2 to 7 points, and was based on individual students' Fall semester scores. MAP results for the 2020-2021 school year show that each teacher met the schoolwide target of at least 60% of students meeting their growth targets.

65% of students met their growth targets in all three MAP assessments. Of the 166 students who took the Spring semester MAP post-tests, 108 met each of their growth targets on all three tests. The fact that 65% of Audeo Valley students met all three MAP growth targets is reflective of the students' ability to make academic progress, yet student achievement and growth on the NWEA tests will continue to be a focus for the School.

Growth Target	# of Students	% of Students
3	108	65%
2	40	24%
1	13	8%
0	5	3%
Total	166	100%

Some Audeo Valley students are at-promise. There were 72 new students who enrolled during the 2020-21 regular school year and completed the year with Audeo Valley. They were, on average, 3 grade levels behind in reading, and 2 grade levels behind in math as measured by the NWEA screening tests. Thirty-five of the newly-enrolled students, or 48%, were also one or more semesters behind in credits, calculated upon evaluation of students' transcripts by the School Counselor.

From the 2021-2022 Audeo Valley LCAP: Based upon historical enrollment data and trends at the Moreno Valley Resource Center, the School intends to seek identification 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

Audeo Valley Staff: Audeo Valley currently employs 5 full-time teachers, 1 full-time Education Specialist, 1 Education Specialist Intern, and 3 Certificated Teacher Resource (CTR) staff members who reinforce student expectations, interact with students in tutoring sessions, communicate with parents regarding student progress, and otherwise support the credentialed teachers. The School also has one dedicated School Counselor.

Student Follow-up: The Audeo Valley Alumni Community is a program that graduates can join to remain connected to the School. By remaining connected, students will always be able to reach the School for answers to their college and career questions, receive forms and information needed for employment or post-secondary education, as well as receive the support and guidance they were accustomed to as students. Alumni participants

can gain important college, career, speaking, and leadership skills by participating in our charter school events: sharing their stories at Open House and College and Career Week, supporting current Cadet Corps (CACC) members in the program, participating in Senior Pathways Presentation community as a panel member, and advocating for the School at other charter and community events.

Is there anything that is unique or special about your school that is not addressed in this or other parts of this form?

Audeo Valley Charter School has many unique features that make it a popular choice for students and families in the Moreno Valley community. There are seven features that set Audeo Valley apart from the schools in the community:

- **One Course at a Time:** Students at Audeo Valley work on only one course at a time (or two depending on the coursework), allowing them to focus on mastering the standards of one course before moving on to the next. Students report that this is a much less overwhelming experience for them than working on five to six courses at once. At Audeo Valley, they are able to learn assigned material without frustration or distraction. The School's target is for students to complete one course each month. Doing so ensures that students complete just as many courses at Audeo Valley as they would at traditional school.
- **On-demand Teachers:** Audeo Valley students benefit from working with only one teacher during their enrollment. This allows the student-parent-teacher team to form strong relationships built upon trust and support. In some instances, students may work with the same teacher through middle and high school. Students reap the benefits of their teacher knowing the strategies that work best for them, and teachers are able to track students' growth from year to year. Working with one teacher has also helped ease the anxiety of students who have struggled with multiple teachers throughout their traditional school day.
- **Flexible Scheduling:** Audeo Valley understands the needs of students and families in the Moreno Valley community. The Independent Study format allows students to work at home and attend scheduled appointments with their teacher each week. During students' scheduled appointments, they may participate in small group tutoring sessions and literature circles, seek help on assignments, receive one-on-one tutoring, complete laboratory experiments, and enjoy a quiet, focused learning environment. Eligible students may also seek employment to financially help their families. Other students are responsible for the care of their siblings. The flexible scheduling helps students with important personal responsibilities, allows those who need to work to do so, and allows students the benefit of working one-on-one with their teacher.
- **Cadet Corps and Character & Leadership Development:** Audeo Valley participates in the California Cadet Corps (CACC) program and offers coursework and engagement in character and leadership building for middle and high school students. These two programs work in tandem, with Character & Leadership Development (CLD) serving as a course where students can learn leadership skills, participate in fun outdoor activities, and engage with curriculum based in Career and Technical Education. CACC builds upon CLD, where students continue to hone their character and leadership skills, while offering the opportunity for students to engage in activities like drill and ceremony, color guard, and archery, earning ranks and uniforms, and participating in yearly summer camps and bivouacs with the rest of the California Cadet Corps. The CACC participates in community-based events and aims to compete and collaborate with other CACC programs.
- **Pathways Personalized Education Plan (PPEP):** The PPEP is the tool used for creating and implementing an academic plan for each student. It sets a pathway and targets to ensure that every student has a successful outcome. The PPEP process is broken into three phases and follows the student from intake to successful transition back to a traditional school or into college or the workforce.
 - *Phase 1 – Intake*

Once a student submits their application on the Audeo Valley website, this starts the enrollment process. The enrollment clerk contacts the family to answer their questions and discuss the important features of the School. The clerk guides the family through the registration process and collects the required documents (immunization history, proof of residence/housing information, discipline history, transcripts, socio-economic/demographic information) and enters it into the Student Information System (SIS). Once the student's file is complete, the student is ready for placement with a teacher and the clerk forwards the student's information to the teacher and counselor. The counselor will review the student's transcript and create their credit audit (the course plan and summary of credits earned). The teacher will review the student's file in SIS and then contact the family to schedule an enrollment meeting.

During the enrollment meeting, the student, parents, and teacher have the opportunity to discuss the student's goals and expected outcome(s), as well as the Expectations of Student Behavior and the best practices for students in Independent Study. The student, parent, and teacher team may also discuss whether the student is pregnant or parenting, an English Learner (EL), or if the student has an active Individualized Education Plan (IEP) or GATE plan. The teacher also inquires if the student has specific health concerns (504 Plan) to determine if resources or accommodations are needed, and if the student has access to a computer or internet at home. The team will then set an individualized schedule, to set specific personal and academic goals, and to align resources so that the student meets their Pathway goal(s). Then they sign a Master Agreement and Acknowledgement of Responsibilities. The Master Agreement is a State-required compliance form for all Independent Study schools that outlines the agreement between the student, parent and Audeo Valley. The agreement includes the academic term, academic objectives, courses, methods of study and the teacher assignment. At this time the first course is assigned.

Once enrolled, the student completes the MAP Intake assessment, which measures the student's current academic skill levels in Math and Reading. This begins the process of personalizing the student's individualized academic plan by collecting and analyzing information that helps guide specific student requirements and needs. The student also completes a Naviance Game Plan Survey that assists the student in establishing a post-high school Pathway. Naviance is a comprehensive college and career readiness tool for middle and high schools that helps align students' strengths and interests to post-secondary goals and improve student outcomes. The Game Plan survey plus several other surveys, including the Personality Type survey, start important conversations between the student and teacher about the student's life goals and helps the teacher learn more about the student.

- *Phase 2 – Implementation*

The second phase of the PPEP focuses on the implementation of the Master Agreement and student learning. Students begin working with their teacher at their Resource Center and are immediately engaged with a rigorous, technology-enhanced curriculum that is customized to meet their specific academic needs given information from phase one of the PPEP. Teachers utilize a variety of instructional modes of delivery to target student engagement and learning: online and blended learning, and small group and one-on-one tutoring sessions. In addition, each student's PPEP is enhanced with field trips, volunteer opportunities, guest speakers, career days, a wide variety of elective course options, and work experience customized to student interest and Pathway choice.

- *Phase 3 – Transition*

Teachers work very closely with students and parents during their enrollment in order for students to achieve their planned outcomes. During phase three of the PPEP, students are transitioned to their chosen outcome (graduation or completion of high school, or redirection back to traditional school). All students complete an exit survey (Graduate Interview in Naviance) to identify best practices and opportunities for improvement. These results act as an input into the Strategic Planning Process that guides Audeo Valley's continual self-reflection and improvement.

- **Blended Curriculum:** Blended learning gives students more flexibility to customize their learning. Teachers at Audeo Valley utilize a variety of instructional modes of delivery to target student engagement. They personalize the online and textbook-based curriculum and provide scaffolding where necessary for all their students' learning styles and needs. For Audeo Valley students, online instruction can be blended with the textbook-based curriculum, hands-on learning tasks, small-group or one-on-one instruction, and explanatory, remedial, and enrichment materials that can be built into the curriculum for deeper knowledge and to meet all learners' needs. This learning model has been highly effective and engaging for students.
- **Data-informed Decision-making:** Data is a guiding force behind all instructional decisions for Audeo Valley. The Storybook is one facet in the data-based decision-making process that serves to inform, as well as hold staff accountable for student success. It provides information on the following on a monthly basis:
 - Student Demographics
 - Participation by Enrollment Group and Student Group
 - Credit Earned Report by Enrollment Group and Student Group
 - Teacher Interventions Report
 - Naviance Game Plan Survey Report
 - Student Confidence Survey Report
 - Potential Dropout Data
 - Retention/Redirection Data
 - Vacancy Rates

Another powerful tool guiding instructional decisions for Audeo Valley is the Strategic Planning Process (SPP). (The Storybook is a critical part of the School's Strategic Planning Process as well; it provides important data points as School Leadership creates annual goals and objectives for ongoing improvement.) The SPP begins in July of each year with a week-long series of Leadership Team meetings during which they reflect on the prior year's accomplishments and challenges, conduct a SWOT analysis discussing current strengths, weaknesses, opportunities, and threats, and determine Strategic Initiatives and Action Items for the upcoming year. The Strategic Initiatives and Action Items, along with the Leadership Team members who will champion each Initiative, are shared with the entire staff at an All-Staff meeting at the start of the new school year. The goal is always continuous improvement in service to students. The process continues throughout the year with frequent reviews and check-ins to determine if further action is necessary and/or if an Initiative must be realigned. The process culminates in formal evaluations for all stakeholders during the final quarter of the school year. (See Category A3 for more detail.)

Part III: The Criteria

As you answer the following questions, please strive to base your answers on objective evidence and data that is available at the school and involves the stakeholders. Please remember that this is an Initial Visit Application and not a full self-study. Try to answer questions briefly and succinctly. The evidence can be provided electronically, e.g., Dropbox, hyperlink.

Category A: Organization

A1. Vision and Purpose Criterion: The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and academic standards.

State the school's statement of purpose, which may include the vision, mission, beliefs, and core values.

Mission Statement

Audeo Valley Charter School (Audeo Valley) will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

Vision Statement

The educational community known as Audeo Valley is committed to the development of a personalized instructional program with intensive parental involvement that demonstrates positive outcomes for each student.

Audeo Valley is dedicated to the creation of instructional, service, organizational, and governance models which can serve as prototypes for educational reform.

Audeo Valley is committed to collaborative efforts to improve the quality of life for students, their families, its employees, and the Southern California communities.

Audeo Valley's vision is to move students forward by developing literate, educated thinkers and achievers who understand their political and social culture, who can use mathematics and scientific methods to solve daily problems and contribute to society, and who develop positive values.

Audeo Valley strives to teach students the skills to survive and prosper in the 21st Century. These skills include the abilities to become proficient in core academics, effective users of technology, critical and creative problem solvers, and ethical and contributing members of the local and global society through effective communication.

Audeo Valley will promote curiosity, integrity, social responsibility and self-esteem. Learning best occurs when parents or guardians take an active role in the education of their children, when teachers accommodate the individual learning speeds and modalities revealed by their students, when teachers give students reason to know that they genuinely care about them, when learning fuels personal interests, when rules, rewards and sanctions are clear-cut, when teachers engage their students in learning activity rather than lecture to them, and when teachers see all their students as capable of high achievement and expect it of them.

Audeo Valley's overall program goals are:

1. Improve student learning;
2. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving;
3. Encourage the use of different and innovative teaching methods;
4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at Audeo Valley;

5. Provide parents and students with expanded choices in the types of educational opportunities available within the publicly funded school system;
6. Hold Audeo Valley accountable for meeting measurable student outcomes and provide Audeo Valley with a method to employ a performance-based accountability system instead of a rule-based system;
7. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

State the school's learner outcomes. Summarize how they were developed and the degree to which there was involvement of representatives of the school community. Comment on the level of understanding of the stakeholders at this stage of development.

Student Learning Outcomes (SLOs) at Audeo Valley are for students to become motivated and self-disciplined, academically productive, socially competent, academically competent, self-sustaining learners, and contributing citizens within their community. Audeo Valley SLOs are known as "Steps to Success" and are listed below with metrics for measuring success.

The SLOs were developed by the school's teachers and instructional leaders in cooperation with student and parent feedback via informational surveys and communication with their teachers. These important outcomes are reviewed with students and families when they enroll, and again during mid-year and end-of-year progress updates.

Steps To Success (SLOs)
I am a Motivated and Self-Disciplined Learner
This is Demonstrated through ...
MAP Intake Survey and Growth Assessments
Student Confidence Survey
Participation Rates
I am a Productive/Advancing Student
This is Demonstrated through ...
Completion of 1 course/attendance period
Advance at least 1 grade level per year
I am a Socially Competent and Workplace Ready Student
This is Demonstrated through ...
Pathways Exhibition
Graduation Rates
Dropout Rates
I am an Academically Competent Student
This is Demonstrated through ...
MAP (NWEA) Growth Targets
CAASPP Proficiency Rates
Earning credits with a grade of "C" or better
I am a Self-Sustaining Learner
This is Demonstrated through ...
Learning Productivity Indicators
Creating a post-secondary plan based on research and future goals (Naviance)
Making a successful transition into adult life
I am a Contributing Citizen

This is Demonstrated through ...
Learning Productivity Indicators
Community Service and Employment Rates

Explain how the school's purpose is communicated to the members of the school community.

School stakeholders are provided with both personalized and system-wide data on a regular basis through individual conferences, mailings, flyers, email, surveys, and updated website information. Families engage with their teacher in the preparation of each student's Pathways Personalized Education Plan (PPEP), and they are provided information about the school and student expectations. Staff members are provided updated information through the monthly publication of the Audeo Valley Storybook, which compiles a variety of data related to both student and staff achievements and areas for growth .

Explain the degree to which there is consistency between the school vision, mission, schoolwide learner outcomes, the student learning needs, the school program and ongoing school improvement process.

There is a high level of cohesion among Audeo Valley's mission and vision, and its processes for continually refining its service to students. The School collects a great deal of data delineating the capacities and needs of its students, which is regularly evaluated to determine ways in which the School can improve. Student Learning Outcomes (SLOs) were chosen with these needs and capacities in mind, and systems in place at Audeo Valley facilitate efforts to assure that all students meet or exceed expected outcomes. (See Part II, School Profile, for more information.)

Comment on the current process or proposed plan for regular review or revision of the school purpose and schoolwide learner outcomes.

Audeo Valley will follow the 11-step Strategic Planning Process that has been developed and refined over many years with The Charter School of San Diego and Audeo Charter School. This process will incorporate stakeholder feedback and the examination of key data points such as student achievement, finance, enrollment information, curriculum, workforce qualifications, technology, and safety. This annual examination will assist the School in the review and/or revision of the school purposes and schoolwide Steps to Success.

Supporting Evidence and Documentation:

- Pathways Personalized Education Plan
- Steps to Success
- Strategic Planning Process
- Monthly Storybook

Achievements:

- Technology is provided for all students who demonstrate a need for a computer and/or internet connectivity.
- All staff, both certificated and classified, are committed and share the mission of creating personalized educational programs to facilitate student achievement.
- Feedback from parents and students is taken into consideration in the strategic planning process.

A2. Governance Criterion: The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Provide information about the governance structure and its responsibilities.

Explain how the school's vision, mission and schoolwide learner outcomes are aligned to the board and district policies and bylaws.

Evaluate the level of understanding of the role of the board in relation to the responsibilities of the professional staff.

Explain the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career- and college-readiness, overall school programs and operations, and the fiscal health of the school.

Audeo Valley Charter School was approved as a chartered school by the Riverside County Office of Education in March 2020, and is operated by Audeo Charter School, Inc., a California nonprofit public benefit corporation. The operational management of Audeo Valley is the responsibility of the corporation within the terms and conditions of its charter petition. Funding and resources are derived directly from State and Federal agencies and are directly controlled by Audeo Valley.

Audeo Valley is governed by a Board of Directors (BOD) whose core responsibility is to ensure that the School's policies and bylaws are aligned with its Vision and Mission, and support and monitor the achievement of Audeo Valley's short and long term instructional, operational, and fiscal objectives, as administered by the Leadership Team. The BOD includes three community leaders with many years of experience in serving the youth of the community through outreach programs and volunteerism, and a member with independent study teaching experience. The administration of Audeo Valley is directly and solely accountable to the Audeo Valley BOD.

The Founder, Chief Business Officer, and Executive Director make up the senior management team. Joining them on the Leadership Team are the School Coordinator, Curriculum and Professional Development Coordinator, Administrator of Quality, Performance, and Planning, Director of Operations and Technology, and Special Education Coordinator. The Leadership Team is responsible for supervising and guiding the implementation of strategic objectives, developing policies and procedures that support the teachers, student achievement, and the day-to-day management of Audeo Valley.

The Leadership Team will, with input from all stakeholders, create a long-term strategic plan and LCAP that align to each other and to state priorities. The team determines the necessary action plan, targets, and champions (staff members accountable for each Initiative) for each Initiative, embedding the LCAP into the Strategic Plan. The Board of Directors reviews the Strategic Plan, aligned to the LCAP, including the Strategic Initiatives, and approves the budget to support ongoing improvement. The initiatives are reviewed quarterly by all workforce members and staff performance reviews are partially based upon the successful completion of assigned tasks.

Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.

Audeo Valley's Uniform Complaint Policy **is posted on its website** in English and Spanish with clear explanations of stakeholders' rights and steps for resolution. The Board of Directors will be notified at regularly scheduled meetings of the resolution of any complaints received.

Supporting Evidence and Documentation:

- BOD agendas and minutes
- LCAP narrative/development process

Achievements:

- Charter petition approval by Riverside County Office of Education

A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion: Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP based as needed.

Student performance outcomes will be measured on a monthly basis and monitored by teachers and the School Coordinator, and also shared with parents and stakeholders on a regular basis. The Data and Assessment Team compiles and distributes this information to all internal stakeholders on a monthly and annual basis through the Altus Storybook. Audeo Valley will hold itself accountable for meeting measurable pupil outcomes, employ a performance-based accountability system, and focus on continuous improvement. Performance measures will include state and federal mandated test results plus pre- and post-testing, and end of course exams aligned to California Common Core Standards. Audeo Valley will benchmark the results with alternative programs and traditional schools with similar demographics within Riverside County. Audeo Valley's Leadership Team and staff will annually monitor and refine the school-wide action plan and LCAP based on analysis of individual student and school-wide data.

Comment on the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. Provide representative examples.

Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.

Comment on how staff ensures that the analysis of student achievement of the critical learner needs, schoolwide learner outcomes, and academic and career readiness standards impact the development, implementation, and monitoring of the single plan and the LCAP.

Audeo Valley will conduct its Strategic Planning through a systematic, 11-step Strategic Planning Process (SPP). The School will use its SPP to achieve its Vision and Mission, meet stakeholder requirements and drive innovation in operations and instruction. Collaboration among senior leadership, the leadership team and selected stakeholders who provide input and participate in discussions, allow for a broad-based outcome that fosters the commitment of all stakeholders. Prior to officially beginning the SPP, the Senior Leaders and Leadership Team gather data required for fact-based decision making. Key data points include student achievement, finance, enrollment information, curriculum, workforce qualifications, technology, and safety.

Once the Strategic Plan to support student learning is approved, the leadership team will collaborate with all workforce members to create individual scorecards that will link each member to specific strategic initiatives and organizational goals. Regular review of data and progress toward initiative outcomes will allow stakeholders to monitor progress and make changes needed to guarantee success. Finally, the SPP cycle will conclude with scorecard and performance evaluations that align to the strategic initiatives and student outcomes.

Comment on the effectiveness of the existing structures for internal communication, planning, and resolving differences.

Audeo Valley fosters an organizational culture that is characterized by open communication between various teams and departments. Workforce engagement, communication, planning and resolving differences among staff or administration are accomplished through multiple opportunities for collaboration, including:

- Curriculum department meetings
- Altus University professional development
- Altus Pathways Advisory Council (APAC) meetings
- All-staff Meetings
- Instructional Meetings
- Certificated Teacher Resource (CTR) Trainings
- Resource Center Meetings
- Student Support Services Meetings
- Office Meetings
- Leadership Team Meetings (SPP/SI Review)

- Strategic Sustainability Meetings
- Executive Safety Committee Meetings

Each Audeo Valley employee has many opportunities to collaborate and share information and strategies with each other throughout the school year, including one-on-one, small-group, and full-staff settings. Each staff member also has full access to his or her immediate supervisor for help, guidance, and the resolution of issues. In addition, the Founder of the School encourages open communication with her as well. She often invites all staff to communicate with her personally should there be any comment, concern, or idea for improvement.

Supporting Evidence and Documentation:

- Strategic Planning Process
- Meeting agendas
- Teacher Performance Scorecard
- Certificated Teacher Resource Scorecard
- End-of-school year employee survey

Achievements:

- High level of involvement among stakeholders
- High level of accountability through the Altus Storybook

A4. Staff: Qualified and Professional Development Criterion: Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Explain the procedures to ensure all staff members in all programs, including online instruction, based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.

Audeo Valley seeks out individuals who are committed to putting kids first, and positively impacting their students' lives. In order to achieve a high-quality and professional workforce, the School has set in place a highly effective process for hiring and ensuring all staff members are qualified for their responsibilities. Applicants are screened for minimum qualifications before continuing on to a battery of assessments, including a behavioral survey and initial assessments. Prospective teachers take a math and writing assessment, while applicants for office positions take an office skills assessment. Only those candidates who have a low risk factor on the survey and successful pass rate on the assessments are invited to interview with a panel as appropriate to their workforce segment. During the interview phase, applicants are evaluated on their passion, ability, and experience in creating a positive, challenging environment that is centered on teaching and learning, as well as an alignment to Audeo Valley's culture and Vision, Mission, and Values. References are then checked for all candidates prior to making an offer of employment. The goal in the hiring process is to find individuals who understand and fit the Audeo Valley culture.

Explain the system used to communicate administrator and faculty written policies that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

New members of the Audeo Valley staff participate in a detailed and engaging onboarding process. They meet with members of various departments to build an understanding of how the school culture is deep-rooted throughout the organization. All school policies are given to employees at the start of their assignment, during their processing meeting with the Human Resources Coordinator. For teachers, these policies and bylaws are reinforced during their on-site training period with the School Coordinator. Office staff meet with their workforce administrator for their training. Throughout the school year, during faculty and staff meetings, any new or changed policies are presented and discussed, during which time staff may ask questions and share concerns. New and veteran staff members also attend trainings and other professional development appropriate to their workforce segment. Ongoing enrichment and training activities are provided through regularly scheduled professional development sessions throughout the year. Professional development and knowledge building opportunities are held through in-person meetings, video conferencing, the shared online network, and School Pathways. Evaluative data is used regularly (monthly and annually) amongst the workforce and leadership to ensure that staff members are gaining the knowledge and expertise needed for their position in order to positively impact student learning.

Explain the school's process for supporting professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Altus University, a key component of Audeo Valley's Collaboration and Knowledge Management System (CKMS), is the main professional development structure for the School. During annual Strategic Planning Process meetings, the Leadership Team analyzes a variety of data, including a strong focus on student achievement data, changes to student pathway and skill level data, technology changes, changes to regulatory or legal requirements, new curriculum offerings, ongoing innovation, and the Capability and Capacity Assessment of current staff in order to plan Altus University offerings for the coming year.

Teachers are required to participate in a minimum of 60 hours of professional development each year. While most of their professional development hours will be conducted in-house, or through Altus University, teachers are

encouraged to take advantage of other trainings offered by our instructional programs and through the Riverside County Office of Education, the San Diego County Office of Education, The California Charter School Association, The California Consortium for Independent Study, and a variety of other local colleges, universities, and professional educational organizations.

In addition to taking advantage of Altus University trainings and professional growth opportunities, each Audeo Valley teacher has earned Leading Edge Certification (LEC) as well as Gifted and Talented Education certification (GATE). LEC is a nationally recognized online teacher certification program that guides teachers through rigorous and engaging curriculum based on the International Association for K-12 Online Learning (iNACOL) National Standards for Online Teaching. The certification gives assurance that LEC Teachers have the skills to effectively facilitate online courses, and have a solid understanding of enhancing learning opportunities for students. The GATE certification program provided to teachers ensures that they are able to meet the unique academic needs of high ability and intellectually gifted (GATE-identified) students and provide goal to provide creative learning opportunities that engage critical thinking and problem-solving skills. Audeo Valley teachers have also participated in Youth Mental Health First Aid training which reflects our commitment to ensuring access to these services for our students to recognize that mental health has an impact on academic success. Teachers were trained to recognize students' struggles and to share information with students and parents on how to initiate access for available student mental health services at the School or in the community. Each of these programs reflects Audeo Valley's commitment to supporting teachers with professional development opportunities which facilitate all students achieving academic, college, and career readiness standards, and the schoolwide learner outcomes.

Explain the school's supervision and evaluation procedures. Comment on the relationship of these procedures to ongoing professional learning of the faculty.

Summarize the current process to determine the measurable effect of professional development on student achievement.

Student achievement is the mission for Audeo Valley. The School uses the strategic planning process to conduct regular supervision of staff to ensure student learning. The process culminates in an annual evaluation of staff performance. It starts with the determination of strategic initiatives for the school year, after which personal scorecards are deployed to all staff members. The scorecards are updated and reviewed on a monthly basis to determine if there is a need for a reallocation or determination of targets. Staff members are provided with varied professional development opportunities to meet their strategic targets, as well as regular coaching and feedback with a goal of assisting teachers with students who are having trouble meeting their learning targets. All staff members regularly review their assigned strategic initiatives and scorecard targets, and conduct their annual reviews of individual scorecards with their supervisor at the end of the year.

Describe any use made of regularly employed instructional assistants.

Audeo Valley employs three Certificated Teacher Resource (CTR) support staff members. They are full-time employees who work to support teachers with instruction, grading, and roster management support. CTRs reinforce student expectations, interact with students through tutoring and feedback on assignments, communicate with parents regarding student progress, and otherwise support the credentialed teachers.

Describe any regular use made of community volunteers.

The School organizes several opportunities throughout the school year for interaction with the community, including the local credit union and county food bank. The local community college (Moreno Valley College) also participates in Open House and Career Week activities. They regularly share information useful to Audeo Valley seniors regarding enrollment timelines, special programs, and incentives. Representatives from each organization make presentations to students and families during planned Resource Center events in the Fall and Spring semesters.

Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel.

Audeo Valley is steadily growing. At the time of this report, the School had 198 students enrolled resulting in a 40-1 student-teacher ratio.

Additional Supporting Evidence and Documentation:

- Human Resources hiring and onboarding processes
- Altus University catalog
- Teacher Performance Scorecard
- Certificated Teacher Resource Scorecard
- Strategic Planning Process

Achievements:

- Highly effective hiring and training processes
- Data-driven professional development
- Low teacher-to-student ratio
- Emphasis on Leading Edge Certification for expertise in guiding students to become 21st century learners and workers
- GATE and Youth Mental Health training and support for teachers

Areas for Improvement:

- Continue to refine recruitment methods and incentives to retain high quality staff
- Continue to refine recruitment methods and incentives to hire diverse staff

A5. Resources Criterion: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Explain how resources are allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards.

Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.

Explain the impact the process for the allocation of resources has made on student learning.

Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment.

Explain how the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college- and career-preparation programs are in place.

The Leadership Team takes a systematic, business-like approach to sustaining the organization. These efforts encompass the many aspects of sustainability: achieving financial solvency and growth, attracting and retaining a highly-qualified staff, maintaining high quality and current instructional and operational resources, and preparing for the future with mentorship processes to ensure positive succession.

As part of the annual Strategic Planning Process, the Leadership Team, with input from a wide variety of stakeholders, including teachers, students, and parents, plans and monitors financial resources to ensure both solvency and continued growth for Audeo Valley. This includes aligning strategic initiatives to the LCAP and ensuring the School has the tools and technology available to support students' interests and academic, and college- and career-readiness standards. Progress and results are updated on a regular basis and reported at quarterly meetings embedded within the strategic planning process.

The Board of Directors (BOD) approves all financial plans and these are reported to the public via BOD meeting minutes and the school's website. The school closely monitors and revises the budget during the fiscal year to ensure financial operations and goals are met. Stringent financial policies and procedures enable Audeo Valley to attract and retain high-quality staff and to provide the facilities, technology, and outstanding instructional materials that meet the needs of all students. The Chief Business Officer (formerly an auditor for SDUSD) has been a leader in developing charter school financing. The CBO and staff are subject to regular independent audits with reports submitted to the President/CEO, BOD, the RCOE, and the California Department of Education (CDE). An outside independent auditor will conduct annual financial audits, employing Generally Accepted Accounting Principles (GAAP). The auditor also will conduct student record audits that are guided by regulations for Independent Study.

Comment on the degree to which the school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

Audeo Valley maintains one Resource Center in Riverside County which provides a technology-rich learning environment for Independent Study students. The facility is safe, bright and welcoming, and well-maintained. The facility is equipped with engaging and supportive technology for all students and tutoring sessions: iPads, laptops, desktops, Apple TV and ClickShare, Z-Space, digital printer, and a dedicated lab cart for the safe completion of science experiments and activities.

Supporting Evidence and Documentation:

- BOD agendas and minutes

- Strategic Planning Process

Achievements:

- Highly effective financial planning, monitoring and audit system
- Well-equipped resource center to support student learning

NOTE: Only Charter Schools should respond to the following criterion.

A6. Resources Criterion [Charter Schools Only]: The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Evaluate the effectiveness of how the charter school regularly reviews its long-range plan in relation to the school's vision, mission, and schoolwide learner outcomes. Include the extent to which all stakeholders are involved in future planning, including long-range capital needs.

Comment on the effectiveness of the school's process for developing, reviewing, revising, and adopting written fiscal policies and procedures for internal controls.

The Leadership Team takes a systematic, business-like approach to sustaining the organization. These efforts encompass the many aspects of sustainability: achieving financial solvency and growth, attracting and retaining a highly-qualified staff, maintaining high quality and current instructional and operational resources, and preparing for the future with mentorship processes to ensure positive succession.

As part of the annual Strategic Planning Process, the Leadership Team, with input from a wide variety of stakeholders, including teachers, students, and parents, plans and monitors financial resources to ensure both solvency and continued growth for Audeo Valley. This includes aligning strategic initiatives to the LCAP and ensuring the School has the tools and technology available to support students' interests and academic, and college- and career-readiness standards. Progress and results are updated on a regular basis and reported at quarterly meetings embedded within the strategic planning process.

Comment on the effectiveness of the accountability measures to ensure that personnel follow the fiscal policies and procedures.

Explain the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.

Accountability models are in place to frequently assess, evaluate, and revise processes in order to support student achievement and the long-term viability of the school. Board policies and internal procedures have been developed and are utilized to assure the security of school financial accounts, including authorizations for contract and check signing; releasing institutional funds; reviewing and monitoring payroll information, bank reconciliations and deposits/withdrawals of all school financial accounts; and the use of credit cards. Audits provide an independent assessment of the accounting controls, which have proven highly effective in supporting Audeo Valley's predecessor schools: The Charter School of San Diego, Audeo Charter School, Mirus Secondary School, Audeo Charter School II, Grossmont Secondary School, Sweetwater Secondary School, and Audeo Charter School III.

Comment on the degree to which the charter school has defined regular accounting and external audit procedures that meet the generally accepted principles of accounting and audits.

Comment on the school's annual independent audit that employs generally accepted accounting principles. Explain the written policies regarding the scope and responsibilities related to this audit and the procedures followed for filing the audit reports with the authorizing agency and other government entities as required by law.

Comment on the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency.

Audeo Valley will utilize the services of an independent certified public accountant (CPA) to conduct audits of financial records. Part of the audit process will include examining the bookkeeping and accounting procedures to identify waste, fraud, or inefficiency, and to ensure transparency. Proper accounting procedures will be examined to ensure accuracy and reliability of accounting data. Actual expenditures and income will be compared against budgeted amounts. Student records will also be audited annually by the external auditors for compliance with Independent Study law, using the state audit guidelines.

The School complies with Federal regulations, such as the Every Student Succeeds Act (ESSA) and aligns its curriculum to California Common Core State Standards. The school also complies with the requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Audeo Valley follows the rules and regulations prescribed by other government agencies, including Internal Revenue Service (IRS), Franchise Tax Board (FTB), Employment Development Department (EDD), California State Teachers Retirement System (STRS), California Public Employees Retirement System (PERS) and California Commission on Teacher Credentialing (CCTC). For the safety of students and staff, the school also conforms to local fire regulations and OSHA.

Comment on the extent to which the school's governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

The Audeo Valley staff is compensated at rates at least 5% above those of surrounding districts, as well as through a comprehensive benefits package. The School's Employee Benefits Package includes medical, dental, vision, chiropractic, life insurance, and a variety of voluntary benefits. Audeo Valley's benefits are 100% employer paid for the employee and all eligible dependents.

Comment on the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

As part of the annual Strategic Planning Process, the Leadership Team, with input from a wide variety of stakeholders, including teachers, students, and parents, plans and monitors financial resources to ensure both solvency and continued growth for Audeo Valley. This includes aligning strategic initiatives to the LCAP, which ultimately supports student achievement, and supporting short and long-term marketing plans. Marketing strategies and campaigns implemented to increase enrollment are tracked to ensure that appropriate messaging is reaching the School's target student population. The school staff are focused on rebuilding enrollment for the current school year as the local schools have reopened. Progress and results are updated on a weekly basis and reported at quarterly meetings embedded within the strategic planning process.

Explain the processes for the governing authorities and school leaders informing the public and appropriate governmental authorities about the financial needs of the organization.

The LCAP process results in a document that is available to stakeholders in a variety of ways, and which presents the School's financial condition. Regularly scheduled public Board of Directors meetings, the School's website, faculty and office staff meetings, Open House events, and individual parent/teacher/student meetings are some of the ways this information may be shared.

Explain how the charter school ensures the adequacy of reserve funds to ensure the financial stability of the school. Comment on whether the allocation of resources is sufficient to address the schoolwide learner outcomes and the critical learner needs of students.

Operational budgets are approved by a governing board that meets quarterly to monitor revenues and expenditures. Audeo Valley develops a budget that supports its goals as outlined in the Strategic Plan. When preparing the annual budget, the School considers factors such as student population; past years' experience and trends; need for new services, programs, technology, etc.; expansion or curtailment of existing services; estimated revenues and proposed expenditures; stakeholder feedback, and governing board and leadership priorities. The budget is monitored and revised throughout the fiscal year to ensure that financial operations and goals are met. The Leadership Team and the governing board ensure that financial resources are always available and consistent with long-term planning, and that expenditures do not exceed the adopted budget.

Supporting Evidence and Documentation:

- Budget
- Strategic Planning Process
- BOD agendas and minutes
- LCAP narrative/development process

Achievements:

- Highly effective financial planning, monitoring, and audit system
- Well-equipped resource centers to support and enhance student learning
- Staff is compensated at least 5% above those of surrounding districts as well as through a comprehensive benefits package

Area for Improvement:

- Increase student enrollment

Category B: Curriculum

B1. Rigorous and Relevant Standards-based Curriculum Criterion: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements.

Comment on the degree to which the written and taught curriculum results in student achievement of the academic and college/career standards for each subject area, course and program, and where applicable, expectations within the courses that meet the UC “a-g” requirements.

Audeo Valley Charter School (AVCS) aligns our curriculum with the California State Content Standards, Next Generation Science Standards, and English Language Development Standards to showcase student learning and success in the independent study program as approved by our governing board. Additionally, all coursework has been replicated from Audeo Charter School, which is UC a-g and NCAA approved. As a new school AVCS will be seeking UC a-g approval of courses as well.

Students have multiple modalities of instruction that offer a rigorous and engaging curriculum with a challenging approach. Edgenuity, the school’s primary online content platform, offers a balance of educational videos, writing prompts, scaffolded essays, virtual labs, personalized projects, and customized exams. Textbook coursework blends together online assignments and textbook learning to deliver instructions. Students have personalized instructions and customized assignments that are tailored to their specific learning style as highlighted through programs such as NWEA MAP testing, Illuminate, Edgenuity, Achieve 3000, BrainPop, GoMath, and instructional based tutoring sessions. Scaffolded supports for students who score behind in grade level are delivered from our Edgenuity My Path Math and My Path English, in order to build their skills back to grade level. Comment on the collaborative strategies used by administrators and teachers to examine curriculum design and student work in order to refine lessons, units, and/or courses or programs.

All staff members within AVCS work in collaboration on the development of the School’s curriculum. The Altus Pathway Advisory Council (APAC) is the organizing group in charge of developing, revising, and implementing new and existing curriculum to best tailor them to the ever-changing needs of our staff and students. Teachers work within the framework of APAC to develop and revise all 6-12 curriculum for AVCS. The leadership of APAC, through monthly meetings, works collaboratively across disciplines to ensure that all subject matters work together and have similar structure, layout, and organization. Additional input on subject matter comes from learning checks embedded within core subject matter to give teachers and staff better insight into students’ strengths and means to better guide further curriculum development.

Comment on the current and/or planned processes for curricular review and evaluation processes, including graduation requirement, credits, grading policies, and homework policy.

On a yearly basis, each APAC department reviews each course offered within the school and makes revisions based on feedback by students, faculty, and summative assessments. APAC meets monthly to evaluate the School’s graduation requirements, credit policy, and course grading. Graduation requirements are approved by the AVCS governing board. Courses are designed with an emphasis on college and career readiness using California State Content Standards and Next Generation Science Standards.

One recent area of emphasis has been incorporating ELD standards into all AVCS curricula. This is an ongoing effort by APAC.

Explain the current process for articulation with both feeder schools and local colleges and universities and technical schools.

After a student enrolls with AVCS and a transcript is provided by the student or the former school, the school counselor works with the former school to articulate and transcribe earned credits onto the student’s AVCS credit

audit. This provides students and parents with the ability to see how many credits the student earned at their previous school in relation to our school and how many credits they have remaining until they graduate with AVCS. The graduation requirements are reviewed with students and parents at the start of the PPEP during the initial enrollment meeting and when a course plan is made supporting the students' goals.

Several times throughout the school year, the school counselor also meets with all 11th and 12th grade students and their families to discuss college planning, including the successful and timely completion of their high school diploma, pathways for after high school, and financial aid. This process is supported by the Naviance program surveys and the Pathways Exhibition coursework.

The school counselor also works with local colleges, universities, and technical schools to provide articulation for our students who are able to participate in dual enrollment while in high school, earning college credits by completing either AVCS aligned coursework with an affiliated university or attending a college or university and participating in their courses. These options are presented and discussed at length with eligible students and their families. During the pandemic, not many Moreno Valley students sought out educational advancement via dual- or concurrent enrollment. One goal this school year is to greatly improve students' participation in these programs. To that end, school staff will create a partnership with Moreno Valley College to create a cohort of AVCS students enrolling in one course each semester that can be supported by AVCS staff. This will serve as a pilot program to test the viability of the partnership and hopefully lead to an MOU with Moreno Valley College for AVCS students.

The staff at AVCS has developed a partnership with the local schools to provide support, as requested. Periodically, the staff will be invited to a local high school to meet with their struggling and credit deficient students and discuss the benefits of an independent study program. These students often have not heard about the program and are encouraged to learn that they still have an opportunity to earn their high school diploma. The school counselor at AVCS works in conjunction with the local middle and high schools to ensure a smooth transition for students wishing to transfer back to their residence school.

Append a list of each of the classes offered under such major headings as English, technology, mathematics, science, social science, music, art, physical education, special career-oriented classes, etc. If there are other areas, create appropriate headings or list them under "other classes."

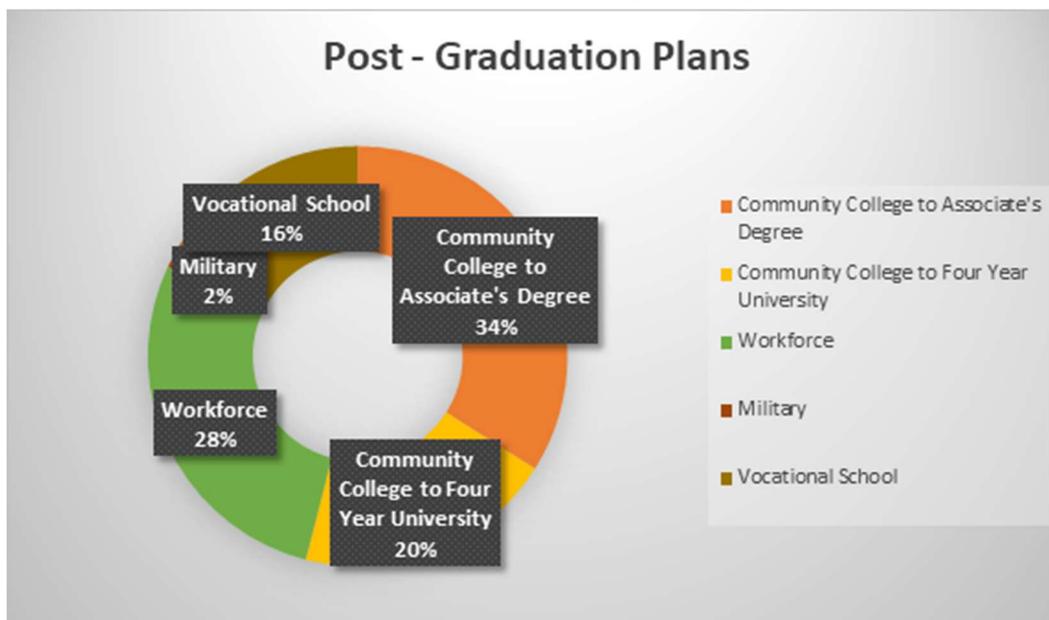
List the courses for which there is a written comprehensive and sequential documented curriculum.

See Evidence for Category B1

List the graduation requirements of the school, if applicable.

See Evidence for Category B1

Briefly describe the post-graduation plans of the school's graduating class, if applicable.



The post-graduation plans for the school's graduating class are displayed above. Fifty students graduated as part of the Class of 2021, and each of those graduates were categorized into one of five different post-secondary outcomes. From the chart, the majority of graduates enter community college with either the goal of an Associate's degree or to transfer to a four-year university. The next largest population head straight into the workforce, typically with the desire to return to higher education at a later date. A small percentage enroll in a vocational school where they can receive career-oriented training to prepare them for their desired career field.

Additional Supporting Evidence and Documentation:

- APAC Departments
- Naviance
- Storybook
- PPEP
- AVCS Course Catalog

Achievements:

- Multiple post-secondary pathways
- Extensive list of middle and high school courses
- Scaffolds, personalization, and embedded support for struggling students.
- Embedded rubrics within all writing prompts
- Service learning/Work Experience
- Pathways Personalized Education Plan

Areas for Improvement:

- Expand on ELD Standards to fully implement scaffolds and supports in all content areas.
- Complete submission for UC A-G and NCAA approval
- Additional CTE pathways, including entrepreneurship/business which is currently in development.

B2. Equity and Access to Curriculum Criterion: All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Explain how the school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

AVCS students are provided with a variety of means to acquire career exploration and post-secondary education information. Upon enrollment, in partnership with the student and parent/guardian, the teacher creates a pathway personalized education plan (PPEP) to determine each individual student's current progress, academic goals, interests, strengths and shortcomings, and post-secondary goals. This information is used to most effectively align the curriculum, support, and customizations with which to assist the student in reaching their objective. As part of this process, students are registered with Naviance, an online college and career readiness platform. They complete a series of surveys that help determine their strengths and weaknesses, guiding them towards their ideal career workplace. Naviance has a plethora of resources on colleges, scholarship, test preparation, and career readiness to prepare them for their desired career.

Students with AVCS have the opportunity to explore potential career matches by enrolling in over fifty different career and technical education courses to determine if their career goals align with their interests and skills. In addition, AVCS hosts a college and career week annually where students are introduced to local colleges and popular careers.

The school also helps prepare students for postsecondary education by offering opportunities for early credit through Advanced Placement (AP) course offerings and dual- or concurrent enrollment. Students may take AP courses in high school and earn college credits; they may also take college courses and earn high school and college credits. These opportunities allow students to experience higher-level academic material, and become familiar with college expectations, and rigor while still in high school. Students may take courses in career education leading to a certificate as well as general education courses of interest. The teachers at AVCS encourage eligible students to consider these great opportunities and look forward to more student participation.

Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. Comment on the extent to which the instructional practices facilitate access and success for all students.

AVCS provides twenty-four hour monitored access to a rigorous, relevant, and coherent curriculum. Within the framework of textbook-based, blended, and online content, students have access to rigorous and relevant curriculum within all subject matter. The AVCS curriculum is aligned to common core state standards, English language development standards, next generation science standards (where applicable), and history-social science content standards (where applicable). Each course contains clear learning objectives, standard-based content knowledge, higher order thinking, real world connections, interactive and engaging assignments, and corresponding formative and summative assessments with additional differentiation, supports, and resources throughout the course as needed. The different modalities of curriculum offer the same standards-based approach to build skills and tailor to a student and parent's individual needs. Students without access to regular computer and/or internet access in the home are signed up for Altus Connect, in which students can check out Chromebooks and hotspots to complete online and blended curriculum from home. AVCS staff check in with students regularly and provide daily updates to parents to ensure that students are accessing and being successful in their coursework.

Additionally, the AVCS Family Learning Series provides parents with continuous training on all the ways that students and parents can connect and engage with the school. It also assists parents in understanding AVCS coursework/curriculum and how to follow student progress. The Family Learning Series is regularly updated to include current materials and data.

Explain the degree to which parents, students, and staff collaborate in developing, monitoring and changing a student's personal learning plan.

There is a great deal of collaboration between each student, parent, and teacher team. It all starts with the LCAP. AVCS gathers stakeholder information from parents, students, and staff from the LCAP to garner needs, opinions, and support from our community. The results from the LCAP are compiled and guide future decision making processes to serve as the framework for the schoolwide learning objectives. During enrollment, the parent, teacher, and student discuss their progress, development, and goals, and together create a Pathways Personalized Education Plan (PPEP). This personalized learning plan serves as a roadmap to help a student achieve their academic goals and successfully transition out of AVCS. Along the way, each individual student and parent meets regularly with their teacher to discuss how the child can be best served and/or if any changes need to be made to their learning plan, even to discuss the course plan for the next school year. The teacher will utilize data received from initial NWEA testing (which gauges the student's math, reading, and writing levels), Naviance survey results, Achieve 3000 Lexile and activity scores, course progress and grades, along with student interest and parent feedback to revise and enhance the student's personal learning plan. Together, at times with the school counselor, school site coordinator, and/or Educational Specialist, the team makes changes to the student's personal learning plan to address any ongoing concerns or to administer new educational strategies.

Comment on the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary options.

AVCS has many programs that facilitate students' transitions to college and career. Throughout their time at AVCS, students update the career planning surveys in Naviance with their college and career goals, and achievements, and engage in thoughtful goal-setting sessions with their teacher and counselor. Parents and students also meet with counselors and teachers as a team to discuss students' college and career planning and how the programs and curriculum at the school can accommodate their goals. The counselors meet with four-year-bound and community college-bound students regularly in their junior and senior year to discuss the application process, to ensure all deadlines are met, and to support their preparedness for the transition from high school to college. Students are also encouraged to participate in field trips to colleges and businesses of particular interest and college/career informational events at Open House, attend Career Week presentations, and reflect on the information they receive in order to make the best plan for their future. The Pathways Exhibition course also supports students' college, career, and military research and planning.

AVCS students end their senior year with a definite plan for their future. As reported in the Naviance Graduate Interview, 54% of 2021 graduates chose to attend community college as their post-secondary option. Twenty-eight percent plan to enter the workforce, 16% plan to enroll in a vocational school, and 2% will enlist in the military. Ninety percent of graduates also reported that they 'feel that they have improved their path to success having attended AVCS'.

The Altus Alumni Community is a newer program that will monitor and support graduating students as they transition out of AVCS. The Alumni Community will track student outcomes, provide post-secondary resources and continued support, and allow graduates to feel more connected to the School after graduation. Participation in the Community will allow graduates to remain connected by encouraging them to give back to the school by serving as guest speakers for career week and panel members for rising graduates' Pathway Exhibition presentations.

Comment on the degree to which the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.

AVCS ensures access to a rigorous and relevant curriculum in many ways. Through the review process of the APAC department, each course is carefully reviewed to ensure it maintains a high level of rigor and steers students towards the development of real-world skills that will be essential in the workplace, in college, and in life. English and Social Science courses have several writing prompts, document-based questions (DBQ), formal essays, short answer responses, and paragraph responses that building reading and writing skills. All core courses have Learning Checks embedded to offer a formative assessment of a student's progress within a course, to ensure that students are fully grasping the material. Teachers are empowered to customize a portion of a student's course to match their personal interest, giving them real world connections to the content. AVCS also offers many elective options, including Visual & Performing Arts and World Languages, and Career-Technical Educational elective courses that prepare students for various careers, including but not limited to, Health Science, Information Technology, Green Technology, Nursing Assistant, Child Development, Hospitality and Recreation, and Introduction to Business, all of which provide students the introductory steps into the profession. Students who are struggling with the course materials are offered different modalities of learning, including audiobooks, interactive math manipulatives, modified or adapted text, use of glossary or dictionary, concept mapping, sentence starters, and visual cue cards.

This school year, students will have the opportunity to participate in the AVID (Advancement Via Individual Determination) program. The AVID program focuses on building communication skills, character development, collaboration, note-taking and organization skills, and research and planning for the future. The program promotes equity with a student-centered approach to preparing students for college, careers, and life.

Evaluate the effectiveness of the academic, college- and career-readiness support programs to ensure all students are meeting the graduation requirements.

The School has many academic programs to ensure all students are able to meet the graduation requirements, and the PPEP process is the guiding force. It begins with the intake, when the counselor creates a course plan for the student, to the implementation of the plan, when the teacher provides the curriculum and, perhaps, supplemental coursework, resources, and SAI time with their Education Specialist, if appropriate, to support the student's learning as they complete courses and earn credits.

The expectation for all students is to complete one course each Learning Period (approximately every four weeks). And the data shows that Audeo Valley students are making progress from where they started since, throughout the 2020-21 school year, an average of 60% of students completed at least one course each Learning Period. This is a positive trajectory because thirty-five of the newly-enrolled students, or 48%, were also one or more semesters behind in credits, calculated upon evaluation of students' transcripts by the School Counselor.

During the final Learning Period of the 2020-21 school year, students in the following groups earned at least one credit:

- 74% of Hispanic or Latino students
- 75% of White students
- 62% of Black or African-American students
- 87% of Students with Disabilities
- 63% of English Learners
- 76% of Socioeconomically Disadvantaged students

The Pathways Exhibition course (an AVCS graduation requirement) is one of the School's college- and career-readiness programs. It is a culminating course requirement aimed at preparing students in the post-high school pathway of their choice. The course guides students in mapping out their strengths, weaknesses, blind spots, and interests towards self-understanding and self-sufficiency with the tools needed to succeed after high school. Students select one of four pathways: four-year university, community college, military, or the workforce. Each pathway course educates, instructs, and influences students in their college or career choices. Students fulfill this graduation requirement when they complete the Pathways Exhibition documents, portfolio website, and presentation (to a panel consisting of at least one community member, one administrator, and one teacher). Another program the School uses is the Counselor's Corner, a component of the Family Learning Series. The Counselors Corner sessions are designed to be brief and interactive virtual information sessions hosted by school counselors on important topics related to students' education and future. The 2020-21 series were each well-attended and included:

- Financial Aid & FAFSA
- Middle School/Preparing for High School
- 11th grade/Rising Seniors
- College Dual Enrollment & Articulation
- 9th and 10th grade College-bound

The success of the academic and college- and career-readiness programs, including the PPEP process and instructional supports such as BrainPop/BrainPop ELL, Achieve 3000, English Language Development Literacy courses, Pathways Exhibition, and the Counselors Corner is evident in the fact that 100% of 2021 AVCS graduates earned the Workforce Readiness Certificate upon completion of their Pathways Exhibition, as well as the fact that students are earning credits at a steady pace throughout the school year. Additionally, as reported in the Naviance Graduate Interview, 54% of 2021 graduates were prepared to attend the 2-year college of their choice, 28% graduated ready to enter the workforce, and 16% enrolled in a vocational school.

Supporting Evidence and Documentation:

- Achieve 3000
- BrainPOP/BrainPop ELL
- Naviance surveys
- Illuminate data
- Storybook data
- LCAP
- PPEP
- Counselors Corner series

Achievements:

- Utilizing Achieve 3000 for struggling readers and ELL students within existing curriculum to build and expand upon their writing skills while maintaining rigorous coursework.
- Naviance surveys providing invaluable information.
- Availability of academic counselors and interventions with teacher and administrator

Areas for Improvement:

- Students' participation in Advanced Placement, Dual- or concurrent enrollment, or CTE Pathways

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion: To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Comment on the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Students at Audeo Valley are involved in their own learning right from the initial meeting where they and their parents or guardians meet with their teacher for the first time, and are provided with scaffolds to success throughout their AVCS enrollment. At their initial intake meetings, students and families can talk about the coursework that they have already completed and what their interests and goals are. This information allows teachers to assign challenging and relevant coursework that allows students to achieve schoolwide learner outcomes, academic standards, and college- and career- readiness standards. After the initial meeting, the counselor creates a Pathways Personalized Education Plan (PPEP) as well as a credit audit that is used to track a student's coursework as it is completed. Several times throughout the year, teachers meet with the Counselor and School Coordinator to review student progress, discuss whether the current PPEP information is still relevant to the student's interests and goals as they relate to their college and career plans. Another aspect of the enrollment process is completing a set of surveys and tests on Naviance, an online platform that helps students discover their strengths and needs, identify, and explore interests, and begin the process of thinking towards their future and identifying possible pathways. This activity culminates in the senior Pathways Exhibition course where students complete research, activities, and reflections that allow them to learn more about their chosen college or career pathway goals.

The curriculum available to students at Audeo Valley is aligned with California Common Core State Standards, California Next Generation Science Standards, and other relevant content standards adopted by the California State Board of Education. Curriculum is provided through Altus Schools in a textbook-based format, through Edgenuity in an online format, or is a blended combination of those formats as well as other resources available to students such as the increasingly supportive textbook portals. Altus Schools and, by extension, Audeo Valley prides itself on not having busy work and assignments to complete just for the sake of having a grade and this means that each activity and lesson that a student completes is aligned with academic and content standards. Another great point of pride is that lessons can be individualized and tailored towards student needs, strengths, and post-high school pathways – students can receive scaffolding supports, extension activities, and more – while also tying in activities that allow students to demonstrate mastery of course standards.

Summative and formative assessments provided through Edgenuity, Illuminate, or the Altus curriculum are utilized throughout each course and that information is used by teachers and instructional staff to determine whether students have demonstrated subject matter proficiency and a mastery of standards. Students also participate in the NWEA Measures of Academic Progress (MAP) assessments during the fall and then again in the spring to help teachers track student growth towards grade level proficiency and mastery. This highlights an area of improvement for Audeo Valley because the tendency is for teachers to respond to assessment results mostly after they have been completed and not as much throughout the year, particularly for having students participate in tutoring sessions. Students that might need more support to demonstrate mastery are given the opportunity to engage in alternative assignments and activities that allows them to remediate and demonstrate proficiency. Many courses also have connected courses that give students the opportunity to complete an elective while also scaffolding and supporting them through their core content courses. Teachers can also tie in content from online platforms like Achieve3000 and BrainPOP. Students can also work one-on-one with their or other teachers and instructional staff and have access to small group tutoring sessions designed to target various skills tied to content and academic standards.

Comment on the extent to which students understand the standards and the level of performance expected to demonstrate their knowledge.

At Audeo Valley, students are made aware of content and anchor standards as well as the level of performance they are expected to be able to demonstrate throughout their time with us. Upon enrollment and as frequently as

is needed afterwards, teachers review performance standards with their students. At Audeo Valley, we do not accept any grades below 70% and should an assignment not receive a high enough score, students are required to review instructional materials before completing an alternative assignment. Teachers can personalize assignments for students so that they can deepen their understanding and clarify misunderstandings while still targeting the required standards and concepts.

Each lesson and activity is aligned directly with academic and content standards so that there is no “busy work,” and all progress students make goes towards mastering the standards. Online Edgenuity and textbook-based Altus courses detail course standards and objectives at the beginning of each section. Many courses also have warm-up and summary activities that allow students to review the most important information as it relates to the standards of that lesson. Assignments such as projects, essays, lab reports, and others also include rubrics which students can review with their teachers before completing the assignment and which serve as a guide for students so that they know what is expected of them. Many courses also have built-in “writing conferences” that set time aside for students to meet with their teachers to discuss and develop their work so that they do meet expectations.

Another important aspect of helping our students understand standards and performance expectations is using Illuminate – a platform that Audeo Valley utilizes to assess students on content standards. In many of the core courses (this is a recent addition, and exams are being added to more courses as time goes by), students complete Learning Checks on Illuminate three to four times throughout a course and these short assessments are aligned with the standards for that given section. If a student’s score is not passing, student and teacher can review the Learning Check and related material before taking a second version of the Learning Check. End of course exams are also completed on Illuminate for many courses now and provide the same opportunity for students to evaluate their performance and mastery of standards. Some students do struggle with navigating Illuminate or understanding the questions on learning checks and exams. One area of improvement for Audeo Valley is ensuring teachers work with students to understand what troubles students might have – whether technological or academic – to decrease that barrier.

Another measure of performance and standard mastery that Audeo Valley utilizes is the NWEA Measure of Academic Progress (MAP) assessments. Upon enrollment, students complete an initial assessment in the areas of language, reading, and math that estimates their grade level. In addition, it also sets expected growth targets that teachers discuss with each student and their family/guardians. The full assessments are administered in the Fall and the Spring to measure student progress towards that goal and students are signed up for tutoring sessions as needed in order to support their progress towards their goals.

Explain how effectively instructional staff members differentiate instruction in order to address student differences in learning modalities, cognitive ability and life experiences that impact student learning. Comment on how the integration of technology instructional strategies is used.

The curriculum at all Altus schools, including Audeo Valley, is designed so that instructional staff can easily differentiate instruction in order to address the different learning modalities, cognitive abilities, and life experiences that impact the learning of our diverse students. During the enrollment process and throughout the time that students are enrolled with us, teachers and students work together to identify their interests and needs, and teachers then make modifications to accommodate and support those things. Coursework is personalized to student interests and needs by assigning alternative assignments via Edgenuity or on paper and are differentiated to address the needs of struggling students, English language learners, students with IEP and 504 Plans, and those classified as gifted and talented. One area for improvement at Audeo Valley is more frequently personalizing and blending courses for students in the general population. These students typically do not have as much specific documentation of needs available (in the form of things like ELPAC results, GATE plans, and IEPs that students in special populations have) that can serve as a guide, but relying on the PPEP and assessments is a good starting point.

In addition to customizing the activities and lessons that students work on in their Edgenuity courses, students also complete personalized lessons using online platforms such as BrainPOP, Achieve3000, Desmos, and from course spaces provided by our textbook publishers. Students can also receive supplemental materials such as hard-copy and online textbooks, audiobooks and online videos, and scaffolded and alternative novels to meet students at their reading levels. Tutoring sessions are available for each level of math and Language Arts courses

as well as general literacy development, although one aspect of this that Audeo Valley is addressing is that it can be difficult to keep students in these sessions long-term. Guided notes are also available for the core courses which support student understanding within the content and standards and allow students to develop note-taking skills by showing them how to identify key information and details. These notes are physically printed out or filled out online using platforms like Kami and can even be used to supplement supportive courses such as Study Skills and Empower Math. Each of these tools allows teachers to ensure that students are engaged and challenged in their courses while also supporting their learning needs.

Technology is integrated into instructional strategies as much or as little as a student prefers throughout all portions of a course, although of course it is included to at least a small degree for students that might not prefer it in order to promote digital literacy. Teachers, parents, and students can monitor student progress on Edgenuity and have access to information relating to when and how long students are logging in to complete work, how many activities were completed during that time, and whether they are on track to complete the course as established at the start of the course. If students fall behind, Edgenuity informs them when they sign in and click on their class by alerting them to the number of activities that are overdue and how long it will take to complete them. In Edgenuity, students can also fill out a sort of e-Notebook with their notes if they want to do them digitally, can access a glossary and video transcript, and change settings for video speed, text-to-speech, and text translation.

Most students access their courses via Edgenuity, and students utilize the instruction video to develop their notes for the course and complete online activities such as short-writing assignments, virtual labs, lab reports, journaling responses, projects, and more. Students have the option to complete their courses wholly on Edgenuity or by completing the textbook-based courses, but also have the option of completing a blended version of their course that combines them and the other online platforms they have access to. To support the components of courses that integrate technology, Audeo Valley has an extensive Altus Connect program. This program provides Chromebooks and PCs to students who do not have devices of their own as well as hotspots and devices with data plans to students who do not have consistent access to the internet at home. For the students that are attending appointments in person at the Resource Center, PCs (laptops and desktops), iPads, and printers are available for use, along with a Z-Space (software that allows students to explore aspects of virtual reality) capable desktop, 3D printer, and Clickshare screen casting devices. With the expansion and updates to courses, students even have access to software such as the full Adobe creative suite and ARC GIS.

Supporting Evidence and Documentation:

- PPEP & Audeo Valley Resource Center Management System
- Edgenuity & textbook-based course guides
- Edgenuity & Illuminate
- NWEA MAPs scores and growth reports

Achievements:

- Content & skills-based tutoring sessions
- Altus Connect program
- Integration of technology into instruction
- Flexible, standards-based curriculum & variety of instructional supports
- Integration of Edgenuity & Illuminate summative and formative assessments

Areas for Improvement:

- Utilizing data from summative and formative assessments to improve instruction for all students throughout the year
- Ensuring students stay engaged in tutoring sessions long-term
- Blending courses for all students and not just those in special populations
- Ensuring the ability to navigate Illuminate and understand questions does not serve as a barrier to students

C2. Student Engagement through a Variety of Strategies and Resources Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize creative and critical thinking skills and applications.

Comment on the degree to which teachers keep current in the instructional content taught and research-based instructional methodology, including the use of technology.

Audeo Valley teachers are highly qualified and are trained in subject-area content for the credential(s) they hold as well as instructional methodologies that are based in research. While Altus schools do not currently have an in-house induction program for new teachers to clear their preliminary credentials, teachers can access programs provided through many different schools and counties local to their Resource Center. Throughout each school year, teachers are required to complete a minimum of 60 hours of professional development (PD) – 50 hours of general content and 10 hours of math-based content. This is supported through an extensive Altus University (AU) program which provides training to support instruction for specific subject areas, for special populations of students (including EL, GATE, and students with IEP and 504 plans), social-emotional learning, data and assessment, character, and leadership development, and many more. Some AU sessions are mandatory, but teachers can choose the sessions that will best support their instruction and meet the needs of their students. Teachers can also attend sessions outside of the AU curriculum and still receive time towards their PD hours.

As an independent study program, technology integration is crucial at Audeo Valley and students develop technology literacy through the completion of online and blended courses and have access to a variety of multimedia tools that allow them to show their knowledge and mastery of content and anchor standards. To support this, all teachers are required to participate in the Leading-Edge Flex Certification program, which is an online, asynchronous course that provides teachers with training in educational technology and curriculum development. AU sessions are available to new teachers and others that need refreshing on customizing courses in Edgenuity, incorporating Achieve3000 into courses, utilizing data from Naviance and Illuminate, and many other aspects of instructional technology.

Comment on the extent to which teachers use coaching strategies to facilitate learning for all students.

Teachers at Audeo Valley serve as facilitators of learning and regularly use coaching strategies with all their students to engage students in their own learning. One of the most important aspects of facilitating learning is building relationships with students and their families or guardians. Teachers build rapport from the moment of intake to learn more about the student's experiences at previous schools and to learn what kind of challenges they might have faced or might still be facing. Teachers also learn more about English learner designation and IEP or 504 plans. Shortly after enrolling, each student completes activities on Naviance that take them through surveys on personality, career interests, and learning modalities, and completes the initial NWEA MAP assessments. The information gleaned from conversations with the students and their families as well as the surveys and MAP assessments allow teachers to help students set goals for themselves and to create their course of study. The goals and course of study are reviewed periodically during the PPEP planning periods throughout the year and can be adjusted based on student progress and changing needs and interests. An aspect of this process that can be improved is utilizing Naviance and information gleaned from the surveys throughout a student's time at Audeo Valley instead of mostly upon enrollment and while they work on the Pathways Exhibition course as a senior.

The program at Audeo Valley gives teachers the freedom and training to use coaching strategies and a variety of instructional techniques that engage students in their own learning. Instead of sitting through traditional didactic lectures, students move through instructional videos and other materials at their own pace and are led through higher order thinking and questioning tasks. Then, they are given the opportunity to participate in guided practice, provided with specific, timely, and actionable feedback. Finally, students are given an opportunity to show their knowledge in independent practice. This process helps students to build critical thinking skills and directly, instead of passively, involves them in their own learning. The flexibility of the Altus curriculum available at Audeo Valley means that students have choice in the instructional strategies and materials that they receive as well as the way that they can demonstrate mastery of course standards. This tailors each course to each student that takes it and further facilitates their learning and supports them as life-long learners. Teachers frequently review student progress, meet with students to discuss progress, and help by providing one-on-one tutoring, note-taking and other study strategies. This coaching provides teachers with feedback about what the students need that they can act on in order to better assist students that need support.

Explain how students demonstrate that they can apply acquired knowledge at higher cognitive levels to extend learning opportunities.

Students demonstrate their ability to apply acquired knowledge at higher cognitive levels each time they complete one of the rigorous courses in the course plan that they set up with their teacher and counselor. Courses at Audeo Valley are all aligned to the relevant California state standards as well as Common Core and college- and career-readiness standards. Students are required to complete all activities with at least a 70% (honors and AP courses have a higher requirement) and should any activity that they complete not reach that standard, alternative activities are completed in order to remediate the low grade. Online Edgenuity and textbook-based Altus courses include activities such as performance tasks, document-based questioning, essays, research projects, e-portfolios, and multi-media projects. These activities take students through the different cognitive levels of Bloom's Taxonomy from remembering, to understanding, applying, analyzing, evaluating, and finally creating their own products to show their new knowledge and understanding.

Explain how students demonstrate higher level thinking and problem-solving skills in a variety of instructional settings.

Students participate in a variety of instructional settings that allow them to engage in their learning through increasingly higher levels of thinking and problem solving. Students can access their courses online via Edgenuity, through textbook-based Altus courses, and through a blended modality combining aspects of Edgenuity, textbook-based courses, and the multiple outside platforms that they have access to. Students can also participate in one-on-one tutoring sessions, small group tutoring sessions, and literacy circles. This year, Audeo Valley will also be implementing science sessions for cohorts of students to complete labs and lab reports as a group. Each of these instructional settings provides students with ways to demonstrate increasingly higher levels of thinking and problem solving.

During warm-up activities, students can remember and reflect on previous information and start connecting it to previous learning. During instruction activities, students begin learning new content and begin building understanding. With assignments, students can start applying and analyzing information by using knowledge in a familiar but new way and identifying the relationships between new and previous content. Summary activities allow students to continue analyzing relationships. Finally, in projects and other extension activities students can evaluate and make judgements using higher order thinking skills and depths of knowledge with critical thinking, problem solving, inquiry, and using evidence to support their knowledge. Students are also often asked to address real-world scenarios and use newly acquired knowledge and further questioning to create a final product that demonstrates their deep level of understanding. Students also demonstrate course mastery by taking quizzes, unit tests, and end-of-course exams in Edgenuity or on paper and through learning checks and end-of-course exams on Illuminate. They also can show their growth during the testing windows for the NWEA MAP assessments and Smarter Balanced Assessments.

Comment on how the school uses a variety of materials and resources and how this is demonstrated through student work and their engagement in learning.

Students at Audeo Valley have access to a variety of materials and resources that they can use to engage in their learning. Courses have an online Edgenuity format or a textbook-based Altus format, and all courses can be blended to include online and paper-based materials. Teachers and students work closely together to determine preferred learning modalities and needs. After enrolling, students first complete surveys on Naviance that allow them to identify their personality types, preferred learning modalities, career interests, needs, and plan. Each class that a student takes can then be personalized to include the variety of materials and resources and instructional strategies that the student might prefer or want to try.

Each Edgenuity course relies on instructional videos, online resources, or a combination of the two to present new content to students. The Altus courses utilize textbooks – hard copies and eBooks when available. The student guide and textbook also provide additional resources and, increasingly, many textbooks have multiple supports provided within the books, which students can scan with a QR code reader to take them right to the help that they need online. Textbook publishers also typically have an online account for teachers and students to access additional resources and materials that will allow them to further engage in their learning.

Each course also typically contains activities that require outside research that students choose, which allows them to deepen their understanding and answer questions while also providing alternate viewpoints. Students

taking science courses also have the option of completing virtual labs online or wet labs in person and both culminate in a written lab report that allows students to show their understanding of the concept. Students seeking more information or clarification are also encouraged to seek out resources on platforms such as Achieve3000, BrainPOP, Khan Academy, Math-is-Fun, YouTube Crash Course videos, and more. Students who attend tutoring sessions and literacy circles also gain other resources that the leader of the sessions might utilize.

Coursework at Audeo Valley also encourages students to engage within their community by conducting interviews for assignments and by attending field trips that tie in with academic and college- and career-readiness standards. Students also can gain course credit when they sign up for Work Experience and Service-Learning courses while working at a job or volunteering in their community. Community members can also serve as important resources for students as they prepare for college- and career-readiness when they come for Career Week presentations and share their experiences and answer student questions about their field.

Explain the degree to which students have access to and are engaged in career preparation activities.

After enrolling at Audeo Valley, one of the first activities that students complete is the Naviance assignment. In this assignment, students complete 5 surveys that allow them to learn more about their personality type and the ways that they learn the best in the Personality and Learning & Productivity surveys. They also learn more about how their personality and favored learning modalities match up with the careers that they might be interested in and what types of careers they might be most successful in by taking the Career Interest Profiler survey. They also must answer some questions about two careers that they are the most interested in and why it might be a good fit based on their survey results and then must reflect on what aspects of those careers might be challenging for them. Students also take the PPEP survey and Gameplan survey to share information about their plans at that time and what they might need to support them in that journey. This assignment then carries over into an ongoing conversation with their teacher, counselor, and parents/guardians to develop a course plan that will best serve their goals. The PPEP process serves as a guide and can be adjusted as needed based on the needs and interests of the student as they complete their courses.

Many courses that students have access to require students to meet college- and career-readiness standards and all students are required to take at least two courses that are classified as Career and Technical Education (CTE) electives. These CTE electives range from Health Science Concepts, Introduction to Business, Environmental Sustainability, Hospitality Tourism & Recreation, Child Development, and many more and students can complete courses related to their intended career choice or use them to discover one. These courses target content-standards as well as career-readiness standards and assignments are geared towards students learning skills related to that field and on completing research to learn more about it. Another exciting opportunity for students is completing one of the several CTE Pathways. Students take four courses in their chosen pathway and, after completing the capstone assignment, can receive industry certification (for the Design, Visual, and Media Arts and Hospitality, Tourism, and Recreation Pathways) or articulation that results in college credits (for the Child Development, Design, Visual, and Media Arts, Environmental Resources, Hospitality, Tourism, and Recreation, and Patient Care Pathways). There are also other pathways that currently do not result in certification or articulation but that can still serve as a way for students to get their feet in the door of their chosen industries (Business Management, Software and Systems Development, and Public Safety).

Audeo Valley also has an active Altus-California Cadet Corps program that students can join. Students in the program can earn course credit for PE and general electives while learning leadership skills and participating in outdoor activities and training. Cadet Corps is an academic course with content and anchor standards that are met through weekly group meetings and assignments but one that also focuses on physical health and serves to prepare students for positions of leadership in their future careers. Students can also participate in the Cadet Corps Leadership program which focuses less on military subjects and more on leadership, character, and academic development.

Another program that is in development Altus wide is the AVID “Advancement Via Individual Determination” program. Teachers have already completed the training required to be an AVID teacher and the school is in the process of structuring the program for students to begin participating in Fall 2021. The mission of AVID is to close the opportunity gap by ensuring all students are college and career ready by focusing on instruction, systems, leadership, and culture within AVID classrooms and schoolwide. Assignments are designed around ensuring students develop skills with writing, inquiry, collaboration, organization, and reading while focusing on social and

emotional learning as well as academic learning. The standards focus on student agency, rigorous academic preparedness, and opportunity knowledge. Weekly assignments allow students to focus on skills such as note-taking, completing research, and many other things that prepare them as college- and career-ready individuals. Students also participate in weekly tutorial sessions where students use guided questioning to identify gaps and misunderstandings. These sessions assist students in building their own clarification and deepening their understanding of content. After implementing the AVID elective courses and sessions, the next step will be implementing AVID frameworks and strategies in other courses to further promote the development of college- and career-ready students engaged in career preparation activities.

As a requirement of graduation, students also must complete the Pathways Exhibition course, which is a course that requires students to choose a pathway – 4-year university, 2-year college, military, or vocational. Throughout the course, students watch instructional videos and fill out notes, complete research, reflections, and build an e-Portfolio, all with the goal of helping students to solidify after high-school plans and preparing them for the fields and industries to which they will be heading. The e-Portfolio includes all the most important assignments from the course, including their reflection on the Mock Interview held with their teacher, a career readiness reflection, and a financial literacy reflection. The course culminates in a reflective presentation to a panel consisting of a school administrator, teachers, and a community member. Family and guardians are also encouraged to attend. This course serves to conclude all the previous work towards college- and career-readiness throughout their high school career and ensures that they are informed and prepared for the next steps that they take.

Supporting Evidence and Documentation:

- Altus University platform for professional development
- PPEP process
- Samples of student work
- Naviance activities

Achievements:

- Technology integration and availability to students at home and in the Resource Center
- High availability and variety of in-house professional development sessions
- Rigorous coursework personalized to student interests and needs
- Diverse instructional support, materials, and resources to engage students in their own learning
- Tutoring sessions and literacy circles
- Cadet Corps and AVID for students
- Pathways Exhibition
- CTE courses and pathways offerings

Areas for Improvement:

- Implementation of cohorts of students taking science to complete labs as a group
- Schoolwide culture of AVID framework and standards
- Have students reflect more often on results of Naviance surveys throughout enrollment

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Comment on the effectiveness of the school's assessment processes that include data from external and internal sources. Include the school's system to monitor individual students.

Audeo Valley Charter School is highly effective in its use of assessments and the assessment process. During a student's initial enrollment and enrollment meeting, Audeo Valley begins collecting data from federal, state, and local resources. Audeo Valley begins the Pathways Personalized Education Plan (PPEP) for every student immediately upon the receipt of their application for enrollment. Audeo Valley collects data such as transcripts, report cards, state standardized tests, and other relevant data. The data collected will assist the assigned teacher in creating and implementing unique, engaging, and personalized strategies to benefit and engage the student. During the first student appointment, teachers will introduce students to their Naviance account and have the student complete surveys about their learning style, personality, gameplan and goal setting, as well as their career interests. All of the collected information serves as relevant data to be considered while the PPEP is started. Please see the School's Profile description for additional information on how the PPEP is used to monitor individual student success.

The most impactful data is derived from student scores from their initial Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment. MAP assessments continue to provide Audeo Valley with relevant data throughout their enrollment. All students participate in initial MAP testing upon enrollment and then take additional MAP tests to continuously measure their growth and overall teacher effectiveness. This report of student performance is shared with school administrators, Learning Leads, parents, and students. Teachers review student scores with the student and parent/guardian during one-on-one conferences and establish goals to be met throughout the year using results generated for local and state assessments.

Evaluate the current processes that inform appropriate stakeholders about student achievement, including parents and the school community.

Each month, Audeo Valley receives data that highlights teacher inventions, attendance, participation, credits earned, and contacts made to the student and family as a Storybook. This summary of monthly data is broken down into teacher and site-specific categories. The data presented allows teachers to set short term and long-term goals to be met throughout the year to promote student engagement and success.

Audeo Valley teachers understand that student success can be directly influenced by a students' positive relationship and open communication with their teacher. Teachers keep parents well informed about their child's progress through frequent and clear communication. Communication can be in the form of email, phone call, intervention, text message, parent-teach conference, as well as a parent-student-teacher conference. Meetings with families can take place over the phone, in-person, or through technology such as Microsoft TEAMS or Zoom.

Audeo Valley teachers also share results of student surveys taken though Naviance to provide the parent and student with an updated perspective on college and career goals as well as an in-depth look into a student's individual learning style. With this understanding of a student's goals and learning style, the teacher can understand the student's ideal learning environment and style and adjust as needed to keep the student and parent engaged and invested in their education and academic success.

Student success is tracked daily through the teacher's Course of Study Record (CSR). The CSR holds all relevant student information as well as the courses that a student is currently in or has taken through the school year. This piece of information allows the teacher, lead, counselor, and parent to see student progress clearly and monitor goal setting.

At the end of each semester. Teachers update student report cards and send them home to families. The report card shows credits completed as well as the number of credits needed or remaining to advance to the next grade level. Teachers compose personalized comments to share progress and academic based observations with the parents.

Explain the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.

Audeo Valley staff uses a variety of tools which effectively monitor a students' progress towards reaching academic standards, a successful path towards graduation, and productive personal growth. A primary tool that assists teachers in setting performance goals is the student's Naviance survey result. The completion of these surveys helps students and their teacher better understand students' individual goals after they earn their high school diploma. Students complete surveys immediately upon entering Audeo Valley and then update the same surveys while completing the senior exhibition project prior to graduating. This is continuously monitored and updated to meet a student's changing needs throughout their enrollment with Audeo Valley.

Students receive a grade for every assignment or activity taken. Teachers follow up on all assignments that have an unsatisfactory grade or do not address the task directly. Students receive verbal and written feedback that help guide the student towards improvement. School counselors complete a credit audit for each student and provide that to the teacher upon their enrollment. The credit audit shows the student, parent and teacher all the courses that have already been completed as well as what is remaining for Grade level promotion or graduation. Students complete End of Course Exams through Illuminate, this allows teachers to live proctor exams and create a chart that shows school and sitewide results. This data will allow the teacher to determine the mastery of content standards and whether additional academic interventions are needed. After a course is complete the teacher will issue final grades based on the lesson and the end of course exam to ensure that no credit is issued for a course that falls below the 70% threshold. For students that do not meet the required percentage, the teacher will go back and remediate certain lessons to ensure the course has been mastered.

NWEA MAP testing provides both teachers and students with an academic based report on their academic level. These growth reports provide teachers with data on grade level achievement and development from their prior test. All students take the exam with a target to reach which will ensure that they are continuing to improve while enrolled with Audeo Valley. Within each subject area teachers can see the areas of strength and areas of weakness. Students that show an area of weakness will receive a personalized growth goal throughout this semester along with additional resources such as personalized lessons, individual tutoring, and small group sessions to aid students.

The deployment of these tests ensures that students' progress is frequently and continuously monitored throughout their enrollment with Audeo Valley. In addition to the monitoring of student achievement and progress, teachers are also held accountable for student success and engagement as tracked through the teachers' scorecard. Teachers receive a mid-year review in addition to the end of year scorecard which compiles student targets and goals that have been met or are still in need of improvement, attendance tracking, year-to-date credit completion, and Naviance survey completion rate. Teachers that do not meet school targets are assigned to attend professional growth trainings which serve as best practice sharing to improve their results. Teachers are also required to attend 60 hours of professional development throughout the school year in order to maintain a current understanding of school and curriculum changes with 10 hours that specialize on math instruction. Because AVCS teachers can monitor this data so closely, teachers are effective in providing individual support for struggling students which have positively impacted student outcomes on math and reading levels, credit completion, attendance, and overall program engagement.

Supporting Evidence and Documentation:

- Naviance
- PPEP
- NWEA Illuminate

- Edgenuity
- Storybook
- EOC Exams
- Credit Audit
- State Testing
 - Smarter Balanced
 - CAASPP
 - ELPAC
- Course of Study Records
- Grad Countdowns

Achievements:

- PPEP
- Strategic Planning Process
- LCAP Process: stakeholder involvement
- Formation of School Council
- Intervention
- Storybook
- Teacher Scorecard
- Course of Study Record
- Personalized Lessons

Areas for Improvement:

- Storybook information and data is new and does not provide a lot of information that can impact the program yet.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom

Criterion: Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Comment on the effectiveness and frequency of the application of appropriate assessment strategies used by classroom teachers to monitor student acquisition of the programmatic goals and academic standards.

Audeo Valley's staff is highly effective at implementing appropriate assessment strategies based on identifiable goals and standards of the school which impact student achievement. Through the Personalized Pathway Education Plan (PPEP), teachers are able to easily track student results and progress. Student surveys taken through Naviance, and assessments completed through NWEA MAP are incorporated into the PPEP which allows for teachers to better determine the appropriate level of mathematics and English courses that each student will take while enrolled with Audeo Valley. MAP testing is also used to determine a student's progress towards growth goals that are set during initial testing.

Student academic goals are standards driven and are consistently measured through formative and summative assessments. Audeo Valley's formative assessments include homework, activities (on-site small group workshops and labs), quizzes, and tutoring sessions. Summative assessments are quizzes, chapter/unit tests, end of course exams, Advanced Placement Testing and the Senior Pathways Exhibition. Teachers review student performance on these assessments on a daily, weekly, and annual basis directly with the student and other stakeholders. AVCS teachers are effective in providing individual and personalized support for struggling students which positively impacts student outcomes on math and reading levels, credit completion, attendance, and overall program engagement. Students and parents feel supported with the program as highlighted in LCAP surveys and Naviance Student Confidence surveys.

Comment on the effectiveness of how professional staff use formative and summative classroom assessments to guide, modify, and adjust instruction.

Assessment strategies are unique to each student. Audeo Valley creates assessments that are based on identifiable goals and standards that have been set to monitor student performance. By utilizing the PPEP, teachers are able to track student results and progress. These results are used to guide, modify, and adjust instruction. The most influential piece of data for student planning comes from a student's NWEA MAP results. MAP assessments provide the teacher with scores that can help determine the appropriate level of math, language, and reading that the student can process without causing academic frustration or hindering their ability to complete work independently while still building their skill level.

Examples of formative assessments include:

- Tutoring sessions
- Illuminate learning checks
- Performance tasks
- Quiz and test results
- Lesson activities

Examples of summative assessments include:

- Unit tests
- Labs
- State testing such as ELPAC and CASSPP
- End of course exams

Student performance on these assessments is reviewed individually with the teacher and student and collaboratively with learning leads, counselors, resource specialist, and parents to determine what courses would

benefit students the most and keep the student engaged and supported. Students that may need additional support or like to work collaboratively are encouraged to attend tutoring sessions and other Resource Center based activities to support student learning. Data that is derived from these assessments assists staff in determining how and when to adjust curriculum both for the individual student and for the student body through Resource Center meetings, Instructional Staff Meetings, curriculum department meetings, and best practice sharing.

Explain how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

All coursework, activities, and units are aligned and built to reflect the California Common Core Content Standards and college and career readiness standards. Audeo Valley uses curriculum that is engaging, rigorous, and standards base. Students are expected to complete coursework with academic mastery and demonstrate their understanding of a subject through the End of Course exam. Student are expected to complete all lessons and courses with a minimum grade of 70% in order to demonstrate their mastery of content and meet the standards set prior to the course.

Comment on the extent to which teachers engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life.

At AVCS, teachers and students have regular and on-going meetings to keep students engaged and direct their focus to relevant and accessible content that has been created with their abilities in mind. During a student's initial enrollment meeting, the teacher will introduce students to their Naviance account and provide the student with an NWEA MAP log in. These are crucial pieces that establish the foundation for each student PPEP. Once the student's pathway has been determined and discussed, students will begin completing their MAP assessments. The score generated from these initial assessments provides teachers with up-to-date data that allows the teacher to personalize courses and lessons, course plan, and post high school pathway. This data and pathway information is recorded on a student's Course of Study Record (CSR) and reviewed during PPEP planning with the school lead and counselor. During progress meetings, parent-teacher conferences, and annual paperwork signing, teachers review MAP and Naviance findings with the student and their family. Meetings are scheduled by the teachers. This aligns with strategic planning for the year that provides the foundation and rationalization for course and lesson personalization to be made. These meetings allow the teacher to assess success and convey program progress with the students and parents. Credit audits and CSRs are shown to parents during meetings to provide each parent with details about their child's progress and maintain parent engagement in their child's academics. These continuous and ongoing communications allow for rapport to be established and for parents to become involved and engaged in their child's academics and success with Audeo Valley.

Supporting Evidence and Documentation:

- PPEP
- Course of Study Records
- Contemptlogs
- Invterventsm Naviance Surveys
- NWEA MAPS testing

Achievements:

- Established "Step for Success"
- PPEP
- 60 hours of Professional development trainings
- Progress monitoring

Category E

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parental and Community Engagement Criterion: The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Comment on the parent-teacher organization (or other community-based group) and its activities that connect the school with the larger community.

Audeo Valley works closely with all stakeholder support groups in the learning and teaching process. This includes parents of non-English speaking, special needs, and online students. This is done through encouraging them to participate in the school's Local Control and Accountability Plan (LCAP) which helps Audeo Valley to implement strategies and processes for the regular involvement of all above-mentioned stakeholders. Audeo Valley encourages participation in the LCAP process by providing input and feedback through annual surveys given to parents, during intake meetings, participation in English Language Advisory Council (ELAC) meetings, and attending events such as Open House and Senior Night. Through the LCAP, stakeholders can express feedback, concerns, and opinions which are reviewed and used to develop plans to meet stakeholders' needs through a continuous improvement process.

By invitation during IEP meetings, Audeo Valley will involve parents into engaging in a more proactive manner in their student's education. Through the Community Advisory Committee (CAC) the parents can be aware of the latest legislation and educational updates.

Due to the nature of Audeo Valley teachers working closely with students and parents on an individual level, parents are regularly encouraged to provide feedback and input during PPEP meetings. This feedback is taken into account and shared during Resource Center meetings to assist the school in quickly and dynamically responding to student needs by formulating additional plans and processes for supporting students.

Indicate the school's use of community resources to support students through activities such as career days, business partnerships, speakers, and professional services.

Audeo Valley participates in numerous community outreach programs, including the Altus Connect program that provides Chromebook computers and internet services for low-income families. Other important community partners and resources utilized by Audeo Valley include:

- Career Week (local business owners, military, police, colleges)
- Local businesses where students may gain Work Experience Education
- Field Trips (college campus visits, air force base, museums, nature spots, and virtual field trips)
- Nutrition program that provides healthy snacks to students during resource center appointments

Additionally, Audeo Valley students can take advantage of local institutes of higher learning (Moreno Valley College) for dual enrollment, allowing students to earn college credits while enrolled at Audeo Valley while simultaneously accelerating their educational path.

Comment on how the school educates and involves parents and community members in understanding the school's purpose, the schoolwide learner outcomes, and academic standards.

Audeo Valley's Strategic Planning Process, LCAP, and Pathways Personalized Education Plan (PPEP) system ensures input from students, parents and staff. These processes help to ensure that all stakeholders understand Audeo Valley's educational program, mission, and vision.

Audeo Valley educates and involves parents and community members and other stakeholders through surveys, ELAC meetings, and community outreach events such as Open House and Senior Night. Information is gathered through surveys and direct communication to drive the Strategic Planning and LCAP processes. When these

processes are completed, the documents are made available to stakeholders on the school's website and through regularly scheduled Board Meetings, which are open to the public and provide a venue for information sharing.

During intake meetings and at the beginning of each academic year, every student and parent is informed during the signing of the Master Agreement of the School's purpose and expectations. The Master Agreement document lays out the fundamental expectations for every stakeholder in the learning process and is required for students participating in Independent Study.

Provide a description of the ways in which parents are involved with the school and are active partners in the learning process for their students.

Audeo Valley encourages and expects parent involvement from the initial intake meeting. When signing Master Agreements for enrollment, an additional form is covered known as the "Acknowledgment of Responsibilities." This document clearly lays out the responsibilities accepted by the student, parent, and teacher for success in Audeo Valley's independent study program. This creates a sense of involvement and teamwork between the school and the entire family.

The key way in which parents are involved is through direct communication with their student's teacher. Audeo Valley teachers communicate with parents and families on a minimum weekly basis, so the parent knows exactly how their child is succeeding in independent study. In cases where student participation is low, Audeo Valley has systems set up to reengage students by working closely with the parents of that student in a timely manner.

Audeo Valley distributes a monthly calendar to families at the beginning of each month to inform parents and students about deadlines, testing schedules, holidays, and field trips so families can plan accordingly for their child's success.

Comment on how parents have access to school personnel regarding all concerns.

Audeo Valley works diligently to create and maintain a strong parent/student/staff partnership throughout the enrollment of each student. This process starts with the initial intake, where staff work to create a PPEP specifically for each individual student to meet their unique needs. From that point, staff work to make sure that the lines of communication remain open and that parents and students are regularly updated. Whenever parents or students bring a concern or questions to the staff, teachers, counselors, and administration work swiftly to set up a meeting to address those concerns or questions, whether that be over phone, text, videoconference, email, or in-person appointment. This allows the team, consisting of the student, parent, and teacher, to be on the same track regarding the academic progress of the student. It is absolutely critical to the success of the student that all parties involved are pulling in the same direction, and these communication strategies help to ensure that.

Describe how the school regularly communicates to parents and other stakeholders.

In addition to what was mentioned above, Audeo Valley has several additional ways in which we regularly communicate with parents and other stakeholders. For students who are struggling or disengaged, Audeo Valley staff utilizes an intervention process referred to as our Intervention Diversion Program. In the course of the program, in order to re-engage the student and other stakeholders, Audeo Valley communicates through phone, text, email, and mail. Progress reports are sent home. Appointments are set with the school Counselor and school Coordinator to re-engage the student and family. Staff will conduct home visits on a per-needed basis as well.

For students with IEPs, they and their parents will participate in IEP/Educational Benefit meetings on an annual basis to comply with Special Education requirements. For these students, staff, parents, and students will meet additionally throughout the year to discuss and analyze ongoing strategies and modifications that can be utilized to help the student succeed. Communication is continuous and ongoing to ensure that all parties are fully knowledgeable of each situation, and to ensure that the process is a transparent one.

Parents and students are also invited to participate in Open House and Senior Exit Orientation. At these school functions, parents and students can meet and converse with staff and faculty, including the School Counselors and School Coordinator. Parents and students are also given updates on what the school has to offer regarding its programs, activities, and curriculum. Parents and students are also asked to complete surveys at these functions, which serve to actively provide actionable feedback to School Leadership in areas of satisfaction or potential growth. The results of these surveys are reported during the school's Strategic Planning Process.

Parents and students also receive regular communication from staff through Edgenuity (daily, weekly, or monthly updates on work progress) and through the Parent Portal in SIS (grade, report card, and progress updates). These updates are made continuously as the programs update automatically.

Finally, a monthly calendar is provided to students and parents that details activities taking place at the Resource Center. The calendar is sent out monthly through email and is also available through the school's Single Sign On portal (altusgo.com).

Supporting Evidence and Documentation:

- PPEP
- Strategic Planning Process
- LCAP Process
- Open House
- Various Surveys

Achievements:

- PPEP
- Strategic Planning Process
- LCAP Process: stakeholder involvement
- Formation of School Council
- Partnerships
- Guest Speakers during Career Week
-

E2. School Culture and Environment Criterion: The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Explain the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning.

Audeo Valley provides a safe, clean, and orderly environment that nurtures learning. In terms of safety, all staff monitor the comings and goings of all visitors, and each visitor is required to sign in. The facility is kept secure throughout the day with all doors remaining closed and locked. Visitors are buzzed in by staff to make certain that only staff, students, parents, and necessary vendors are entering the resource center facilities. In terms of maintaining a clean environment, the Resource Center is cleaned and maintained on a regular basis by professional maintenance and cleaning crews. Additionally, school staff wipe down tables and chairs and maintain a clean environment throughout the day. In terms of creating an orderly environment, all technology and school resources have their designated places of storage where they are kept until they are utilized. The Resource Center has also been designed to provide flexible and comfortable learning spaces with excellent lighting and powerful internet connections. The Resource Center also has a dedicated science cart which provides for the safe and clean completion of science wet labs and other activities.

Comment on the effectiveness of the school's practices and procedures for all aspects of student safety.

In addition to having a fully fleshed out safety plan that accounts for different emergency circumstances and the procedures that will be taken, the Resources Center also has a Safety Ambassador who is responsible for regular review of all safety backpacks, EPI pens, and first aid supplies, and for scheduling quarterly fire and safety drills. All safety equipment is easily accessible to all teachers and staff, and all staff are trained yearly in how to use it. Staff Safety training includes Epi Pen/CPR/First Aid/Bloodborne Pathogen training, PDs on suicide prevention, Youth Mental Health, as well as Mandated Reporter Training. Each Resource Center is also equipped with emergency radios to ensure communication during any unexpected power or telephone outage, and these radios are checked regularly to ensure they are in working order.

Students and Parents are made aware of and reminded annually of the school's Zero Tolerance and dress code policies, and those policies are consistently enforced by all staff. When students enter the Resource Center, they check in and sign in with their teacher, who then checks out whatever necessary resources they will need for the day, including, but not limited to laptops. In addition to this, it is a standard operating procedure for students to work one-on-one with their teachers or Certificated Teaching Resources, in a small group setting with a teacher, or individually. The nature of this type of program decreases the likelihood of conflict and bullying, which is one of the positives that parents and students note when they fill out student confidence and LCAP input surveys.

One area that AVCS would like to focus on is continuing to train teachers and staff through ongoing professional development to develop strategies to meet the changing social-emotional needs and mental health concerns that our students face in a post-COVID world. These issues are complicated and challenging, and it is critical that we approach them with nuance and delicacy.

Comment on the extent to which the school has created and supported an atmosphere of trust, caring, concern, and high expectations for students in an environment that honors individual differences through school programs, procedures, and policies.

Audeo Valley and its staff have worked diligently to create an atmosphere of trust, caring, mutual respect, and concern for students' needs, while maintaining elevated expectations that students are held accountable to. We emphasize the importance of creating a safe and supporting learning environment for all students from all types of background, and the feedback we receive from students and parents is that they do feel safe and supported at Audeo Valley.

This process begins at the initial intake for the student when the teacher sits down with the student and their family. During this initial meeting, the teacher reviews the rules and procedures that support the school in continuing to provide a safe and inclusive learning environment. The rules and procedures include everything from the proper use of technology and resources provided by the school, interactions with other students and teachers, and the Zero Tolerance policy.

At Audeo Valley, we recognize that all students are individuals, with their own specific needs, personalities, and styles of learning, among other things. We strive to honor and support those individual differences by an individualized approach to learning. Audeo Valley offers a multitude of differentiated curriculum (covered in Category B) that meets the needs of all learners. We are able to provide flexible scheduling with students to find school appointments that work best for them and support them in their academic pursuits. Students with IEPs are provided services and support within the general education setting, while also receiving additional scaffolded support from our stellar Special Education staff. Teachers are well-versed in providing differentiated instruction and customized curriculum to support the unique learning needs of each individual student.

Comment on the quality and consistency of communication and collaboration between and among the school's leadership, staff, parents, students, and other stakeholders.

Communication and Collaboration are essential pillars that Audeo Valley Staff consider of utmost importance. Upon the initial meeting between the student, parents, and teacher, proper communication and collaboration between all stakeholder groups are defined and implemented to ensure a transparent and consistent relationship. Student input is received regularly through teacher check-ins, both in-person and through digital avenues, and through survey responses. Parent input is gathered through regular communication with staff, various survey responses, English Language Advisory Council (ELAC) meetings, Community Advisory Council (CAS) meetings, Open House events, and Senior Night events. It is critical to engage parents in the LCAP development process and Strategic Planning Process, as their input is invaluable. Audeo Valley continues to strive to expand its efforts in this area.

Communication between students, parents and teachers is frequent, professional, and purposeful. Email and phone contact information are made available to all parents and students, and parents and students are encouraged to reach out directly during work hours whenever a need arises. These correspondences are documented and saved within a Contact Manager Log on SIS. Audeo Valley operates with an 'open door' policy, and any community member or parent is welcome to walk in or schedule an appointment to meet with staff, inquire about the program, or conduct a tour of the Resource Center. School Leadership is available to support all RC activities and to interact with students and/or parents during special events such as Open House, or upon request.

Supporting Evidence and Documentation:

- Safety Plan
- Strategic Planning Process
- SIS

Achievements:

- RC Design
- Confidence and LCAP Surveys: % of students and parents who feel safe, feel teachers care, etc.
- Available Technology and resources
- Staff is 100% Youth Mental Health First Aid trained

- Trauma Informed Practices: impacts of trauma on the brain
- Suicide Assessment and Prevention training

Areas for Improvement:

- Staff and Teachers will continue to attend PDs that focus on the changing social-emotional and mental health issues that youth are facing in a post-COVID world.

E3. Personal, Social-Emotional, and Academic Student Support Criterion: All students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.

Explain the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health and career, academic, and personal counseling.

- The nature of independent study setting allows for teachers at Audeo Valley to form close relationships with each individual student. This allows teachers to closely identify the needs of each of their students and recommend appropriate supports. Academic supports include one-on-one appointments with teachers, tutoring sessions, online resources, and differentiated lessons. Audeo Valley teachers are certified to provide support to students of differing academic levels through LEC and GATE certification. The effectiveness of these measures is reflected in Audeo Valley's dropout rate of less than 2% and chronic absenteeism rate of 3.6%.
- In addition to academic supports, Audeo Valley is able to provide personal supports to students through numerous partnerships and specialized services. This is most evident in the services provided to students with IEPs; such services include ERMHS, Speech, and OT/PT. Audeo Valley teachers are also trained in suicide prevention with a focus on identifying common signs that indicate students may be dealing with mental health issues. By helping students manage their social and emotional needs they are better prepared to deal with the stresses of academic life and better prepared to enter the college and workforce.
- The Naviance platform utilized by Audeo Valley also helps to support students through multiple surveys to identify student learning strengths, personality types, and establishing a pathway for their PPEP plan. The pathway a student is seeking provides the framework for what coursework a student should be working on, whereas the learning styles and personality type of each student provide the teacher with ideas of how a student is best suited to achieving that goal.
- An area of growth going forward for AVCS is seeking out local partnerships to support our students in their personal, social-emotional, and academic areas. These partnerships could include, but are not limited to, a bus pass program, food and nutrition programs, youth mental health referral programs, financial literacy programs through the local credit union, and strategic partnerships with local businesses and companies to potentially provide our students with career education and opportunities.

Comment on the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

- Upon enrollment at Audeo Valley, students and their families are given a Pathways Personalized Education Plan that is specifically tailored to each individual student. Each plan is created in accordance with a student's credit audit, assessment scores, learning styles, and post-secondary education and career goals. Students have access to University of California A-G requirements, honors, and AP coursework. Each month, this plan is updated based on student progress and goals.
- In addition to setting the pathway plan, teachers customize coursework for each student, utilizing multiple modalities offered by the school. Such modalities include online learning, textbooks, personalized lessons, projects, presentations, etc.

- The teacher knows these processes are effective by examining student participation and progress in their coursework, where students are expected to earn 1 credit per month, and through academic interactions with the student in one-on-one, virtual or small group settings. Audeo Valley’s participation target for students is 84% and credit completion is 60%. Schoolwide Audeo Valley met the 84% target for participation with 5 out of 7 teachers meeting the 60% credit completion target in the pandemic stricken 2020-2021 schoolyear.
- Performance on NWEA assessments (referenced in the table below) is also an important measurement teachers use to examine the effectiveness of these strategies. Last year, when Audeo Valley Charter School was still a part of Audeo Charter School, 97% of Audeo Valley students met one or more NWEA learning growth targets from fall to spring semesters in math, reading, and language use, with 89% meeting targets in two or more categories and 65% meeting targets in all three.

Growth Target	# of Students	% of Students
3	108	65%
2	40	24%
1	13	8%
0	5	3%
Total	166	100%

Explain how the school leadership and staff ensure that student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided to enable access to the academic standards and schoolwide learner outcomes for all students.

- Student progress is measured and reviewed through 4 week learning periods. If the student is unable to meet adequate progress during any part of this period, supports are put in place to help the student. Intervention services are applied within the first week of a student not making adequate progress in their coursework. Academic supports include access to differentiated instruction, remediation, virtual learning, note taking outlines, graphing calculators, etc. Many of these tools are located in the Tech Tool Library which students have access to 24 hours a day.
- In the case where intervention is required, Audeo Valley’s diversion program helps to re-engage struggling students by offering a Multi-tiered System of Support (MTSS). The first tier involves the teacher meeting with the family to work on strategies to help keep students engaged and motivated. If no progress is seen, the second tier has the school counselor working with the team to offer additional support. Finally, the third tier involves the school coordinator in the process and potentially conducting disciplinary actions.

Explain how all students have access to a challenging, relevant, and coherent curriculum.

- Audeo Valley’s PPEP plan ensures that every student has a successful outcome and access to challenging, relevant, and coherent curriculum.
- The PPEP process is broken into three phases and follows the student from intake to successful transition back to a traditional school or graduating to pursue college or career:

- *Phase One: Pathways Intake:* Upon enrollment, the Audeo Valley counselor reviews the student's SIS file and completes a transcript review and credit audit to create the student's course plan and is placed with a teacher.
- Once the student is placed with a teacher, the teacher reviews the student's credit audit and schedules an enrollment meeting. During this meeting, the student, parents and the teacher meet to go over the course plan, review school expectations, and sign a Master Agreement. The Master Agreement outlines the expectations between the student, parent and Audeo Valley. Upon acceptance of the expectations for behavior in an independent setting, the first course is issued to the student. After enrollment is completed, the student completes the MAP Intake assessment, which measures the student's current academic skill levels in Math and Reading. The student also completes various surveys in Naviance to help Audeo Valley understand the needs of individual students (through personality surveys and learning styles surveys) as well as the goals of the student for a post-secondary pathway (Game Plan survey).
- The teacher then begins to personalize the student's individualized academic plan by using the data from these assessments and surveys as well as whether the student is pregnant or parenting, an English Learner (EL), or has an active Individualized Education Plan (IEP), or GATE plan. The process is then continually updated based on student performance in their coursework.
- *Phase Two: Student Pathways Implementation and Progress:* During the second phase of the PPEP, students and parents work daily and weekly with their Audeo Valley teacher in a one-on-one and/or small group setting at the Audeo Valley Resource Center (RC), as well as online and in virtual settings. Students are engaged with a rigorous, technology-enhanced curriculum that is customized to meet their specific academic needs and post-secondary goals given information from phase one of the PPEP.
- Students typically take one to two courses at a time, allowing for greater focus on mastering the standards of one course before moving on to the next. Teachers utilize a variety of instructional modes of delivery to target student engagement and increase achievement. Online, blended, independent study and one-on-one tutoring support a range of student learning styles and Pathways.
- To measure the effectiveness of instructional strategies being utilized, a variety of data points are analyzed as part of the PPEP process. First is through student participation and credit completion. Students are expected to complete 1 credit per month at Audeo Valley. Then, twice a year students participate in MAP assessments to measure growth in the areas of math and reading. Naviance, MAP and SIS data is integrated into the PPEP Storybook. Based on this data, teachers can immediately reconcile and adjust the student's instruction and offer additional methods of delivery and resources based on student need.
- *Phase Three: Successful Pathways Transition:* During phase three of the PPEP, students are either redirected or graduated based on the accomplishment of their PPEP goals. All students complete an exit survey to identify best practices and opportunities for improvement. These results act as an input into the Strategic Planning Process that guides Audeo Valley's continual self-reflection and improvement.

Comment on the availability to and involvement of students in curricular and co-curricular activities that are linked to the academic standards and schoolwide learner outcomes.

- Audeo Valley recognizes the importance of students being involved in their community in more ways than just academically at school. Audeo Valley offers many opportunities for students to be involved in curricular and co-curricular activities that are linked to academic standards and schoolwide learner outcomes. These options include:
 - o Cadet Corps
 - o Work Experience Education
 - o Pathway Exhibition
 - o Field Trips to local universities, museums, cultural events, etc.
 - o Service Learning/Volunteer Opportunities
 - o Concurrent enrollment at community colleges
 - o Career Week

Supporting Evidence and Documentation:

- PPEP
- SIS
- Meeting notes
- Tutoring lessons
- Edgenuity
- Surveys
- Safety Plan
- Altus University PD catalog
- Multi-Tiered System of Support

Achievements:

- Senior exhibition
- CTE
- PPEP
- Support classes
- Tutoring sessions
- Loving staff
- Naviance
- Individualized appointments with teachers
- Support for students with IEPs
- ERMHs
- College application/counseling support
- Multi-tiered System of Supports (MTSS) intervention process
- Field trips/guest speakers/partnerships
- WEE
- Home Visits
- Identification of student groups

Areas for Improvement:

- Reinforce necessity for documentation of intervention efforts in support of student so all staff has access to information
- Seek local partnerships that support our students' personal, social-emotional, and academic welfare

Part IV: Major Achievements/Needs

Major Achievements/Accomplishments: Provide a prioritized list of major achievements/ accomplishments (within the past three years) of students, staff, and school.

- High-quality staff (SPED and Gen Ed)
 - Experience in the program and in the community allows deeper understanding of student and community needs
 - Robust Special Education department
- Course and lesson personalization
- Student-focused programs
 - Tutoring
 - AVID
 - Cadet Corps & CLD
- Low student/teacher ratio
 - Conducive to building and maintaining connections with students and families
 - Allows teachers to identify and address needs early and quickly
- Multi-tiered System of Supports (MTSS - Intervention process)
- Certifications of staff
 - CTE
 - GATE
 - Leading Edge
 - Youth Mental Health First Aid
 - Trauma-Informed Practices
- Technology
 - Altus Connect program that provides technology and connectivity to students
 - Technology-rich Resource Center supportive of students' learning
- Quick enrollment process

Major School Needs: Provide a prioritized list of areas for improvement in relation to impact on student achievement.

- Seek local partnerships that support students' personal, social-emotional, and academic welfare
- Increase student achievement of UC a-g requirements
- Expand number of students participating in early college credit programs and CTE Pathways
- Improve academic achievement in the areas of ELA and math for all student groups
- Increase student enrollment

Name: _____ *Position:* _____

Please submit the completed document to ACS WASC by using the **Document Upload** link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/.

Audeo Valley Charter School

Schoolwide Action Plan

Goal 1 – Build local partnerships that support students’ personal, social-emotional, and academic welfare

Rationale	Students demonstrate the need for bus passes, nutritional programs, mental health resources, and post-secondary and/or vocational programs.				
Supporting Data	Students’ and parents’ requests for resources or information on community supports.				
Growth Targets	50% of partnerships created by end of Fall semester. 100% of partnerships in place by June 2022.				
SLOs Addressed	Students will become self-sustaining learners equipped to make a successful transition into adult life.				
Impact	Building connections with community programs will provide students with local supports for their physical and mental health and well-being, enabling students to function more effectively in life.				
Actions	Persons Responsible/Involved	Professional Development /Resources	Ways of Assessing Progress	Timeline	Reporting Mechanism
Identify students/student groups that may need additional support.	Certificated Staff	Student needs assessments and surveys; communicate d students’ needs in meetings	Review/Update students’ needs during Resource Center Meetings	Review of students’ needs will be done quarterly during the scheduled PPEP Phases with the Counselor and/or School Coordinator. Surveys implemented by October 1, 2021.	Report/Update students’ needs during IEP, Interventions, Resource Center Meetings

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Identify necessary resources and community supports.	School Coordinator Certificated Staff	Research of community resources Collaboration with community members	Evaluate available community resources	Survey results reviewed during October Resource Center Meeting. Plan developed by October 31, 2021, based on student survey and needs assessment data.	Reported to School Coordinator and staff at Resource Center Meetings.
Create a list of community resources.	School Coordinator Certificated Staff	Research of community resources Collaboration with community members	Build a list of the best community resources and programs to suit students' needs.	Annual surveys completed by September 1 of each school year.	Resources shared with School Equity & Inclusion Officer for Special Programs.

Goal 2 – Increase student participation in college and career readiness programs

Rationale	Students have not participated in AP, dual-enrollment, or CTE capstone courses.
Supporting Data	No students participated in AP or dual enrollment courses or completed any CTE Pathways during the 2020-21 school year, though 21 students participated in CTE courses without completing a CTE Pathway.
Growth Targets	Create baseline for student participation in these programs during the 2021-22 school year, determine targets for subsequent years, and monitor progress in this area.
SLOs Addressed	Students will become self-sustaining learners who are socially competent and workplace ready.
Impact	Students will gain access to college-level expectations and coursework, and the opportunity to earn college credits while still in high school, and create a focused plan for their education or workforce pathway after high school.

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Actions	Persons Responsible/ Involved	Professional Development/ Resources	Ways of Assessing Progress	Timeline	Reporting Mechanism
Review student credit audits to determine participation in AP, dual enrollment, and CTE Pathways courses, determine % of students participating in each program, and define target for improvement.	School Coordinator School Counselor Certificated Staff	Student transcripts and credit audits Common Core State Standards CTE Pathways Framework Course Catalog	Review of students' credit audits PPEP Meetings End-of-year CTE coursework completion report from Counselling department.	Reviewed in June 2022.	Reported to School Coordinator
Offer high quality curriculum and instruction aligned with the California Career Technical Education Model Curriculum and Advanced Placement Standards	Certificated staff Altus Pathways Advisory Committee (APAC) Curriculum and PD Coordinator CTE Credentialed Teachers	Common Core State Standards CTE Pathways Framework Local and Regional PD	Course Catalog Updates Altus University PD calendar APAC Meeting Updates	Coursework completed by the end of 2021-2022 school year.	Reported to School Leadership at regularly scheduled Leadership Team meetings Course Catalog Course updates reported to Board of Directors at regularly scheduled meetings
Incorporate CCI measures and UC a-g requirements review	School Coordinator	Dashboard College & Career data	Review of data and results PPEP Meetings	Review of students' CCI and AP achievement	Reported to School Leadership at regularly

Audeo Valley Charter School
Action Plan
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into existing PPEP procedures	School Counselor CTE-credentialed Teachers	Review of CCI and UC a-g data and procedures		will be done quarterly during the scheduled PPEP Phases with the Counselor and/or School Coordinator.	scheduled Instructional Team meetings
Collaborate with local community colleges to create a systematic means for students to participate in dual enrollment, and matriculate into certificate or degree programs	School Counselor CTE-Credentialed Teachers Curriculum and PD Coordinator Local Community College Partners	Local Community College Partners	Partnership agreements in place Review of students' participation data	Coursework completed by the end of 2021-2022 school year.	Agreements approved by /reported to Board of Directors at regularly scheduled meetings. Reported to School Leadership at regularly scheduled Instructional Team Meetings.
Provide regular and ongoing PPEP review of students' progress toward requirements	School Coordinator School Counselor Certificated Staff	Resource Center Management System Graduation requirements	Monthly and annual reports of student results Review of students' credit audits	Quarterly and annual review to be done during the scheduled PPEP Phases with the Counselor and/or School Coordinator.	Reported to School Leadership at regularly scheduled Instructional Team Meetings

Goal 3 – Improve academic achievement in the areas of ELA and Math

Rationale	Students demonstrate the need for support and remediation in ELA and Math.
Supporting Data	Students' achievement on the NWEA initial screening tests is 2 grade levels below in math and 3 grade levels below in reading.

Audeo Valley Charter School
Action Plan
2021-2022

	35% of students failed to meet each of the 3 growth targets on the NWEA post-tests.				
Growth Targets	Student achievement will increase 3% each year in meeting or exceeding growth targets on the NWEA post-tests.				
SLOs Addressed	Students will become academically competent, motivated, and self-disciplined learners.				
Impact	Improving achievement in ELA and Math will better prepare students with the skills necessary for college and career success.				
Actions	Persons Responsible/Involved	Professional Development/Resources	Ways of Assessing Progress	Timeline	Reporting Mechanism
Analyze and evaluate formative and summative assessment data to identify student groups that may need additional support.	School Coordinator Certificated Staff Data Department Leaders	NWEA Data Monthly Storybook Students' course completion data	PPEP Meeting Agendas Review of monthly Participation Trackers Monthly Storybook	NWEA data analyzed in November of each year. Data is published monthly with an annual review of results in May/June of each year.	Realigned Instructional Plan that meets student needs. Reported to School Leadership at regularly scheduled Leadership Team Meetings.
Create a Professional Learning Committee to set SMART goals and address the Math achievement of student groups.	School Coordinator Certificated Staff Math Specialist	Common Core State Standards Altus University Math PD Math-on-the-Road sessions with Math Specialist	Monthly and annual reports of student results Review of students' credit audit Review of NWEA student achievement data	PLC started in August with goals set in November. Course completion data reviewed in January/February, with realignment of goals. NWEA Post-test data review in June.	Reported to School Coordinator at regularly scheduled Resource Center Meetings.

Audeo Valley Charter School
Action Plan
2021-2022

<p>Implement a literacy program to support ELA achievement of student groups</p>	<p>School Coordinator Certificated Staff ELD Department Member on-site</p>	<p>Common Core State Standards Altus University ELA and ELD PD Local and/or regional PD</p>	<p>Formative and summative assessments Review of students' credit audit Review of NWEA student achievement data Monthly and annual reports of student results</p>	<p>Tutoring sessions start in September with goals set in November. Course completion data reviewed in January/February, with realignment of goals. NWEA Post-test data review in June.</p>	<p>Reported to School Coordinator at regularly scheduled Resource Center Meetings.</p>
<p>Implement Instructional Plan that is based upon the needs of students, including tutoring session schedule that is aligned to summative assessment targets for ELA and Math, and grade level course requirements.</p>	<p>School Coordinator Certificated Staff Math Specialist ELAD (English Learners Advisory Department) Leaders</p>	<p>Student assessment data Student assessment calendar Common Core State Standards Altus University ELA and Math PD</p>	<p>Development of tutoring session schedule based on students' needs and interests Monitoring students' attendance, participation, achievement in tutoring sessions Review of students' achievement on Learning Checks and summative assessments.</p>	<p>Instructional Plan and tutoring session developed in August. Re-evaluated and realigned in January/February. Subsequent re-evaluation of Plans in July.</p>	<p>Reported to School Leadership at regularly scheduled Leadership Team Meetings.</p>

Audeo Valley Charter School
Action Plan
2021-2022

<p>Integrate ELD resources into curriculum and provide additional support for English Learners</p>	<p>Certificated staff Curriculum and PD Coordinator Altus Pathways Advisory Committee (APAC) ELAD (English Learners Advisory Department) Leaders</p>	<p>Common Core State Standards Integrated ELD Program Altus University sessions Student assessment calendar Altus University Achieve 3000 PD</p>	<p>Course Catalog Updates APAC meeting agendas Instructional Meeting agendas for Curriculum Releases</p>	<p>Updated courses with embedded scaffolds for EL students released to staff during quarterly Instructional Meetings.</p>	<p>Course Catalog Reported to Board of Directors at regularly scheduled meetings. Monthly Altus University session report Reported to School Leadership at regularly scheduled Leadership Team Meetings.</p>
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**COMPLIANCE MONITORING AND
CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW
2021–2022**

SBE-Authorized Schools: Grossmont Secondary School & Sweetwater Secondary School

Compliance Requirements	Audeo Charter School Corporation Evidence
<p>1. The charter school follows the credentialing requirements in California <i>Education Code (EC)</i>, Section 47605 (l)(1)(2) and that each teacher has satisfied the requirements for the Certificate of Clearance as outlined in <i>EC</i>, sections 44339, 44330, and 44341</p>	<p>SBE-authorized schools completed the required SBE Annual Credential Template, which was submitted to SBE Oversight. Please see attached.</p>
<p>2. The charter school maintains timely and current verification of tuberculosis (TB) clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). <i>EC</i>, sections 47605(b)(5)(F), 45122.1, 45125.1, and 49406.</p>	<p>The Audeo Corporation schools maintain current documentation of TB clearances for all employees. These documents are securely stored in each employee’s confidential personnel folder within the Human Resources department.</p>
<p>3. The Charter Schools Division has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2021–2022 Board meetings calendar.</p>	<p>Board Member profiles, contact information, and the Board meetings calendar are on each school’s website. Here are the website links: https://grossmontsecondarycharter.com/board- and-governance/ https://sweetwatersecondarycharter.com/board- and-governance/</p>
<p>4. The charter school complies with the pre- and post-lottery and enrollment forms guidelines.</p>	<p>As Independent Study charter schools that enroll any student throughout the year, we do not have a need for a lottery system at this time. In the event we need to move to a lottery system, the process is approved and documented in each school’s charter petition in Element H: Admission Requirements. Charter petitions can be found on each school’s website at: https://grossmontsecondarycharter.com/board- and-governance/ https://sweetwatersecondarycharter.com/board- and-governance/</p>

<p>5. The charter school shall ensure that staff receives annual training on the charter school’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to:</p> <ul style="list-style-type: none"> • Health, Safety and Emergency Preparedness Plan (School Safety Plan), <i>EC 32280–32289</i> • Child Abuse Mandated Reporter Training, AB 1432 (2014); <i>EC 44691; Penal Code (PC) 11165.7</i> <ul style="list-style-type: none"> ▪ Blood borne Pathogens training, <i>California Code of Regulations</i>, Title 8, Section 5193 ▪ Pupil Suicide Prevention Policy, AB 2246 (2016) 	<p>Mandated Safety Drills are conducted three times per year in October, January, and June. Records of all drills are kept on file.</p> <p>Child Abuse Mandated Reporter Training and Bloodborne Pathogens Training are completed annually during Fall Semester. Records of the completed trainings are kept on file.</p> <p>The Health, Safety, and Emergency Preparedness Plan is updated annually and available on each school’s website.</p> <p>Suicide prevention, intervention, and postvention trainings are offered throughout each school year. All teachers are also required to complete the Youth Mental Health First Aid certification training. Records of the completed trainings are kept on file.</p>
<p>6. The charter school’s school climate and student discipline systems and procedures align with best practices.</p>	<p>The Board Approved the Zero Tolerance Policy on July 3, 2008.</p>
<p>7. The charter school shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available upon request.</p>	<p>Audeo Corporation schools rarely suspend or expel a student. In the case this happens, all information is documented in the school’s Student Information System (School Pathways) and reported to the California Department of Education website at: https://dq.cde.ca.gov/dataquest/.</p>
<p>8. The charter school ensures that any and all school communications, including the Parent Student Handbook, are consistent with the provisions of school’s approved charter as well as applicable law (e.g., translated for 15 percent and above languages).</p>	<p>The Audeo Corporation Parent and Student Resource Guide can be found on each school’s website at: https://grossmontsecondarycharter.com/enrolled-students/school-policies/ https://sweetwatersecondarycharter.com/enrolled-students/school-policies/</p>
<p>9. The charter school’s occupancy and use of facilities shall follow applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for</p>	<p>All school facilities are appropriately approved by their municipalities for occupancy as required by law. Occupancy permits are on file at the main office.</p>

<p>building and safety standards, and the Americans with Disability Act, <i>EC 47610</i></p>	
<p>10. The charter school complies with all federal and state laws related to public entities, including, but not limited to:</p> <ul style="list-style-type: none"> • Ralph M. Brown Act • Political Reform Act • Public Records Act • <i>Government Code</i>, Section 1090 <p><i>During the COVID-19 Pandemic the meeting location requirement was lifted through Senate Bill (SB) 98. This requirement is expected to be reinstated after the COVID-19 crisis has passed.</i></p>	<p>All Audeo Corporation Schools comply with the Brown Act, the Political Reform Act, the Public Records Act (PRA), and Government Code 1090. Here are the school website links that monitor this compliance: https://grossmontsecondarycharter.com/board-and-governance/ https://sweetwatersecondarycharter.com/board-and-governance/</p> <p>Board members participated in the trainings to comply with Senate Bill 126 and continue to participate annually. The training for this school year is scheduled for November 15th and 18th, 2021.</p> <p>Compliance to the PRA is written in the Charter Document and the schools respond to the PRA as mandated by the law.</p>
<p>11. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.</p>	<p>The Articles of Incorporation can be found on each Audeo Corporation school website at: https://grossmontsecondarycharter.com/board-and-governance/ https://sweetwatersecondarycharter.com/board-and-governance/</p>
<p>12. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.</p>	<p>The By-laws can be found on each Audeo Corporation school website at: https://grossmontsecondarycharter.com/board-and-governance/ https://sweetwatersecondarycharter.com/board-and-governance/</p>
<p>13. The charter school implements its own Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements. Guidance provided at http://www.cde.ca.gov/re/cp/uc/</p>	<p>The Board approved the Uniform Complaint Procedure (UCP) on May 5, 2009 and amended on August 26, 2020. The UCP can be found on each school’s website at: https://grossmontsecondarycharter.com/about-2/public-notices/ https://sweetwatersecondarycharter.com/about-2/public-notices/</p>

<p>14. Due to the COVID-19 Pandemic, the Governing Board oversees the development of and approves/adopts the Learning and Continuity Plan for the 2021–2022 school year, in place of the annual Local Control Accountability Plan, <i>EC</i> 47606.5., SB 98</p>	<p>The 20-21 Board approved Learning and Continuity Plan (LCP) can be found on each school’s website at: https://grossmontsecondarycharter.com/wp-content/uploads/2020/09/GSS-LCP-20-21.pdf https://sweetwatersecondarycharter.com/wp-content/uploads/2020/09/SSS-LCP-20-21.pdf</p> <p>The 21-22 Board approved Local Control and Accountability Plan (LCAP) can be found on each school’s website at: https://grossmontsecondarycharter.com/wp-content/uploads/2021/06/GSS-21-22-LCAP-All-Components.pdf https://sweetwatersecondarycharter.com/wp-content/uploads/2021/06/SSS-21-22-LCAP-All-Components.pdf</p> <p>The Audeo Corporation Board reviewed and approved both documents for each school. Documentation of the Board Meeting Agenda and Board Minutes can be found on each school’s website at: https://grossmontsecondarycharter.com/board-and-governance/ https://sweetwatersecondarycharter.com/board-and-governance/</p>
<p>15. The charter school ensures that it follows all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and <i>EC</i> 48850</p>	<p>The Board approved the Student Transition Policy on June 13, 2013. Additionally, Audeo Corporation schools comply with all applicable State laws regarding Homeless and Foster Youth. Information is disseminated in the Student and Parent Resource Guide, which is provided to parents annually. Moreover, the Student and Parent Resource Guide can be found on each school’s website at: https://grossmontsecondarycharter.com/about-2/public- notices/ https://sweetwatersecondarycharter.com/about- 2/public-notice/</p>
<p>16. The charter school has a form posted on their website for complaints pursuant to <i>EC</i> 47605(d)(4) to be filed with the charter authorizer.</p> <p>The California Department of Education has provided a template form for use by charter schools. This template form</p>	<p>The complaint form for each Audeo Corporation school can be found on each school’s website at: https://grossmontsecondarycharter.com/about- 2/public-notice/ https://sweetwatersecondarycharter.com/about- 2/public-notice/</p>

<p>must be modified before distributing to parents and posting on the charter school's website. The template form can be found at: https://www.cde.ca.gov/sp/ch/documents/rescscomplaints.pdf</p>	
<p>17. Schools serving grade nine only: The charter school complies with all applicable requirements of the California Mathematics Placement Act (CMPA) of 2015.</p>	<p>Audeo Corporation schools comply with all applicable requirements of the California Mathematics Placement Act (CMPA) of 2015. The policy is located on each school's website.</p>
<p>18. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies.</p>	<p>Audeo Corporation schools comply with all applicable requirements of AB2246: Pupil Suicide Prevention Policies. The policy is located on each school's website.</p>
<p>19. For high schools only: The charter school has obtained or is in the process of obtaining, Western Association of Schools and Colleges (WASC) accreditation and University of California Office of the President (UCOP) Doorways Course Approval.</p>	<p>Grossmont Secondary and Sweetwater Secondary are WASC accredited and received the full-term approval. The most recent accreditation letter can be found on each school's website at: https://grossmontsecondarycharter.com/wasc/ https://sweetwatersecondarycharter.com/wasc/</p>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(by October 30, 2021)

The undersigned hereby certifies that, on October 4th, 2021 the
School Administrator of
Date(s)

Grossmont Secondary School

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

Hayley Beaupre		10/4/2021
<i>Printed Name of School Administrator</i>	<i>Signature of School Administrator</i>	<i>Date Signed</i>

CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW

(by October 30, 2021)

The undersigned hereby certifies that, on October 20, 2021 the
Governing Board of
Date(s)

Grossmont Secondary School

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

Gregg Haggart		October 20, 2021
<i>Printed Name of Governing Board Chair</i>	<i>Signature of Governing Board Chair</i>	<i>Date Signed</i>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(by October 30, 2021)

The undersigned hereby certifies that, on October 4th, 2021 the
School Administrator of
Date(s)

Sweetwater Secondary School

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

Hayley Beaupre		10/4/2021
<i>Printed Name of School Administrator</i>	<i>Signature of School Administrator</i>	<i>Date Signed</i>

CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW

(by October 30, 2021)

The undersigned hereby certifies that, on October 20, 2021 the
Governing Board of
Date(s)

Sweetwater Secondary School

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

Gregg Haggart		October 20, 2021
<i>Printed Name of Governing Board Chair</i>	<i>Signature of Governing Board Chair</i>	<i>Date Signed</i>

Audeo Charter School Corporation

INDEPENDENT STUDY POLICY

Board Policy #3120

Approved: June 11, 2002

Amended: March 4, 2008, September 1, 2009, December 7, 2011, June 29, 2015, September 24, 2015, August 30, 2016, April 27, 2018, June 23, 2021, July 29, 2021; ~~October 20, 2021~~ INSERT DATE.

The Board of Directors of Audeo Charter School, Inc. hereby adopts this Independent Study Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as “Charter School.” Audeo shall offer independent study to meet the educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the TCS Board of Directors for implementation at Charter School:

1. For students in all grades and programs offered by the Charter School (K through 12) the maximum length of time that may elapse between the date an assignment is made and the date that assignment is due shall be **20 school days**.
2. The Executive Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any student in grades K-12 misses **two or more** assignments during any period of **20 school days**.
 - b. In the event a Student’s educational progress falls below satisfactory levels as determined by the Charter School’s Multi-Tiered System of Supports (MTSS), which considers ALL of the following indicators:
 - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Teachers and certificated staff use MTSS to enhance student comprehension of content by providing remediation strategies. MTSS that focuses on aligning initiatives and resources to address the needs of all students. It is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students. The Charter School utilizes a Response to Intervention (RTI2) Model to determine how individual students are responding to strategies, interventions, and supports within the multi-tiered system. In an RTI2 Model, instructional staff identify at-risk students, regularly monitor student learning, provide research-based interventions, and utilize a systematic approach to ensuring academic success for all students. This problem-solving approach continually examines student response and adjusts based on data and a documented feedback system.

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.

3. The Charter School shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.
4. The Charter School has adopted tiered reengagement strategies for the following pupils:
 - a. all pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
 - b. pupils found not participatory pursuant to Education Code Section 51747.5 for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span; or
 - c. pupils ~~or~~ who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include, but are not necessarily limited to, all of the following: ~~are~~ as follow:

- a. Verification of current contact information for each enrolled pupil;
- b. Notification to parents or guardians of lack of participation within one school day of the recording of a non-attendance day ~~absence~~ or lack of participation;

- c. A plan for outreach from the Charter School to determine pupil needs including connection with health and social services as necessary. The Charter School developed trauma informed crisis response systems which are sensitive to the emotional needs of students and family members. A key component of the crisis response system is forging strong school-to-home relationships, centered on trust and two-way communication. Charter School staff, including administrators, teachers, education specialists, counselors, nurses and school psychologists remain connected with students and their families through in-person meetings, home visits, secure texts, emails, video conferences, and phone calls to conduct informal conversations focused on health and social-emotional needs. The Charter School continues to provide information to families in both English and Spanish regarding community-based resources for health and wellness, food options, distance learning tools, and other basic needs;
- d. ~~When the evaluation described above under paragraph 2.b. is triggered to consider whether remaining in independent study is in the best interest of the pupil A clear standard for requiring ; a pupil-parent-educator conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.~~
- a.d. When the evaluation described above under paragraph 2.b. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-educator conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

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

- a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows: Synchronous instruction in Grades TK-3: Students have one or more daily opportunities for synchronous instruction in the following ways:
- (1) In-person one-on-one tutoring from the supervising teacher. This one-on-one support is focused on meeting the individual learning needs of the student. Supervising teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.
 - (2) In-person small group tutoring sessions from the supervising teacher. Small group tutoring sessions consist of the supervising

teacher leading direct instruction, presentations, guided student practice, assessments and discussion periods.

- (3) Virtual tutoring sessions from the supervising teacher. Virtual tutoring sessions that incorporate interactive components such as: chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.

Live interaction for Grades TK-3: General Education Teachers, Special Education Teachers, Certificated Teacher Resource, Counselors, and school health staff will interact with students through in-person meetings, virtual conferences, home visits, and telephonically to discuss academic progress and achievement, and educational needs. Teachers and certificated staff use these interactions to enhance student comprehension of content by providing remediation strategies. Live interactions also include social-emotional and behavior needs and availability of services and resources.

- b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows: Students have one or more weekly opportunities for synchronous instruction in the following ways;

- (1) In-person one-one-one tutoring from the supervising teacher. This one-on-one support is focused on meeting the individual learning needs of the student. Supervising teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.
- (2) In-person small group tutoring sessions from the supervising teacher. Small group tutoring sessions consist of the supervising teacher leading direct instruction, presentations, guided student practice, assessments and discussion periods.
- (3) Virtual tutoring sessions from the supervising teacher. Virtual tutoring sessions that incorporate interactive components such as; chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.

Live interaction for Grades 4-8: General Education Teachers, Special Education Teachers, Certificated Teacher Resource, Counselors, and school health staff will interact with students through in-person meetings, virtual conferences, home visits, and telephonically to discuss academic progress and achievement, educational needs, and college/career planning. Teachers and certificated staff use these interactions to enhance student comprehension of content by providing remediation strategies.

- c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows: Students have one or more weekly opportunities for synchronous instruction in the following ways;
- (1) In-person one-one-one tutoring from the supervising teacher. This one-on-one support is focused on meeting the individual learning needs of the student. Supervising teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.
 - (2) In-person small group tutoring sessions from the supervising teacher. Small group tutoring sessions consist of the supervising teacher leading direct instruction, presentations, guided student practice, assessments and discussion periods.
 - (3) Virtual tutoring sessions from the supervising teacher. Virtual tutoring sessions that incorporate interactive components such as; chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.

Live interaction for Grades 9-12: General Education Teachers, Special Education Teachers, Certificated Teacher Resource, Counselors, and school health staff will interact with students through in-person meetings, virtual conferences, home visits, and telephonically to discuss academic progress and achievement, educational needs, and college/career planning. Teachers and certificated staff use these interactions to enhance student comprehension of content by providing remediation strategies.

5.6. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: For parents who choose to return their student to a traditional school setting for more in-person instruction the school's student services department, including the school counselors, will assist parents in obtaining student records and contacting the new school to help with the transition.

6.7. 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, for reporting his or her progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic 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. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed 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 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.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- 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.

- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
- For the 2021–22 school year only, the Charter School shall obtain a signed written agreement for an independent study program of any length of time no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.

- If a new teacher takes over the supervising teacher, 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.

The President/CEO or designee ~~shall~~may establish regulations to implement this policy in accordance with the law.

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.

Students engaging in independent study must be residents of the county where the Charter School is authorized or an adjacent county.

Students who are 19 -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).

Each student’s independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee.

Audeo Charter School Corporation

TITLE I SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

Title I Parent Involvement Policy 6010

Amended: May 6, 2008, February 22, 2018, October 20, 2021

The Board of Directors of Audeo Charter School, Inc. hereby adopts this Independent Study Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School, all hereafter collectively referred to as "Charter School" or "School". The Charter School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. The policy will be reviewed and approved by the School Site Council. The School will notify all parents about the policy in an understandable and uniform format and, to the extent possible, in a language parents understand. This policy describes the means for carrying out the following Title I parent and family engagement requirements.

Section I: Involvement of Parents in the Title I Program

To involve parents and family members in the Title I Program at the Charter School, the following practices have been established:

- a) The School convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. This annual meeting will be held in the fall to review the requirements of the Title I Program.
- b) The School offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. They will be held at flexible days and times to allow for increased parent participation.
- c) The School involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the School's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. School data and input from all school community members will be used to review and develop the School Parent and Family Engagement Policy each year and approve them through the School Site Council.

- d) The School provides parents of participating children with the following:
1. Timely information about the Title I Program. Upon student enrollment, all parent will receive a Student and Parent Handbook that provides information related to the Title I Program. Parents will have the opportunity to hear about the Title I Programs during School Site Council Meetings.
 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. The School will host Open House, Parent Night and Senior Night Events that provide parents with an explanation of the School's curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet. The School Site Council Meetings provide a forum for school community members to review schoolwide progress by grade level and student groups. Teachers meet with parents and family members each semester, and at meetings upon request to provide detailed feedback on student progress, proficiency levels and assessment data.
 3. If requested by parents, opportunities are made available for regular meetings to be held to formulate suggestions, to participate, as appropriate, in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible. Parents and family members receive monthly resource center calendars from the school detailing parent involvement opportunities. Parents can request meetings with a school administrator to ask questions, submit suggestions, provide input related to decisions and develop program goals. School administrators frequently meet with students and parents to discuss learning levels, trends and programs available to Title I students. Parent emails and inquiries are responded to in 24 business hours.
 4. If the schoolwide program plan is not satisfactory to the parents of participating children, the School submits any parent comments on the plan when the School makes the plan available to the local educational agency. This policy will be amended annually based upon community member input and focused on improving family engagement and student achievement.

Section II: Building Capacity for Involvement

The Charter School engages Title I parents and family members in meaningful interactions with the School to ensure effective involvement of parents and to support a partnership among the school to improve student achievement. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the School has established the following practices:

- a) The School provides parents with assistance in understanding such topics as the challenging state academic standards, state and local academic assessments, the

requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. The School will provide parents with Open House, Parent Night and Senior Night events to explain content standards and grade level assessments. Parents will also be invited to mid-year conferences that focus on how to support students at home, monitor progress and prepare for assessments. Teachers will send progress reports home on a weekly basis, or upon parental request.

- b) The School provides parents with materials and training to help parents work with their children to improve their children's achievement. The School provides parents with ongoing training opportunities through the Family Learning Series. The Family Learning Series is designed to teach parents how to use school instructional materials and resources to support their child's achievement. Topics for training include state academic content standards, state and local academic assessments, English Learner Reclassification criteria, how to support their children at home, mental health, graduation requirements, college/career readiness and strategies to support Special Education students.
- c) The School educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the School. Staff and faculty will be provided professional development sessions on how to effectively communicate and work with parents as equal partners. These professional development sessions are part of the School's professional learning system, Altus University.
- d) The School, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Parent and family members are invited to participate in trainings offered through the Family Learning Series. The topics selected for the Family Learning Series are determined from input collected from parents and family members. The School will continue to encourage families of English Learners to participate in the English Learner Advisory Committee Meetings. Parents can also serve as a community panel member for students presenting their Pathways Portfolio.
- e) The School ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Information is disseminated via School Events, School Site Council Meetings, English Learner Advisory Committee Meetings, the Family Learning Series and Blackboard notifications. Spanish is the most prevalent language, other than English, spoken by parents and family members. School presentations, information and resources are translated and/or presented in Spanish. The School will also provide translation services in other languages, as requested, on important school information.

- f) The School provides such other reasonable support for parental involvement activities under this section as parents may request. Parent and family members have an opportunity to provide input and suggestions during any formal meeting or can meet with school administrators. School administrators consider support for parental involvement activities requested by Title I parents wherein the requests align with the School's vision, mission and values. Additional factors of consideration include: fiscal feasibility, operational feasibility and cost/benefit analysis.

Section III: Accessibility

The Charter School to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports, in a format and, to the extent practicable, in a language such parents understand. School presentations, information, resources and materials are translated and/or presented in multiple languages of participants. Staff will meet with parents individually and in small groups to ensure parent participation and to support comprehension of information. The School will provide information in multiple methods and formats, including in-person, phone call, virtual conference, online, email, secure text and print.

Section IV: School-Parent Compact

As a component of the Title I School Parent and Family Engagement Policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below:

- a) The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part I to meet the challenging state academic standards. The School will offer a broad and rigorous course of study that is aligned to content standards and is accessible to all students. Teachers will be trained through the School's professional learning system to be high-quality, effective and responsive to the needs of all students, but with added emphasis on underserved student groups. The School will provide parents and family members with multiple opportunities throughout the academic year to participate in School Events, Trainings, School Site Council and ELAC Meetings. These engagement events build the capacity of parents and family members to support their child's unique educational needs. Parents and family members will also be encouraged to participate in volunteering opportunities such as College/Career Week and Senior Portfolio Panels.

- b) To address the importance of communication between teachers and parents on an ongoing basis, the School will provide the following:
1. Parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
 2. Frequent reports to parents on their children's progress. Teachers will utilize multiple communication methods to timely report student progress to parents and family members. These methods include secure text message, email, phone calls, virtual conferences, in-person conferences and home visits.
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. The School will utilize multiple communication methods to ensure parents and family members know how to access staff, opportunities to volunteer and schedule time to observe Resource Center activities. These communication methods, to the extent practicable, will be in a language that family members can understand.
 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Internal Fiscal Control Policies

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Audeo Charter School Nonprofit Corporation

Internal Control Overview

Audeo Charter School Nonprofit Corporation (Audeo Nonprofit Corp.) established control over its operations by setting goals, objectives, budgets and performance expectations. Internal control helps an organization attain operational goals and guiding principles, producing reliable financial reports, and ensuring compliance with applicable laws and regulations. Internal controls provides the means to direct, monitor, and measure an organization's assets and resources and plays an important role in protecting it from fraud, abuse or misappropriation.

Audeo Nonprofit Corp. established internal control procedures to accomplish the following:

1. Prevent management from overriding internal controls.
2. Ensure ongoing state and federal compliance.
3. Assure the governing board that the internal control system is sound.
4. Help identify and correct inefficient processes.
5. Ensure that employees are aware of the expectation that proper internal controls will be utilized.

The Chief Business Officer oversees the integration of all five internal control components into one cohesive structure. The Leadership team provides leadership and direction to managers and reviews and gives them feedback on their internal control decisions. In turn, the managers assign the responsibility for establishing specific internal control policies and procedures, control activities and monitoring of the personnel responsible for unit functions.

The Governing Board works as a group to provide governance, guidance and oversight. Individual board members particularly enhance the control environment when they are informed, free of bias, inquisitive, conduct themselves in a principled and ethical manner, and expect the same standard of conduct from everyone in the organization.

Independent auditors assess whether the controls are properly designed and implemented, and monitor whether the controls are working effectively. They also make recommendations for improving internal controls.

The following basic concepts and procedures help ensure a strong internal control structure:

- **System of checks and balances** – Formal procedures should be implemented to initiate, approve, execute, record and reconcile transactions. Key areas requiring checks and balances include payroll, pur-

chasing, accounts payable and cash receipts.

- **Segregation of duties** – Adequate internal accounting procedures must be implemented and necessary changes made to segregate job duties and protect the charter’s assets. No single employee should handle a transaction from initiation to reconciliation, and no single employee should have custody of an asset, such as cash, and maintain the records of its transactions.
- **Staff cross-training** – More than one employee should be able to perform each job. Each staff member should be required to use accrued vacation, and another staff member should be assigned to perform those duties at that time. Inadequate cross-training is often a problem regardless of the size of an organization.
- **Use of prenumbered documents** – Checks and cash receipts should all be printed by an entity independent of the school. Physical controls should be maintained over the check stock and cash receipt books. Using prenumbered documents without an independently reconciled log of numbers is insufficient.
- **Asset security** – Cash should be deposited daily, and the charter’s other property, such as computers and other equipment, should be secured. Access to supplies and equipment should be restricted to designated employees.
- **Timely reconciliations** – Bank statements and account balances should be reconciled monthly by an employee independent of the individual who is assigned to the original transaction and recording. For example, the office employee reconciling the checking account should not be the same person who maintains the check stock.

General Procedures

- Management provides leadership in creating an atmosphere of control consciousness.
- The structure is clearly established and communicated.
- The functions and responsibilities assigned to specific departments or individuals are clearly defined.
- Current organizational chart is maintained.
- Duties are separated so that no individual has complete authority over an entire financial transaction.
- The California School Accounting Manual is used as a tool to adhere to accounting procedures.
- The Chart of Accounts (Standardized Account Code Structure) is kept current.
- Approval authority for financial transactions is established.
- Minutes of Board meetings are maintained. The minutes include approval or amendment of the minutes of the preceding meeting. It also includes a signed copy of the complete text of Board resolutions.
- Annual audit report is on the board agenda, reviewed, and accepted at a properly scheduled Board meeting.
- The Governing Board approves and adopts the current preliminary operational budget in May/June of the prior fiscal year.
- The Governing Board approves the school attendance calendars.
- The Governing Board shall adopt a Conflict of Interest Code.

Accounts Receivable

The goals of Audeo Nonprofit Corp. are as follows:

- Each entry to the accounts receivable ledger is supported by documentary evidence.
- Postings are made by other than those having access to incoming receipts.
- There is periodic follow-up on outstanding balances.

General Procedures

- Aged schedules of receivables are periodically reviewed by designated employees not responsible for billings, cash or receivables.
- Adjustments of receivables shall be approved by the Chief Financial Officer.
- The individual responsible for maintaining receivable records do not have access to cash, cannot authorize adjustments to receivables and do not authorize accounts receivable transactions.
- Actual receipts are compared to amounts anticipated and any unusual variances are investigated.

Attendance Accounting

The goals of Audeo Nonprofit Corp. are as follows:

- All attendance data is accurately posted monthly.
- On a weekly and monthly basis, summarize attendance data for reporting purposes.

General Procedures

- The same symbols are used school-wide for attendance accounting.
- Attendance records shall be kept in a secured area when not in use.
- All attendance data include grade, category, and absence justifications.
- All attendance data are summarized properly for both School reports and State ADA reports.
- All employees are properly trained and aware of what constitutes an excused and apportionment absence.
- All reports are reconciled with the supporting documents.
- Data processing generated ADA reports are reconciled to the original reports.
- School attendance calendar is approved by the Governing Board and properly implemented. It shall comply with the requirement of the California Department of Education.
- Procedures are in place to assure non-duplication of attendance.
- Parent approval is included in the Individualized Education Program file as it relates to pupil placement.

- A standardized agreement shall be used by Audeo Nonprofit Corp. for the independent study programs.
- Pupils in independent study are credited with only one day of attendance per calendar day and only as work are verified by a certificated employee.

Budget Procedures

Audeo Charter School Nonprofit Corporation (Audeo Nonprofit Corp.) shall develop a budget that supports the goals of the schools. When preparing the annual budget, it shall 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, governing board and leadership priorities. It is the goal of Audeo Nonprofit Corp. to prepare a budget, which communicates its goals and objectives and serves as a benchmark against which actual performance is measured.

- The budget process shall include:
 - Enrollment projections and staffing ratios;
 - Income projections and local control funding formula calculation;
 - Audit of personnel database which includes changes in staffing, new positions, vacant positions, full time equivalency calculation and salary movement in the salary schedule i.e. salary step increases
 - Employee Benefits which includes determination of rates to use in projecting benefits for retirement contributions, social security, unemployment insurance and workers' compensation, and estimating increases regarding component costs of health and welfare benefit costs
 - Monitor Governor's budget items for educational programs
 - Monitor legislation or initiatives that impact funding
 - Contracts in process and negotiations with the key suppliers
 - Non-personnel budgets based on the goals and past years' experience and trends
 - Fixed cost such as utilities, facility leases, service agreements and insurance
- The Governing Board shall approve the preliminary operational budget by May/June of each year for the subsequent fiscal year.
- The Governing Board shall approve the expenditure and revenue plan for the period.
- Audeo Nonprofit Corp. assures that expenditures are incurred in conformity with the budget and plan of operation.
- Budget versus actual reporting shall be provided on a timely basis and explanations shall be provided for significant deviations.

- Revenue and expense budgets shall be prepared for each governmental fund.
- Budgets are reviewed at least quarterly and budget revisions are prepared and submitted for Board approval to reflect appropriate changes in management plans.
- Periodic budget and actual financial reports include encumbrances and other expenditure commitments.
- Finance Division approves the availability of funds prior to issuance of a purchase order, inventory issue, or expenditure commitment.
- Budget shall include a minimum of three percent general or working capital reserve, or the level of reserve required by the charter authorizer.
- Interim reports are provided to the governing board well in advance before a scheduled board meeting for approval/ratification. It shall be presented in the meeting.
- Interim Reports and narratives shall be submitted to the sponsoring district and county office of education according to the established guidelines mandated by the State.
- Multi-year budget projections shall be done periodically by Audeo Nonprofit Corp.

Cash

The goals of Audeo Nonprofit Corp. are as follows:

- Collections are properly identified, control totals are developed, and collections are intact and promptly deposited.
- Checks are prepared based on adequate and approved documentation, signed, and mailed.
- Bank accounts and cash on hand are subject to effective custodial accountability procedures and physical safeguards.
- Transactions are recorded promptly and accurately with adequate detail and appropriate reports are issued.

Cash in the County Treasury

- Cash in the County Treasury shall be reconciled monthly.
- Stale dated warrants over six months shall be reviewed and canceled.

Cash Receipts

- Cash controls regarding incoming mail:
 - Prenumbered receipts shall be issued for all cash collections. Cash receipts shall be recorded when received and it will be secured at all times.
 - Remittances will be compared with bank deposits. Check remittances are restrictively endorsed by a person other than the one who will deposit the check.
- All receipts shall be recorded promptly and deposited intact at appropriate regular intervals.
- Receipts shall be identified by source and/or budgetary account.

- Receipts are periodically reconciled to deposits.
- Loans and advances to employees are strictly prohibited.

Revolving Cash Fund

- The purpose for the account shall be specified by Audeo Nonprofit Corp. and shall be part of the accounting policies.
- The amount appropriated for this account shall not exceed \$20,000.
- The account shall be reconciled monthly.
- Signing of blank checks is prohibited.
- Drawing of checks to cash or bearer is prohibited.
- The authorized signatories shall be the President/CEO or the Treasurer/CFO.
- Disbursements are limited to transactions that cannot be paid through the regular claims process.
- Blank checks are kept in a secure place.
- Duties are adequately separated. Different persons prepare checks, sign checks, reconcile bank accounts, and have access to cash receipts.
- Adequate documentation shall be required for all disbursements.

Cash Accounts Outside the County Treasury

- Bank accounts outside the County Treasury shall be approved by the Governing Board.
- Two signatures shall be required for checks except for the Revolving Cash Fund.
- Bank accounts shall be reconciled by someone who does not sign or prepare checks or receive cash.

- Reconciliation shall be reviewed by someone other than the preparer.
- Signatures and check endorsements shall be examined by the person other than the one who prepares the check at least on a test basis.
- Accounting for numerical sequence of checks shall be performed periodically.
- Book balances are reconciled to general ledger accounts.
- Comparisons of deposit amounts and dates made with cash receipt entries shall be performed.
- Checks outstanding for a long period of time shall be investigated and canceled or reissued.
- Cash overages and shortages shall be reviewed periodically and appropriate corrective action shall be taken.
- The bank account shall be an interest-bearing account.

Employee Compensation and Benefits

The goals of Audeo Nonprofit Corp. are as follows:

- Employment, separation, wage rates, salaries and deductions are authorized and documented. Payroll and personnel policies shall be in compliance with grant agreements, Federal, State, and local laws.
- Time and attendance data are properly reviewed and approved.
- Time and attendance data are properly processed, documented, and coded for account distribution.
- Computations for gross pay, deductions and net pay are accurate and based on authorized time and rates.
- Payments for employee compensation and benefits are made to, or on behalf of, only bona fide employees for services performed as authorized.
- Employee compensation and benefit costs are properly accumulated, classified and summarized in the accounts.

General Procedures

- The following duties are performed by different employees:

Separate

Timekeeping and
Supervision

Payroll processing

Employee who hires or terminates
employees, approves time
reports, and prepares payroll

From

Personnel, payroll processing,
paycheck distribution, and
general ledger

General Ledger

Paycheck distribution

- Changes in employment including additions, terminations, salary and wage rates, stipend, and payroll deductions shall be properly authorized, approved and documented.
- All changes are promptly reported in writing to the payroll processing department.
- Personnel policies are written and available to all employees.
- Payroll expenditure accounts are periodically reviewed and compared to current assignments.
- Payroll expenditures for Federal and State categorical programs are identified separately. These payroll expenditures shall be reviewed for compliance with grant restrictions.
- Procedures for approving vacations, sick leave, and personal necessity leave are established.
- Attendance records are maintained for each employee. Leave balances are recorded monthly.
- Access to employees' master files is limited to authorized employees.
- Payroll are reviewed and approved by a knowledgeable official independent from the person who process payroll.
- Payroll or labor distribution shall be reviewed and compared with budget amounts.
- Employee benefits, including payroll taxes and health insurance benefits shall be distributed to the appropriate expenditure object and program accounts on a regular basis.
- Employees are required to provide identification before being given the payroll warrant.
- Employees are prohibited from accepting another employee's payroll warrant without written authorization.
- Payroll advances are strictly prohibited.
- Procedures are established for the timely filing of credential information with the County Superintendent of Schools.
- Position control system shall be implemented to correlate the personnel and payroll functions with the

budget functions.

- Total of warrants and automatic deposits are compared to actual number of employees working.
- Proper documentation shall be maintained to verify automatic deposits.

Purchasing and Payables

The goals of Audeo Nonprofit Corp. are as follows:

- All requests for goods and services are initiated and approved by authorized individuals, and are in accordance with budget and appropriation guidelines.
- All purchase orders are based on valid, approved requests and are properly executed as to price, quantity and vendor.
- All materials and services received agree with the original orders.
- All invoices processed for payment represent goods and services received and are accurate as to terms, quantities, prices and extensions; account distributions are accurate and agree with established account classifications.
- All checks are prepared based on adequate and approved documentation, signed and mailed.
- All disbursement, accounts payable, encumbrance, or obligation transactions are recorded promptly and accurately in regards to payee and amount.
- All entries to accounts payable, reserve for encumbrances, asset and expense accounts and cash disbursements are properly accumulated, classified and summarized in the accounts.
- Funds are disbursed in accordance with applicable laws, regulations and grantor agreements.

General Procedures

- The following duties shall be performed by different employees:

Separate

Requisitioning
Purchasing and receiving

From

Invoice processing, accounts payable and
general ledger

<u>Separate</u>	<u>From</u>
Requisitioning and Receiving	Purchasing
Invoice processing and accounts payable	General Ledger
Disbursement preparation	Disbursement approval

- Purchase of goods and services initiated only after approval by designated administrator.
- Reimbursements to employees for goods purchased follow normal approved procedures.
- Finance Division shall verify availability of funds to pay proposed expenditures prior to authorization of purchase.
- Requisitions and purchase orders shall include adequate technical specifications and purchase prices.
- Purchase orders are sequentially numbered for all purchases and shall be used for all purchases.
- Changes to contracts or purchase order shall be subject to the same controls and approvals as the original documents.
- Encumbrance procedures are in place to restrict portions of the budget for which commitments or contractual obligations have been made.
- Purchasing needs are consolidated to avoid frequent minor purchases.

Receiving

- Proof of receipt for all purchased goods shall be required.
- Receiving report e.g. delivery receipt and packing slip shall include the following information:
 - Purchase order number
 - Vendor
 - Date received, quantity received and whether receipt is partial or complete

- Item number and description of goods as shown on the purchase order
Receiving employee's signature
- Indication that the goods meet quality standards

Payables

- Invoice processing procedures shall include:
 - Approved purchase orders
 - Signed receiving reports
 - Original invoice, comparing invoice quantities, price and terms with those documented on the purchase order
 - Comparing invoice quantities with the quantity shown on the receiving report
Verifying mathematical calculations
 - Paying only on the basis of original invoices
 - Comparing amount due with outstanding credit memos
 - Analysis of the reserve for encumbrances and adjustment made as necessary
- Material Resource Clerk and the Material Resource Lead shall record and follow up on partial deliveries.
- Material Resource Clerk shall promptly notify the Accounts Payable Department regarding returned purchases.
- Accounts Payable Department shall correlate returned purchases with credit memos.
- Original invoices and supporting documents shall be stamped or otherwise canceled to prevent duplicate payments.
- Audeo Nonprofit Corp. shall issue IRS 1099 forms in compliance with the Internal Revenue Service filing requirements.
- Audeo Nonprofit Corp. shall comply with State law on sales and use tax.

Audeo Charter School Nonprofit Corporation

Bank Card Policy and Procedures

AREA OF RESPONSIBILITY

Union Bank of California

Union Bank of California is the bankcard company who will issue bankcard.

Cardholder

There are only two cardholders in Audeo Nonprofit Corp. They are the President and CEO and the Chief Financial Officer. The cardholder is responsible for ensuring the bankcard is used appropriately and all purchases of commodities are within the purchasing procedures and policies.

Approver

The Approver is primarily responsible for reviewing Cardholder purchases to ensure the purchases were appropriate and items or services are not on the prohibited list. Complete and proper documentation must be included with all purchases. Approver's signature attests to the validity and completeness of the submitted package.

Finance Division/Accounts Payable Department

Accounts Payable Department is responsible for reviewing all monthly cardholder statements for appropriateness of purchases and preparing all payments to First Bankcard and reviews all monthly cardholder statements for necessary documentation. Accounts Payable Department will assist cardholders with any problems regarding payments made to First Bankcard and charges to the proper budgetary accounts.

OFFICIAL PROCUREMENT CARD BUSINESS USES

- Airfare
- Emergency Supplies
- Fuel (rental vehicle)
- Hotels
- Meals (no alcoholic beverages)
- Outside Print Requests while on travel
- Parking (airport, hotel)
- Registration (including materials)
- Rental Cars and/or Rental Car Insurance

- Taxi
- Towing (emergency only)

PURCHASES FROM VENDORS OR RETAIL STORES WHO DO NOT ACCEPT PURCHASE ORDERS

- Books/Textbooks/Testing Materials and Supplies
- Catering
- Contracts
- Federal Express
- Furniture
- Instructional items (Classroom/Conference/Reference/Training/Workshops)
- Lakeshore Learning Materials
- Field Trips (Amusement Park Tickets for instructional purposes)
- Office Supplies
- Subscriptions
- United Parcel Service
- Dues and Memberships
- U.S. Postal Service products/services
- Consumable Supplies
- Classroom Supplies
- Communications and telephone products

PROHIBITED USES

- Air Phone
- Alcoholic Beverages
- Cash Advances
- Equipment
- Gambling, Betting
- Insecticides
- Legal Fees (Court costs, Fines, Bail Bond)
- Lottery Tickets
- Maintenance Agreements
- Personal items
- Political or Religious Organizations
- Rental or lease of land or buildings

- Securities, insurance
- Splitting or purchases to circumvent the quote procedure
- Tax Payments
- Tobacco Products

PROCEDURES FOR CARDHOLDERS

- **Responsibility** – The cardholder is responsible for ensuring the bankcard is used appropriately and that all purchases are in compliance with Audeo Nonprofit Corp.'s purchasing procedures and policies.
- **Security of Bankcard** – The cardholder is responsible for the security of the bankcard and will immediately report the loss to First Bankcard and the Approver.
- **Determine the Need** – The cardholder screens request to determine if the purchase is an appropriate use of the bankcard.
- **Receipt/Invoice** – The vendor shall be required to itemize the receipt/invoices. An itemized receipt/invoice shall consist of the following:

Itemized Receipt/Invoice for Goods

Vendor Name
 Description of items purchased
 Quantity of purchased
 Unit price per item
 Extended Price
 Sales Tax
 Shipping Charges
 Purchase Total

It is the responsibility of the cardholder to forward the **original vendor receipt/invoice or credit slip** to the Finance Division within the week that the transaction occurred.

In the case of a lost receipt, it is the responsibility of the cardholder to contact the vendor and request a duplicate copy. If after contacting the vendor, a duplicate copy is still not obtained, the cardholder must attach an Affidavit for Loss Receipt to the statement in the order as the transaction appeared on the statement. The lost receipt affidavit should include the date of purchase, vendor name, the amount of purchase, for whom the purchase was for, what was purchased, why the items were purchased, and the reason original receipt was not available.

Monthly Bankcard Statement

At the close of each billing cycle, the Finance Division will receive the bank statement from First Bankcard. The Accounts Payable Department reviews the statement for accuracy and reconciles the bank statement with the itemized vendor receipts/invoices.

If an item is billed incorrectly, the cardholder is responsible for contacting the vendor and request to be credited for the incorrect amount.

If there is a credit slip and this reversal transaction does not appear on the monthly bankcard statement, the Accounts Payable Department will process the incorrect charge for payment and the Accounts Payable Department will verify that the credit is in the next month bankcard statement.

If the cardholder does not receive a credit, or the vendor refuses to provide the cardholder with a credit, the cardholder is responsible for contacting First Bankcard on questionable or disputed transactions on the bank statement within 30 days after receipt of the Monthly Bankcard Statement.

PROCEDURES FOR APPROVER

Approver for the bankcard of the Chief Financial Officer is the President and CEO.
Approver for the President and CEO is the CFO.

Approver signs the itemized sheet that the Accounts Payable Department prepared in order to process payments.

PROCEDURES FOR ACCOUNTS PAYABLE

Reconcile Bank Statements

Upon receipt of the cardholder's bank statements and documentation, Accounts Payable Department will be responsible for the following:

- Review charges to ensure that purchases are appropriate, not on the prohibited list, required documentation (bank statement, invoices/receipts, and credit slips) are included sequentially and itemization is completed.

Processing of Payment

After the bank statement has been verified for accuracy, Accounts Payable Department will process payment promptly.

Audeo Charter School, DBA Audeo Charter School II, Audeo Charter School III, Grossmont Secondary School, and Sweetwater Secondary School Federal Time & Effort Policy

Federal Time & Effort Policy

Overview

For time and effort costs to be charged to a federal award, activities must first be reviewed for allowability. Once an activity has been deemed allowable, newly assigned employee(s) to the position carrying out the activity and the supervisor who is in charge of reviewing their work will be trained on the Charter School's time and effort policy. Additionally, employees who must submit time & effort documentation in accordance with this policy along with their supervisor, administrative, support and fiscal staff who are involved with managing federal awards will receive annual training on accurate time and effort procedures.

Allowability of Federal Resource Costs

Before an activity or cost can first be classified or charged to a Federal resource, it shall be reviewed by the Chief Business Officer ("CBO"), or designee. This review shall consist of:

- i. Alignment with the Charter School's current budget, or for inclusion of a subsequent budget;
- ii. Allowability of the activity or expenditure in accordance with the general standards outlined in the Education Department General and Administrative Regulations ("EDGAR") 2 CFR 200
- iii. The activity/expenditure is reasonable, necessary, and allocable cost to the program
- iv. Whether the cost or activity addresses the goals and objectives of the program
- v. If charging salaries and wages, proper documentation is provided and maintained. Documentation would include:
 - a. Position Control Report;
 - b. An appropriate job description that describes the activities to be performed;
 - c. A duty statement that, at a minimum, includes:
 - i. the tasks, functions, and responsibilities of a position;
 - ii. lists all Federal, State or Local funds used;
 - iii. provides established allocations of each fund;
 - d. Time and Effort records as described in a subsequent part of this section
- vi. Alignment to the School's Local Control and Accountability Plan ("LCAP"), Federal Addendum, or School Plan for Student Achievement ("SPSA"), as appropriate;
 - a. A program specialist will support the CBO's review when determining alignment

of the activities to the LCAP, Federal Addendum, or SPSA, as appropriate, to the Charter School's academic goals.

Should activities change and percentages between cost objectives need to be adjusted, for example, the supervisor of the employee whose activities are changing will inform the CBO, or designee, to conduct a new allowability review.

Time and Effort Procedures

To meet the above requirements, all employees who must complete time and effort forms must submit either a semi-annual certification, a personnel activity report ("PAR") or an alternative substitute in compliance with §200.430(i). The type of form depends on the number of cost objectives that an employee works on.

A cost objective is a program, function, activity, award, organizational subdivision, contract, or work unit of which cost data are desired and for which provision is made to accumulate and measure the cost of processes, products, jobs, capital projects, etc. (2 C.F.R. Part 200.28). See the subsequent School-wide Program in relation to cost objectives.

An Employee working on a single cost objective must have a semi-annual time certification signed by their supervisor, or designee. The semi-annual certification must be:

1. Completed at least every six (6) months (twice a year), which the Charter School has defined as July – December and January – June.
2. Reflect an after-the-fact distribution of the actual activity; and
3. Account for the total activity for which each employee is compensated.

Supervisors, or their designee, who oversee single-cost objective employee activities are responsible for submitting a signed semi-annual certification form within sixty (60) days of each designated six month period.

An employee working on multiple cost objectives must have a Personnel Activity Report (PAR). A PAR provides a written record of an employee's work activities used to document that employee's time to grants or projects and meets the following standards:

1. Reflect an after-the-fact distribution of the actual activity, not a budget estimate;
2. Account for the total work activity for which each employee is compensated;
3. Be prepared at least monthly (a separate PAR for each month) and coincide with one (1) or more pay periods; and
4. Be signed by the employee and the employee's supervisor, or designee.

The PAR will be completed by the employee performing the activity and submitted to their supervisor by the 15th calendar day of the month subsequent to the activities being reported. The supervisor will review the PAR for accuracy and work with the employee should

corrections be warranted. The supervisor will have until the last calendar day of the month subsequent to the activities being reported to submit the PAR to the financial accountant of the school.

Alternative time and effort documentation by a substitute system for time accounting are also acceptable so long as the employee is specifically identifying the effort applied to each cost objective and their supervisor has reviewed and approved the document. An example would be an hourly timesheet processed through the Charter School's Enterprise Resource Planning ("ERP")/payroll system that was entered by the employee and approved by the supervisor.

These time and effort records will be submitted to the Financial Accountant assigned to the school. The Financial Accountant is charged with reviewing the records for accuracy and maintaining them in order to charge the costs of personnel compensation to federal grants.

The Finance Administrator, or designee, will be responsible for overall compliance with this process.

Signatures on time and effort documentation can be either original or electronic.

Training

An employee engaged in an activity charged to a federal resource, their supervisor, or other staff that manage federal awards (administrative, fiscal, support) will receive training at least once per school year on proper time and effort procedures. The Finance Administrator, or designee, shall be responsible for developing and revising the training program as necessary and will deploy the training through a preferred medium.

Time and Effort Standards

Each employee paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities (2 C.F.R. §200.430(i)(1)). In addition, employees who are paid from state and local funds, but whose salaries are used for costsharing or matching on Federal awards, must also keep time and effort documentation (§ 200.430(i)(4)).

Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. In accordance with § 200.430(i)(1), these records must:

- i. Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- ii. Be incorporated into official records of the Charter School;
- iii. Reasonably reflect total activity for which the employee is compensated by the Charter School, not exceeding 100% of compensated activities;
- iv. Encompass federally-assisted and all other activities compensated by the Charter

School on an integrated basis, but may include the use of subsidiary records as defined in the Charter School's written policy;

- v. Comply with the established accounting policies and practices of the Charter School; and
- vi. Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

Fringe Benefits

Compensation for personal services may also include fringe benefits given the costs are allowable to the extent that they satisfy the specific requirements addressed in §200.431. Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages.

Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans. The costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, Charter School-employee agreement, or an established policy of the Charter School.

School-wide Program

In accordance with Sec. 1114 of Title I, part A, a local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

A school-site employee working solely on a School-wide Program ("SWP") approved by the California Department of Education ("CDE") will be viewed as a single cost objective because, for an approved SWP plan, the Charter School may use ESSA Title I funds in combination with some or all of its other federal funds and state and local general-purpose funds to upgrade the entire education program in a school.

CDE does not permit Title III, Part A to be consolidated in a school-wide program. Accordingly, school level staff paid in whole or in part with Title III would not be part of a school-wide program and therefore cannot be considered as working on a single cost objective.

Reconciliation and closeout procedures

Payroll charges must match the actual distribution of time recorded on the aforementioned time reporting methods. Budget estimates or other distribution percentages determined

before the services are performed do not qualify as support for activities described in this section.

Budget estimates are allowed for interim accounting purposes given the Charter School's system for establishing estimates are reasonable approximations of the activities performed by the Employee. Should budget estimates be used, all necessary adjustments will be made such that the salaries, wages, benefits or other such compensation charged to the federal award(s) are allocated based on the actual work performed as documented by the Charter School's Time and Effort procedures.

Annual adjustments are made at year end closing if there is a difference between the budgeted amounts and actual costs.

SAMPLE Semi-annual certification

Semi-annual Time Certification		
School Name		
Period Covered	July 1, 2021 to December 31, 2021	Fiscal Year: 2021-2022
Employee Name		
Title		
Cost Objective/ Program Title	Resource Description(s)	Percent of Effort
Support Type 1	Title I	50%
	LCFF	50%
	Total	<u>100%</u>
<u>Essential Function</u>		
<p><Title> supports the school-wide program of CSSD utilizing a single cost objective with two funding sources.</p>		
<u>Primary Duties</u>		
<p>Collaborate with the Administrator of Instructional Services on the planning, creation, implementation, training, and evaluation of the Instructional Plan.</p> <p>Collaborate with School Leadership Team on the implementation of Math Professional Development.</p> <p>Oversee and manage the math instructional outcomes of students and instructional staff performance to design the focus of the professional development offered to teachers.</p>		
<p>I hereby certify that this report is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100 percent activities.</p>		
Employee or Supervisory Official	Date	

AUDEO CHARTER SCHOOL

A California Non-Profit Public Benefit Corporation

DBA – AUDEO CHARTER SCHOOL II ▪ AUDEO CHARTER SCHOOL III ▪ AUDEO VALLEY CHARTER SCHOOL
GROSSMONT SECONDARY SCHOOL ▪ SWEETWATER SECONDARY SCHOOL

Gregg Haggart – Chairman
Laura Barreiro - Member, Tim Morton – Member

SPECIAL BOARD OF DIRECTORS MEETING MINUTES

Thursday, September 9, 2021, 8:00 a.m.

Via Video Conference and at

North Carlsbad RC 3821 Plaza Drive, Suite 401, Oceanside, CA 92056, South Carlsbad RC 6965 El Camino Real, Suite D202, Carlsbad, CA 92009 and Escondido RC 200 E Via Rancho Parkway, Suite 143, Escondido, CA 92025 and Moreno Valley RC 27130 Eucalyptus Avenue, Suite A, Moreno Valley, CA 92555, and El Cajon RC 111 Fletcher Parkway, El Cajon, CA 92020, La Mesa RC 5975 Severin Drive, La Mesa, CA 91942, Paradise Valley RC 123 Worthington Street, Suite D, Spring Valley, CA 91977 and Bonita Office 3252 Bonita Road, Chula Vista, CA 91910, Chula Vista RC 1655 Broadway Street, Suite 13, Chula Vista, CA 91911, Otay Ranch RC 1392 E Palomar Street, Suite 202, Chula Vista, CA 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, CA 91950

Access to the live video conference was available prior to the start of the meeting at

Audeo II: <https://audeo2.com/board-and-governance/>

Audeo III: <https://audeo3.com/board-and-governance/>

Audeo Valley: <https://audeovalley.com/board-and-governance/>

GSS: <https://grossmontsecondarycharter.com/board-and-governance/>

SSS: <https://sweetwatersecondarycharter.com/board-and-governance/>

1.0 OPEN SESSION

1.1 Call to Order

Haggart called the meeting to order at 8:05 a.m.

1.2 Roll Call

Members present at the meeting were Gregg Haggart, Laura Barreiro, Tim Morton.

Also in attendance: Lynne Alipio, William Berry, Mary Bixby, Angela Neri and Tim Tuter.

1.3 Establishment of Quorum

The following directors, constituting a quorum of the Board were present at the meeting:
Gregg Haggart, Laura Barreiro and Tim Morton.

1.4 Pledge of Allegiance

Haggart led all in the Pledge of Allegiance.

1.5 Approval of Agenda

It was moved by Morton and seconded by Barreiro to Approve the Agenda.
Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

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 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.

3.1 Consent Action Items for The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School for Each School

3.1.1 Approval of Meeting Minutes for August 24, 2021

It was moved by Morton and seconded by Barreiro to Approve the Consent Action Item 3.1.1.
Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

4.0 ACTION ITEMS

4.1 Action Items for Audeo Charter School II

4.1.1 Approval of the MOU Between San Diego County Office of Education and Audeo Charter School II

It was moved by Barreiro and seconded by Morton to Approve the MOU Between San Diego County Office of Education and Audeo Charter School II.
Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

5.0 BOARD COMMENTS AND ANNOUNCEMENTS

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.

Bixby informed the Board that the Graduation Ceremony at Liberty Station was a beautiful event.

6.0 ADJOURNMENT

It was moved by Morton and seconded by Barreiro to adjourn the meeting at 8:17 a.m.
Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Audeo Charter School II
CDS #: 37770320134577
Charter Approving Entity: State Board of Education
County: San Diego
Charter #: 1835

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	3,035,978.00		3,035,978.00
Education Protection Account State Aid - Current Year	8012	59,588.00		59,588.00
State Aid - Prior Years	8019			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	8,998.00		8,998.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		3,104,564.00	0.00	3,104,564.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		150,213.80	150,213.80
Special Education - Federal	8181, 8182		62,880.00	62,880.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		114,994.80	114,994.80
Total, Federal Revenues		0.00	328,088.60	328,088.60
3. Other State Revenues				
Special Education - State	StateRevSE		226,359.00	226,359.00
All Other State Revenues	StateRevAO	69,806.87	512,318.48	582,125.35
Total, Other State Revenues		69,806.87	738,677.48	808,484.35
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	118,709.94		118,709.94
Total, Local Revenues		118,709.94	0.00	118,709.94
5. TOTAL REVENUES				
		3,293,080.81	1,066,766.08	4,359,846.89
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	660,760.70	347,343.24	1,008,103.94
Certificated Pupil Support Salaries	1200	58,672.00	87,096.83	145,768.83
Certificated Supervisors' and Administrators' Salaries	1300	48,621.56	17,816.02	66,437.58
Other Certificated Salaries	1900		55,985.80	55,985.80
Total, Certificated Salaries		768,054.26	508,241.89	1,276,296.15
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100			0.00
Noncertificated Support Salaries	2200			0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	37,441.19	1,805.67	39,246.86
Clerical, Technical and Office Salaries	2400	303,266.27		303,266.27
Other Noncertificated Salaries	2900	14,702.64	6,301.08	21,003.72
Total, Noncertificated Salaries		355,410.10	8,106.75	363,516.85

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Audeo Charter School II

CDS #: 37770320134577

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	124,559.02	219,787.19	344,346.21
PERS	3201-3202	72,235.33	1,641.95	73,877.28
OASDI / Medicare / Alternative	3301-3302	37,966.12	8,038.00	46,004.12
Health and Welfare Benefits	3401-3402	315,165.99	114,224.44	429,390.43
Unemployment Insurance	3501-3502	575.09	265.95	841.04
Workers' Compensation Insurance	3601-3602	11,864.72	5,448.57	17,313.29
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		562,366.27	349,406.10	911,772.37
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100		8,146.74	8,146.74
Books and Other Reference Materials	4200			0.00
Materials and Supplies	4300	22,492.13	40,465.07	62,957.20
Noncapitalized Equipment	4400		17,421.62	17,421.62
Food	4700	239.63	637.75	877.38
Total, Books and Supplies		22,731.76	66,671.18	89,402.94
5. Services and Other Operating Expenditures				
Subagreements for Services	5100		27,976.00	27,976.00
Travel and Conferences	5200	10,215.53	7,741.53	17,957.06
Dues and Memberships	5300	14,457.82		14,457.82
Insurance	5400	19,545.78	98.17	19,643.95
Operations and Housekeeping Services	5500	34,412.22	28,082.55	62,494.77
Rentals, Leases, Repairs, and Noncap. Improvements	5600	364,915.56	637.24	365,552.80
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	229,579.04	160,939.98	390,519.02
Communications	5900	28,953.63	15,494.63	44,448.26
Total, Services and Other Operating Expenditures		702,079.58	240,970.10	943,049.68
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	185,871.52		185,871.52
Total, Capital Outlay		185,871.52	0.00	185,871.52
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399	(44,201.10)	44,201.10	0.00
Debt Service:				
Interest	7438	6,683.14	649.31	7,332.45
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		6,683.14	649.31	7,332.45
Total, Other Outgo		(37,517.96)	44,850.41	7,332.45
8. TOTAL EXPENDITURES		2,558,995.53	1,218,246.43	3,777,241.96

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Audeo Charter School II

CDS #: 37770320134577

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		734,085.28	(151,480.35)	582,604.93
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(267,204.16)	267,204.16	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(267,204.16)	267,204.16	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		466,881.12	115,723.81	582,604.93
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	1,765,069.65	(9,761.05)	1,755,308.60
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		1,765,069.65	(9,761.05)	1,755,308.60
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		2,231,950.77	105,962.76	2,337,913.53
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	649,526.10		649,526.10
b. Restricted Net Position	9797		105,962.76	105,962.76
c. Unrestricted Net Position	9790A	1,582,424.67	0.00	1,582,424.67

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Audeo Charter School II

CDS #: 37770320134577

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	346,251.01	339,432.99	685,684.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	1,351,718.50	(176,409.63)	1,175,308.87
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	316,127.85		316,127.85
4. Due from Grantor Governments	9290	1,014,619.30	249,264.19	1,263,883.49
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	108,835.40		108,835.40
7. Other Current Assets	9340	15,556.10		15,556.10
8. Capital Assets (accrual basis only)	9400-9489	649,526.10		649,526.10
9. TOTAL ASSETS		3,802,634.26	412,287.55	4,214,921.81
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources				
	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable				
	9500	84,607.99	16,127.39	100,735.38
2. Due to Grantor Governments				
	9590			0.00
3. Current Loans				
	9640	1,190,933.19		1,190,933.19
4. Unearned Revenue				
	9650		290,197.40	290,197.40
5. Long-Term Liabilities (accrual basis only)				
	9660-9669	295,142.31		295,142.31
6. TOTAL LIABILITIES		1,570,683.49	306,324.79	1,877,008.28
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources				
	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2)				
(must agree with Line F2)				
		2,231,950.77	105,962.76	2,337,913.53

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: Audeo Charter School II
CDS #: 37770320134577

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. <u>Elementary and Secondary School Emergency Relief II (ESSER II)</u>	\$	649.31	649.31
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	649.31	649.31

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries 1000-1999	0.00
b. Noncertificated Salaries 2000-2999	0.00
c. Employee Benefits 3000-3999	0.00
d. Books and Supplies 4000-4999	0.00
e. Services and Other Operating Expenditures 5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: Audeo Charter School II
CDS #: 37770320134577

3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2019-20 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2022-23.

a. Total Expenditures (B8)	3,777,241.96
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	328,088.60
c. Subtotal of State & Local Expenditures [a minus b]	3,449,153.36
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	192,554.66
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 3,256,598.70

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Charter School II	Veronica Radtke School Coordinator	vradtke@altusschools.net (858) 678-2050

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan (LCAP)	Available on the School's LCAP webpage: https://audeo2.com/wp-content/uploads/2021/06/Audeo-II-21-22-LCAP-All-Components.pdf

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$360,552

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$109,374
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$121,504
Use of Any Remaining Funds	\$129,674

Total ESSER III funds included in this plan

\$360,552

Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Audeo II regularly consults with community members to understand the academic, social-emotional and physical needs of their students and families. Audeo II utilizes multiple methods to engage the community, including school events, trainings, meetings and surveys. Additionally, Audeo II’s educational model is centered on a strong school-to-home partnership. This partnership allows teachers, counselors and school leaders to consult with students and parents on a regular basis to discuss individual needs. All information received from community members is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

The following school community members have contributed to the development of the ESSER III Plan with corresponding methods:

- **Students:** Ongoing virtual and in-person PPEP Meetings, Character and Leadership Development Program, Wellness Week, College and Career Week, Senior Night Events and Surveys

- **Parents and Family Members:** Ongoing virtual and in-person PPEP Meetings, Family Learning Series Trainings, Virtual Parent Night Events, Senior Night Events and Surveys
- **Teachers, Education Specialists and Certificated Teacher Resources (CTRs):** Resource Center Meetings, Instructional Meetings, Altus University Trainings, Department Meetings and Surveys
- **School Staff:** Office Meetings, Department Meetings, Altus University Trainings and Surveys
- **School Leadership:** Weekly Huddle Meetings and Surveys
- **School Site Council:** Ongoing Meetings
- **English Language Advisory Committee:** Ongoing Meetings

Community engagement is key to supporting the School's comprehensive strategic planning, formulation of goals, actions and performance measures. The School continues to consult with community members throughout the 2021-2022 school year and their input will be integrated into the ESSER III Plan.

A description of how the development of the plan was influenced by community input.

Audeo II is an academic intervention program committed to providing a personalized education to all students that will meet their unique needs. Students and family members report that they enroll in Audeo II because they want an educational program that provides a safe environment, supportive culture, opportunity to graduate on-time and prepare for college and career pathways. While these key student and parent requirements have remained consistent even during the COVID-19 pandemic, the School has had to alter operations and approaches to meet their needs.

From the onset of the COVID-19 pandemic, Audeo II has continued to meet key student and parent requirements by remaining agile and innovative. Audeo II has been able to provide a rigorous online curriculum to those students and families who prefer to remain in distance learning due to concerns related to COVID-19. Additionally, Resource Centers have remained open to those families who prefer in-person instruction and support. The School has taken tremendous care in integrating COVID-19 health and safety protocols into each school location. As a result, families report high levels of satisfaction with school safety and the overall educational program.

While families remain very satisfied with the educational program, the School recognizes that the COVID-19 pandemic has impacted all aspects of life for the school community and is thus committed to developing an ESSER III Plan focused on increasing both academic achievement and the social-emotional health of all students, particularly for underserved student groups. Audeo II has a robust Data Integration System that monitors, measures and responds to student learning. This system is capable of quickly identifying students of underserved student groups that need additional support and services to meet grade level standards. These additional educational support opportunities include added time in Resource Centers, one-on-one tutoring provided by CTRs, nutrition and technology devices such as Chromebooks and internet data plans, for connectivity, that will ensure equity and access to the full instructional program and curriculum.

Since the onset of the COVID-19 emergency, School employees have worked tirelessly in remote and in-person environments to support school operations, and most importantly, help students meet their individual academic goals. In order to ensure that all employees can remain productive in this evolving work environment, the School has replaced and acquired new upgraded work tools, including Avaya Cloud and DocuSign. These new work tools ensure that all employees are equipped to do their job in an increasingly digital world while remaining compliant with Federal, State and local requirements.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$109,374			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 1	Safe and Supportive School for All Students	Personal Protective Equipment (PPE) and other resource center safety needs for school members and students to minimize potential exposure to disease and meet the policies and guidance provided by the Centers for Disease Control (CDC)	\$8,400
LCAP, Goal 4, Action 1	Safe and Supportive School for All Students	Janitorial services to clean and disinfect surfaces of germs which further reduces any risk of spreading infection	\$87,524

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 1	Safe and Supportive School for All Students	HVAC systems inspection, testing, maintenance, repair, and upgrade to improve air quality in school facilities	\$13,450

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$121,504

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 4	Academic Instruction and Support for English Learners, Low-Income Students, and Foster Youth	Add Paraprofessional (CTR) supports and supplemental teaching days from credentialed teaching staff to provide targeted Math and ELA tutorials to students failing or at risk of failing with the intention to increase student academic confidence, skills and knowledge.	\$121,504

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$129,674

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 3	Academic Instruction and Support for All Students	Partner with Konica Minolta to digitize student cumulative records to allow school staff to quickly, accurately and remotely develop a personalized educational plan for each student that considers prior performance and educational experiences	\$14,502
LCAP, Goal 2, Action 1	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Provide Chromebooks and internet data plans to underserved students to aid in regular substantive educational interaction and synchronous learning opportunities between educators and pupils	\$81,864
LCAP, Goal 4, Action 2	Social, Emotional, and Behavioral Support Systems for Low-Income Students and Foster Youth	Provide a School Nutrition Program to reduce food insecurity and improve health and development of youth	\$4,500
LCAP, Goal 5, Action 1	Engagement Opportunities for All Students	Utilization of Avaya Cloud communication tools to provide user friendly methods and enhanced opportunities of regular interaction between educators and students	\$6,300
LCAP, Goal 5, Action 1	Engagement Opportunities for All Students	An e-signature platform was crucial in obtaining student/parent signatures and continuing business operations in a remote environment; the School has partnered with DocuSign to meet its e-signature needs and will continue to utilize these services to support student, family and employee safety concerns	\$14,108
LCAP, Goal 5, Action 1	Engagement Opportunities for All Students	Maintain and improve upon additional technologies that were recently implemented to allow for remote work using cloud-based, or other remote access platforms	\$8,400
n/a	Continuous Operation of School Facilities	Other unforeseen activities that are necessary to maintain the operation of and continuity of services in resource centers and/or LEA office locations. There is not a budget allocation in the plan since any future expenditures are unknown at this time.	\$0

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Safe and Supportive In-Person Instructional Opportunities	The Executive School Safety Committee will collect and analyze information related to community members’ satisfaction with safety protocols implemented at all school locations to mitigate the spread of infectious disease. Information will include survey data, number of students attending Resource Centers, feedback gathered at multiple meeting venues and visit observations.	The Executive School Safety Committee will meet quarterly to review safety plans, relevant information and consider adjustments to protocols and procedures. School Leaders will meet at weekly Huddle Meetings to discuss feedback collected from community members, trends, best practices and potential needs.
Instructional Strategies to Address Potential Learning Loss	Instructional staff will monitor student engagement rates for All Students, and by underserved student groups. In addition, the School will utilize Measures of Academic Progress by NWEA to evaluate and respond to student skills levels related to Reading, Language and Mathematics.	Student engagement and academic performance will be monitored daily by teachers, counselors and school leaders.
Digitize Student Cumulative Records	The School’s Operation Department will monitor the percentage of student cumulative records that have been digitized and available to school employees.	Progress monitoring will be completed on a monthly basis and be reported to school community members.
Improve Student Connectedness to the Curriculum and School Community	Teachers, counselors and school leaders will quickly identify which students and families need home technology. The School will utilize its inventory system to record which students have technology checked-out and for how long. School	Progress monitoring will be completed on an ongoing basis.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	community members will meet to discuss the impact of the Connect Program on student engagement and performance.	
Provide a School Nutrition Program that Improves Student Health and Development	Each school location will record how many meals are provided to students throughout the week. School locations will order additional meals as needed.	Progress monitoring will be completed on an ongoing basis.
Utilize New Communication Tools to Aid in the Interaction With Families	School staff will use the School Pathways Contact Manager management tool to record daily communication and methods used, including Avaya Cloud and DocuSign features. A Monthly Storybook will be made available to the school community that summarizes communication methods utilized Schoolwide and segmented by teacher and staff member.	Communication between staff and students will be monitored on a daily, weekly and monthly basis.



Assumptions for the Revised Preliminary Operational Budget FY 2021-22

The Audeo Charter School II (Audeo II) is an independent study program. Audeo II 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 II 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 II 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 II is 47.49%.
- * **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 Dashboard – 2021-22 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo II's Revised Preliminary Operational Budget.

Table 1:

Description	FY 2021-22
Grades 4-6 Base Grant	\$8,215
Grades 7-8 Base Grant	\$8,458
Grades 9-12 Adjusted Base Grant	\$10,057
Statutory Cost of Living Allowance (COLA)*	5.07%
Audeo II 's Unduplicated Pupil Percentage (Rolling Average)	47.49%
District's Unduplicated Pupil Percentage (Carlsbad Unified)	24.64%

**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	258	288	244
ADA:			
Grade 4-6	8.55	3.48	3.48
Grade 7-8	22.15	17.46	17.46
Grade 9-12	214.90	277.00	277.00
Total ADA	245.60	297.94	297.94

REVENUE PROJECTIONS

Table 3:

Description	FY 2021-22
LCFF Sources	\$2,648,572
Federal Revenues	507,775
State Revenues Other than LCFF	899,566
Local Revenues	35,500
Other Financing Sources	\$420,597
Total Projected Revenues	\$4,512,010

- 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 2021-22.

ESSA: School Improvement (CSI) Funding for LEAs:

Audeo II 's allocation amount for 2020-21 CSI funds is \$177,547. The project period for this grant begins on February 15, 2021 and ends on September 30, 2022. Audeo II has projected to spend \$118,800 of its 2020-21 CSI funds for this fiscal year (FY) and the remaining balance next fiscal year.

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 II 's ESSER II allocation is \$160,426 and of that amount, \$45,6734 was spent in FY 2020-21 and remaining amount of \$114,752 is included in this budget.

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 II 's ESSER III allocation is \$360,552 and of that amount it has included \$60,000 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 II 's apportionment is \$224,537 and \$112,728 is included in the budget.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$715 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 II 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. CTE funding was increased at the state level from \$150M to \$300M in 2021-22. Audeo II included the \$505,084 CTE grant for this fiscal year.
- **Dispute Prevention Funds** are one-time, funding streams provided to our Special Education Local Plan Area (SELPA) for distribution to its members. Dispute prevention funds are to fund dispute prevention and voluntary alternative dispute resolution activities aimed at preventing and resolving special education disputes resulting from school disruptions stemming from the pandemic. \$3,344 of dispute prevention funds are included in this budget.
- **Other Financing Sources** Nonprofit corporations were eligible to apply to the Paycheck Protection Program (PPP), a Small Business Administration (SBA) backed loan, during the COVID-19 crisis. Audeo Charter School II applied for and received the loan in May of 2020. In July of 2021, the loan amount plus any accrued interest or fees was forgiven. This amounted to \$420,597 in forgiveness and is reflected in the budget under Other Financing Sources

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 21-22
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	12.50
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	1.10
Certificated Supervisor & Administrator	1300	0.55
Other Certificated Teacher Resource (CTR)	1900	7.50
Classified Support (Admin Support)	2200	0.25
Clerical, Technical & Office Staff	2400	5.90
Other Classified (Administrative Support)	2900	0.50
TOTAL FTE POSITIONS BUDGETED		28.30

- * 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			
- Dental \$ 120			
- Vision \$ 27	3401-02		
- Life Ins. .000095			
State Unemployment Insurance	3501-01	.50%	.50%
Worker Compensation Insurance	3601-02	1.12%	1.12%

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 II 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 \$543,065 representing 12.03% 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 II 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 II reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo II has deployed an integrated marketing plan to support organizational growth. To reach Audeo II '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 II has allocated \$45,120 for marketing expenses included in the object code 5800 and represents 1% of its total budget.

DISTRICT OVERSIGHT FEES

Audeo II will pay its authorizing District (San Diego County Office of Education) 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

Audeo II has budgeted \$26,486 for FY 2021-22 for oversight fees.

RESERVES

Audeo II has allocated reserves of \$225,600 for FY 2021-22 representing 5% of total revenues of \$4,512,010.

FACILITIES

Audeo II carries contractual lease agreements with an annual cost of \$268,898 for FY 2021-22. The total cost of the current lease contracts from July 2021 thru the end of the lease term (Year 2024) is \$688,982. Audeo II 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 II

Charter School II

REVISED PRELIMINARY OPERATIONAL BUDGET FY 2021-2022

REVENUES

DESCRIPTION	ACCOUNT CODES	REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	Increase (Decrease)
LOCAL CONTROL FUNDING FORMULA - LCFF				
LCFF State Aid	8011	\$ 2,599,452.00	\$ 3,234,221.00	\$ (634,769.00)
Education Protection Account	8012	49,120.00	60,532.00	(11,412.00)
TOTAL, LCFF ENTITLEMENT		\$ 2,648,572.00	\$ 3,294,753.00	\$ (646,181.00)
FEDERAL REVENUES				
Federal IDEA	8181	\$ 30,500.00	\$ 30,500.00	\$ -
ERMHS Level III	8182	\$ 125,688.00	-	\$ 125,688.00
Title I, Part A - Basic Grants Low-Income & Neglected	8290	41,071.00	50,834.00	\$ (9,763.00)
Title II, Part A - Improving Teacher Quality Program	8290	5,443.00	4,586.00	857.00
Title III - Limited English Proficient Study Program	8290	1,521.00	1,716.00	(195.00)
Title IV - Part A Student Support and Academic Enrichment	8290	10,000.00	10,000.00	-
ESSA: School Improvement Funding for LEAS	8290	118,800.00	65,000.00	53,800.00
Elementary and Secondary School Emergency Relief Fund (ESSER II)	8290	114,752.00	110,867.00	3,885.00
Elementary and Secondary School Emergency Relief Fund (ESSER III)	8290	60,000.00	56,688.00	3,312.00
TOTAL, FEDERAL REVENUES		\$ 507,775.00	\$ 330,191.00	\$ 177,584.00
STATE REVENUES OTHER THAN LCFF				
Mandate Block Grant	8550	\$ 13,612.00	\$ 13,827.00	\$ (215.00)
State Lottery Revenue - Non Prop-20	8560	37,507.00	47,417.00	(9,910.00)
State Lottery Revenue - Prop-20	8560	11,687.00	15,490.00	(3,803.00)
Special Education	8792	175,604.00	196,823.00	(21,219.00)
Dispute Prevention	8590	3,344.00	-	3,344.00
Special Education - Mental Health Level 2	8590	40,000.00	40,000.00	-
Career Technical Education Incentive Grant	8590	505,084.00	225,866.00	279,218.00
Expanded Learning Opportunity (ELO) Grant.	8590	101,455.00	111,808.00	(10,353.00)
Expanded Learning Opportunity (ELO) Paraprofessional	8590	11,273.00	-	11,273.00
TOTAL, STATE REVENUES		\$ 899,566.00	\$ 651,231.00	\$ 248,335.00
LOCAL REVENUES				
Interest Income	8660	\$ 10,000.00	\$ 12,000.00	\$ (2,000.00)
All Other Local Revenue	8699	25,500.00	21,500.00	4,000.00
Recognized Loss/Gain	8700	-	-	-
TOTAL LOCAL REVENUES		\$ 35,500.00	\$ 33,500.00	\$ 2,000.00
OTHER FINANCING SOURCES				
All Other Financing Sources	8979	420,597.00	-	\$ 420,597.00
TOTAL OTHER FINANCING SOURCES		\$ 420,597.00	\$ -	\$ 420,597.00
TOTAL, REVENUES		\$ 4,512,010.00	\$ 4,309,675.00	\$ 202,335.00

Audeo II

Charter School II

REVISED PRELIMINARY OPERATIONAL BUDGET FY 2021-2022

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	Increase (Decrease)
CERTIFICATED SALARIES				
Teachers' Salaries	1100	\$ 1,187,178.00	\$ 1,137,349.00	\$ 49,829.00
Certificated Pupil Support Salaries	1200	135,635.00	129,987.00	5,648.00
Certificated Supervisor & Adm. Salaries	1300	83,213.00	79,036.00	4,177.00
Other Certificated Salaries	1900	130,048.00	120,202.00	9,846.00
TOTAL, CERTIFICATED SALARIES		\$ 1,536,074.00	\$ 1,466,574.00	\$ 69,500.00
CLASSIFIED SALARIES				
Classified Support Salaries	2200	13,672.00	20,508.00	(6,836.00)
Clerical, Technical, and Office Staff	2400	291,493.00	298,509.00	(7,016.00)
Other Classified Salaries	2900	53,856.00	53,409.00	447.00
TOTAL, CLASSIFIED SALARIES		\$ 359,021.00	\$ 372,426.00	\$ (13,405.00)
EMPLOYEE BENEFITS				
STRS Retirement	3100	\$ 259,904.00	\$ 248,144.00	\$ 11,760.00
PERS Retirement	3200	82,251.00	77,092.00	5,159.00
Social Security/Medicare	3300	49,738.00	49,756.00	(18.00)
Health and Welfare	3400	554,319.00	536,263.00	18,056.00
Unemployment Insurance	3500	9,475.00	22,620.00	(13,145.00)
Workers Compensation Insurance	3600	21,225.00	20,597.00	628.00
TOTAL EMPLOYEE BENEFITS		\$ 976,912.00	\$ 954,472.00	\$ 22,440.00
TOTAL PERSONNEL COST		\$ 2,872,007.00	\$ 2,793,472.00	\$ 78,535.00

Audeo II

Charter School II

REVISED PRELIMINARY OPERATIONAL BUDGET FY 2021-2022

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	Increase (Decrease)
BOOKS AND SUPPLIES				
Textbooks	4100	\$ 12,600.00	\$ 12,000.00	\$ 600.00
Books and Other Reference Materials	4200	4,790.00	3,600.00	1,190.00
Instructional Materials and Supplies	4300	65,716.00	66,600.00	(884.00)
On-Line Courses	4312	25,072.00	25,072.00	-
Non-Capitalized Equipment	4400	31,144.00	30,000.00	1,144.00
Food	4700	6,000.00	6,000.00	-
TOTAL, BOOKS AND SUPPLIES		\$ 145,322.00	\$ 143,272.00	\$ 2,050.00
SERVICES, OTHER OPERATING EXPENSES				
Travel and Conference	5200	\$ 20,226.00	\$ 18,929.00	\$ 1,297.00
Dues and Memberships	5300	17,732.00	17,410.00	322.00
Liability Insurance	5400	26,308.00	26,543.00	(235.00)
Operations and Housekeeping Services	5500	88,893.00	78,600.00	10,293.00
Rental, Leases & Repairs	5600	333,022.00	336,305.00	(3,283.00)
Prof/Consulting Services/Oper. Exp.	5800	497,945.00	396,599.00	101,346.00
Marketing	5812	45,120.00	34,477.00	10,643.00
Communication	5900	63,767.00	58,080.00	5,687.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		\$ 1,093,013.00	\$ 966,943.00	\$ 126,070.00
CAPITAL OUTLAY				
Depreciation - Leasehold Improvement	6900	\$ 148,309.00	\$ 165,242.00	\$ (16,933.00)
Depreciation - Equipment	6900	24,985.00	23,408.00	1,577.00
TOTAL, CAPITAL OUTLAY		\$ 173,294.00	\$ 188,650.00	\$ (15,356.00)
OTHER OUTGO				
Debt Service Payment - Interest (Capitalized Leases)	7438	\$ 2,774.00	\$ 1,854.00	\$ 920.00
TOTAL, OTHER OUTGO		\$ 2,774.00	\$ 1,854.00	\$ 920.00
RESERVES				
Operational Reserve	9730	\$ 112,800.00	\$ 107,742.00	\$ 5,058.00
Reserve for Economic Uncertainties	9770	112,800.00	107,742.00	5,058.00
TOTAL, RESERVES		\$ 225,600.00	\$ 215,484.00	\$ 10,116.00
%		5%	5%	
TOTAL, EXPENDITURES		\$ 4,512,010.00	\$ 4,309,675.00	\$ 202,335.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Audeo Charter School III

CDS #: 37681060137034

Charter Approving Entity: Escondido Union High School District

County: San Diego

Charter #: 1935

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	834,264.00		834,264.00
Education Protection Account State Aid - Current Year	8012	24,172.00		24,172.00
State Aid - Prior Years	8019	(3,714.00)		(3,714.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	550,369.00		550,369.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		1,405,091.00	0.00	1,405,091.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		35,037.00	35,037.00
Special Education - Federal	8181, 8182		62,522.00	62,522.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		82,167.51	82,167.51
Total, Federal Revenues		0.00	179,726.51	179,726.51
3. Other State Revenues				
Special Education - State	StateRevSE		107,887.00	107,887.00
All Other State Revenues	StateRevAO	30,691.44	215,351.48	246,042.92
Total, Other State Revenues		30,691.44	323,238.48	353,929.92
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	5,067.92		5,067.92
Total, Local Revenues		5,067.92	0.00	5,067.92
5. TOTAL REVENUES				
		1,440,850.36	502,964.99	1,943,815.35
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	302,194.48	197,873.95	500,068.43
Certificated Pupil Support Salaries	1200	30,561.55	13,795.22	44,356.77
Certificated Supervisors' and Administrators' Salaries	1300	42,801.57	19,052.97	61,854.54
Other Certificated Salaries	1900	1,718.08	10,830.04	12,548.12
Total, Certificated Salaries		377,275.68	241,552.18	618,827.86
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100			0.00
Noncertificated Support Salaries	2200	19,842.87	3,666.09	23,508.96
Noncertificated Supervisors' and Administrators' Salaries	2300	3,134.30	0.00	3,134.30
Clerical, Technical and Office Salaries	2400	153,172.72	1,898.32	155,071.04
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		176,149.89	5,564.41	181,714.30

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Audeo Charter School III

CDS #: 37681060137034

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	61,402.44	100,843.90	162,246.34
PERS	3201-3202	35,795.88	1,149.83	36,945.71
OASDI / Medicare / Alternative	3301-3302	18,736.76	3,949.86	22,686.62
Health and Welfare Benefits	3401-3402	135,396.67	48,623.35	184,020.02
Unemployment Insurance	3501-3502	290.20	123.59	413.79
Workers' Compensation Insurance	3601-3602	5,833.64	2,610.22	8,443.86
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		257,455.59	157,300.75	414,756.34
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	70.55	4,172.08	4,242.63
Books and Other Reference Materials	4200			0.00
Materials and Supplies	4300	2,077.95	25,943.43	28,021.38
Noncapitalized Equipment	4400	9,023.98	30,881.37	39,905.35
Food	4700	85.44		85.44
Total, Books and Supplies		11,257.92	60,996.88	72,254.80
5. Services and Other Operating Expenditures				
Subagreements for Services	5100		36,671.60	36,671.60
Travel and Conferences	5200	4,101.36	1,473.80	5,575.16
Dues and Memberships	5300	3,000.71		3,000.71
Insurance	5400	6,608.35	20.00	6,628.35
Operations and Housekeeping Services	5500	13,804.67	12,335.97	26,140.64
Rentals, Leases, Repairs, and Noncap. Improvements	5600	126,999.88		126,999.88
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	102,055.76	88,614.25	190,670.01
Communications	5900	1,390.24	15,084.64	16,474.88
Total, Services and Other Operating Expenditures		257,960.97	154,200.26	412,161.23
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	29,193.18		29,193.18
Total, Capital Outlay		29,193.18	0.00	29,193.18
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399	(6,096.34)	6,096.34	0.00
Debt Service:				
Interest	7438	5,513.19	246.66	5,759.85
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		5,513.19	246.66	5,759.85
Total, Other Outgo		(583.15)	6,343.00	5,759.85
8. TOTAL EXPENDITURES		1,108,710.08	625,957.48	1,734,667.56

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: Audeo Charter School III

CDS #: 37681060137034

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		332,140.28	(122,992.49)	209,147.79
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(166,859.03)	166,859.03	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(166,859.03)	166,859.03	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		165,281.25	43,866.54	209,147.79
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	789,442.72		789,442.72
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		789,442.72	0.00	789,442.72
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		954,723.97	43,866.54	998,590.51
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	370,576.71		370,576.71
b. Restricted Net Position	9797		43,866.54	43,866.54
c. Unrestricted Net Position	9790A	584,147.26	0.00	584,147.26

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Audeo Charter School III

CDS #: 37681060137034

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	234,155.13	72,874.28	307,029.41
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	604,619.70	(69,215.49)	535,404.21
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	90,073.42	0.00	90,073.42
4. Due from Grantor Governments	9290	279,168.96	110,320.38	389,489.34
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	43,701.96	3,804.38	47,506.34
7. Other Current Assets	9340	431.00		431.00
8. Capital Assets (accrual basis only)	9400-9489	370,576.71		370,576.71
9. TOTAL ASSETS		1,622,726.88	117,783.55	1,740,510.43
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	72,325.53	1,042.73	73,368.26
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640	374,319.70		374,319.70
4. Unearned Revenue	9650		72,874.28	72,874.28
5. Long-Term Liabilities (accrual basis only)	9660-9669	221,357.68		221,357.68
6. TOTAL LIABILITIES		668,002.91	73,917.01	741,919.92
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		954,723.97	43,866.54	998,590.51

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: Audeo Charter School III
CDS #: 37681060137034

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. <u>Elementary and Secondary School Relief (ESSER II) Funds</u>	\$	246.66	246.66
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	246.66	246.66

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures		Amount (Enter "0.00" if none)
a. <u>Certificated Salaries</u>	1000-1999	0.00
b. <u>Noncertificated Salaries</u>	2000-2999	0.00
c. <u>Employee Benefits</u>	3000-3999	0.00
d. <u>Books and Supplies</u>	4000-4999	0.00
e. <u>Services and Other Operating Expenditures</u>	5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: Audeo Charter School III
CDS #: 37681060137034

3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2019-20 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2022-23.

a. Total Expenditures (B8)	1,734,667.56
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	179,726.51
c. Subtotal of State & Local Expenditures [a minus b]	1,554,941.05
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	34,706.37
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 1,520,234.68

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Charter School III	Sharnita Moore School Coordinator	smoore@audeocharterschool.net (858) 678-2050

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students’ academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA’s Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan (LCAP)	Available on the School’s LCAP webpage: https://audeo3.com/wp-content/uploads/2021/06/Audeo-III-21-22-LCAP-All-Components.pdf

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA
\$135,282.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$59,286.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$27,068.00
Use of Any Remaining Funds	\$48,928.00

Total ESSER III funds included in this plan

\$135,282.00

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Audeo III regularly consults with community members to understand the academic, social-emotional and physical needs of their students and families. Audeo III utilizes multiple methods to engage the community, including school events, trainings, meetings and surveys. Additionally, Audeo III's educational model is centered on a strong school-to-home partnership. This partnership allows teachers, counselors and school leaders to consult with students and parents on a regular basis to discuss individual needs. All information received from community members is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

The following school community members have contributed to the development of the ESSER III Plan with corresponding methods:

- **Students:** Ongoing virtual and in-person PPEP Meetings, Character and Leadership Development Program, Wellness Week, College and Career Week, Senior Night Events and Surveys

- **Parents and Family Members:** Ongoing virtual and in-person PPEP Meetings, Family Learning Series Trainings, Virtual Parent Night Events, Senior Night Events and Surveys
- **Teachers, Education Specialists and Certificated Teacher Resources (CTRs):** Resource Center Meetings, Instructional Meetings, Altus University Trainings, Department Meetings and Surveys
- **School Staff:** Office Meetings, Department Meetings, Altus University Trainings and Surveys
- **School Leadership:** Weekly Huddle Meetings and Surveys
- **School Site Council:** Ongoing Meetings
- **English Language Advisory Committee:** Ongoing Meetings

Community engagement is key to supporting the School's comprehensive strategic planning, formulation of goals, actions and performance measures. The School continues to consult with community members throughout the 2021-2022 school year and their input will be integrated into the ESSER III Plan.

A description of how the development of the plan was influenced by community input.

Audeo III is an academic intervention program committed to providing a personalized education to all students that will meet their unique needs. Students and family members report that they enroll in Audeo III because they want an educational program that provides a safe environment, supportive culture, opportunity to graduate on-time and prepare for college and career pathways. While these key student and parent requirements have remained consistent even during the COVID-19 pandemic, the School has had to alter operations and approaches to meet their needs.

From the onset of the COVID-19 pandemic, Audeo III has continued to meet key student and parent requirements by remaining agile and innovative. Audeo III has been able to provide a rigorous online curriculum to those students and families who prefer to remain in distance learning due to concerns related to COVID-19. Additionally, Resource Centers have remained open to those families who prefer in-person instruction and support. The School has taken tremendous care in integrating COVID-19 health and safety protocols into each school location. As a result, families report high levels of satisfaction with school safety and the overall educational program.

While families remain very satisfied with the educational program, the School recognizes that the COVID-19 pandemic has impacted all aspects of life for the school community and is thus committed to developing an ESSER III Plan focused on increasing both academic achievement and the social-emotional health of all students, particularly for underserved student groups. Audeo III has a robust Data Integration System that monitors, measures and responds to student learning. This system is capable of quickly identifying students of underserved student groups that need additional support and services to meet grade level standards. These additional educational support opportunities include added time in Resource Centers, one-on-one tutoring provided by CTRs, nutrition and technology devices such as Chromebooks and internet data plans, for connectivity, that will ensure equity and access to the full instructional program and curriculum.

Since the onset of the COVID-19 emergency, School employees have worked tirelessly in remote and in-person environments to support school operations, and most importantly, help students meet their individual academic goals. In order to ensure that all employees can remain productive in this evolving work environment, the School has replaced and acquired new upgraded work tools, including Avaya Cloud and DocuSign. These new work tools ensure that all employees are equipped to do their job in an increasingly digital world while remaining compliant with Federal, State and local requirements.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$59,286.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 1	Safe and Supportive School for All Students	Personal Protective Equipment (PPE) and other resource center safety needs for school members and students to minimize potential exposure to disease and meet the policies and guidance provided by the Centers for Disease Control (CDC)	\$473.00
LCAP, Goal 4, Action 1	Safe and Supportive School for All Students	Janitorial services to clean and disinfect surfaces of germs which further reduces any risk of spreading infection	\$58,128.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 1	Safe and Supportive School for All Students	HVAC systems inspection, testing, maintenance, repair, and upgrade to improve air quality in school facilities	\$685.00

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$27,068.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 4	Academic Instruction and Support for English Learners, Low-Income Students, and Foster Youth	Add Paraprofessional (CTR) supports and supplemental teaching days from credentialed teaching staff to provide targeted Math and ELA tutorials to students failing or at risk of failing with the intention to increase student academic confidence, skills and knowledge.	\$27,068.00

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$48,928.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 3	Academic Instruction and Support for All Students	Partner with Konica Minolta to digitize student cumulative records to allow school staff to quickly, accurately and remotely develop a personalized educational plan for each student that considers prior performance and educational experiences	\$2,869.00
LCAP, Goal 2, Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Provide Chromebooks and internet data plans to underserved students to aid in regular substantive educational interaction and synchronous learning opportunities between educators and pupils	\$35,149.00
LCAP, Goal 4, Action 3	Social, Emotional, and Behavioral Support Systems for Low-Income Students and Foster Youth	Provide a School Nutrition Program to reduce food insecurity and improve health and development of youth	\$1,266.00
LCAP, Goal 5, Action 1	Engagement Opportunities for All Students	Utilization of Avaya Cloud communication tools to provide user friendly methods and enhanced opportunities of regular interaction between educators and students	\$3,421.00
LCAP, Goal 5, Action 1	Engagement Opportunities for All Students	An e-signature platform was crucial in obtaining student/parent signatures and continuing business operations in a remote environment; the School has partnered with DocuSign to meet its e-signature needs and will continue to utilize these services to support student, family and employee safety concerns	\$6,044.00
LCAP, Goal 5, Action 1	Engagement Opportunities for All Students	Maintain and improve upon additional technologies that were recently implemented to allow for remote work using cloud-based, or other remote access platforms	\$179.00
N/A	Continuous Operation of School Facilities	Other unforeseen activities that are necessary to maintain the operation of and continuity of services in resource centers and/or LEA office locations. There is not a budgeted allocation in the plan since any future expenditures are unknown at this time.	\$0.00

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Safe and Supportive In-Person Instructional Opportunities	The Executive School Safety Committee will collect and analyze information related to community members’ satisfaction with safety protocols implemented at all school locations to mitigate the spread of infectious disease. Information will include survey data, number of students attending Resource Centers, feedback gathered at multiple meeting venues and visit observations.	The Executive School Safety Committee will meet quarterly to review safety plans, relevant information and consider adjustments to protocols and procedures. School Leaders will meet at weekly Huddle Meetings to discuss feedback collected from community members, trends, best practices and potential needs.
Instructional Strategies to Address Potential Learning Loss	Instructional staff will monitor student engagement rates for All Students, and by underserved student groups. In addition, the School will utilize Measures of Academic Progress by NWEA to evaluate and respond to student skills levels related to Reading, Language and Mathematics.	Student engagement and academic performance will be monitored daily by teachers, counselors and school leaders.
Digitize Student Cumulative Records	The School’s Operation Department will monitor the percentage of student cumulative records that have been digitized and available to school employees.	Progress monitoring will be completed on a monthly basis and be reported to school community members.
Improve Student Connectedness to the Curriculum and School Community	Teachers, counselors and school leaders will quickly identify which students and families need home technology. The School will utilize its inventory system to record which students have technology checked-out and for how long. School	Progress monitoring will be completed on an ongoing basis.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	community members will meet to discuss the impact of the Connect Program on student engagement and performance.	
Provide a School Nutrition Program that Improves Student Health and Development	Each school location will record how many meals are provided to students throughout the week. School locations will order additional meals as needed.	Progress monitoring will be completed on an ongoing basis.
Utilize New Communication Tools to Aid in the Interaction With Families	School staff will use the School Pathways Contact Manager management tool to record daily communication and methods used, including Avaya Cloud and DocuSign features. A Monthly Storybook will be made available to the school community that summarizes communication methods utilized Schoolwide and segmented by teacher and staff member.	Communication between staff and students will be monitored on a daily, weekly and monthly basis.



Assumptions for the Revised Preliminary Operational Budget FY 2021-22

Audeo Charter School III (Audeo III) is an independent study program. Audeo III 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 III, 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 III 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 III is 75.87%.
- * **Concentration Grant** equal to 65 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 III'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%
Audeo III's Unduplicated Pupil Percentage (Rolling Average)	75.87%
District's Unduplicated Pupil Percentage (EUHSD)	73.70%

*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	106	130	130
ADA:			
Grade 4-6	6.66	1.72	1.72
Grade 7-8	9.67	12.74	12.74
Grade 9-12	100.36	106.40	106.40
Total ADA	116.69	120.86	120.86

REVENUE PROJECTIONS

Table 3:

Description	FY 2021-22
LCFF Sources	\$1,459,187
Federal Revenues	173,460
State Revenues Other than LCFF	407,899
Local Revenues	201,725
Total Projected Revenues	\$2,242,271

- **In Lieu of Property Taxes** of \$4,526.94 per current year (CY) P-2 ADA is based on FY 2020-21 P-2 rate for Escondido Union High 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 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. Audeo III's ESSER II allocation is estimated to be \$59,283 and of that amount, it has included \$35,381 in this budget.

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 III's ESSER III allocation is estimated to be \$135,282 and \$19,205 is included 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 III's apportionment is \$100,563 and \$85,077 is included in the budget.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$715 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 III 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. CTE funding was increased at the state level from \$150M to \$300M in 2021-22. Audeo III included the \$180,885 CTE grant for this fiscal year.
- **Other Financing Sources** Nonprofit corporations were eligible to apply to the Paycheck Protection Program (PPP), a Small Business Administration (SBA) backed loan, during the COVID-19 crisis. Audeo Charter School III applied for and received the loan in May of 2020. In July of 2021, the loan amount plus any accrued interest or fees was forgiven. This amounted to \$196,200 in forgiveness and is reflected in the budget under Other Financing Sources

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY**Table 4:**

POSITIONS	OBJECT CODE	FY 21-22
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	8.40
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	0.95
Certificated Supervisor & Administrator	1300	0.40
Other Certificated Teacher Resource (CTR)	1900	2.00
Classified Support (Admin Support)	2200	0.25
Clerical, Technical & Office Staff	2400	1.85
TOTAL FTE POSITIONS BUDGETED		13.85

- * 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 29.6%.

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. .00114			
State Unemployment Insurance	3501-01	0.50%	0.50%
Worker Compensation Insurance	3601-02	1.12%	1.12%

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 III 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 \$245,008 representing 11.5% 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 III 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 III reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo III has deployed an integrated marketing plan to support organizational growth. To reach Audeo III'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 III has allocated \$24,665 for marketing expenses included in the object code 5800 and represents 1.1% of its total budget.

DISTRICT OVERSIGHT FEES

Audeo III will pay its authorizing District (Escondido Union High 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

Audeo III has budgeted \$14,592 for FY 2021-22 for oversight fees.

RESERVES

Audeo III has allocated reserves of \$156,959 for FY 2021-22 representing 7% of total revenues of \$2,242,271.

FACILITIES

Audeo III carries contractual lease agreements with an annual cost of \$117,872 for FY 2021-22. The total cost of the current lease contracts from July 2021 thru the end of the lease term (Year 2028) is \$842,301. Audeo III has allocated reserves for this amount.



**REVISED PRELIMINARY OPERATIONAL BUDGET
FY 2021-2022**

REVENUES

DESCRIPTION	ACCOUNT CODES	REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA - LCFF				
LCFF State Aid	8011	\$ 907,600.00	\$ 912,508.00	\$ (4,908.00)
Education Protection Account	8012	\$ 23,338.00	\$ 24,074.00	\$ (736.00)
In-Lieu of Property Taxes	8096	\$ 528,249.00	\$ 544,704.00	\$ (16,455.00)
TOTAL, LCFF ENTITLEMENT		\$ 1,459,187.00	\$ 1,481,286.00	\$ (22,099.00)
FEDERAL REVENUES				
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	\$ 13,375.00	\$ 13,375.00	\$ -
Special Ed: IDEA Mental Health Allocation Plan, Part B	8182	\$ 59,939.00	\$ 79,200.00	\$ (19,261.00)
Elementary & Secondary School Emergency Relief (ESSER) II Fund	8290	\$ 35,381.00	\$ 35,381.00	\$ -
Elementary & Secondary School Emergency Relief (ESSER) III Fund	8290	\$ 19,205.00	\$ 100,137.00	\$ (80,932.00)
Title I, Part A - Basic Grants Low-Income & Neglected	8290	\$ 28,667.00	\$ 17,815.00	\$ 10,852.00
Title II, Part A - Improving Teacher Quality Program	8290	\$ 3,947.00	\$ 3,000.00	\$ 947.00
Title III - Limited English Proficient Study Program	8290	\$ 2,946.00	\$ 2,946.00	\$ -
Title IV, Part A, Student Support and Academic Enrich.	8290	\$ 10,000.00	\$ 10,000.00	\$ -
TOTAL, FEDERAL REVENUES		\$ 173,460.00	\$ 261,854.00	\$ (88,394.00)
STATE REVENUES OTHER THAN LCFF				
Mandate Block Grant	8550	\$ 5,082.00	\$ 5,317.00	\$ (235.00)
State Lottery Revenue - Non Prop-20	8560	\$ 17,504.00	\$ 22,778.00	\$ (5,274.00)
State Lottery Revenue - Prop-20	8560	\$ 5,718.00	\$ 5,898.00	\$ (180.00)
Special Education	8792	\$ 83,433.00	\$ 78,278.00	\$ 5,155.00
Special Education - Mental Health Level 2	8590	\$ 30,200.00	\$ 39,600.00	\$ (9,400.00)
Career Technical Education Incentive	8590	\$ 180,885.00	\$ 80,821.00	\$ 100,064.00
Expanded Learning Opportunity	8590	\$ 85,077.00	\$ 75,649.00	\$ 9,428.00
TOTAL, STATE REVENUES		\$ 407,899.00	\$ 308,341.00	\$ 99,558.00
LOCAL REVENUES				
Interest Income	8660	\$ 5,450.00	\$ 5,450.00	\$ -
All Other Local Revenue	8699	\$ 75.00	\$ 75.00	\$ -
TOTAL LOCAL REVENUES		\$ 5,525.00	\$ 5,525.00	\$ -
OTHER FINANCING SOURCES				
All Other Financing Sources	8979	\$ 196,200.00	\$ -	\$ 196,200.00
TOTAL OTHER FINANCING SOURCES		\$ 196,200.00	\$ -	\$ 196,200.00
TOTAL, REVENUES		\$ 2,242,271.00	\$ 2,057,006.00	\$ 185,265.00



**REVISED PRELIMINARY OPERATIONAL BUDGET
FY 2021-2022**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES				
Certificated Teachers' Salaries	1100	\$ 632,381.00	\$ 609,787.00	\$ 22,594.00
Certificated Pupil Support Salaries	1200	\$ 107,733.00	104,448.00	3,285.00
Certificated Supervisors' & Administrators' Salaries	1300	\$ 51,450.00	49,316.00	2,134.00
Other Certificated Salaries	1900	\$ 44,532.00	48,666.00	(4,134.00)
TOTAL, CERTIFICATED SALARIES		\$ 836,096.00	\$ 812,217.00	\$ 23,879.00
CLASSIFIED SALARIES				
Non-Cert Support Salaries	2200	\$ 30,562.00	29,386.00	1,176.00
Clerical, Technical, and Office Staff	2400	\$ 101,622.00	101,132.00	490.00
TOTAL, CLASSIFIED SALARIES		\$ 132,184.00	\$ 130,518.00	\$ 1,666.00
EMPLOYEE BENEFITS				
STRS Retirement	3100	\$ 141,467.00	\$ 137,427.00	\$ 4,040.00
PERS Retirement	3200	\$ 30,283.00	29,902.00	381.00
Social Security/Medicare	3300	\$ 22,235.00	21,762.00	473.00
Health and Welfare	3400	\$ 307,542.00	235,092.00	72,450.00
Unemployment Insurance	3500	\$ 4,841.00	11,596.00	(6,755.00)
Workers Compensation Insurance	3600	\$ 10,845.00	10,559.00	286.00
TOTAL EMPLOYEE BENEFITS		\$ 517,213.00	\$ 446,338.00	\$ 70,875.00
TOTAL PERSONNEL COST		\$ 1,485,493.00	\$ 1,389,073.00	\$ 96,420.00



**REVISED PRELIMINARY OPERATIONAL BUDGET
FY 2021-2022**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
BOOKS AND SUPPLIES				
Textbooks and Core Curricula Materials	4100	\$ 4,950.00	\$ 4,950.00	\$ -
Instructional Materials and Supplies	4300	\$ 20,880.00	20,880.00	-
On-line Courses	4312	\$ 10,106.00	10,106.00	-
Non-Capitalized Equipment	4400	\$ 14,500.00	14,500.00	-
Food	4700	\$ 2,500.00	600.00	1,900.00
TOTAL, BOOKS AND SUPPLIES		\$ 52,936.00	\$ 51,036.00	\$ 1,900.00
SERVICES, OTHER OPERATING EXPENSES				
Travel and Conference	5200	\$ 10,421.00	\$ 7,445.00	\$ 2,976.00
Dues and Memberships	5300	\$ 3,084.00	3,084.00	-
Liability Insurance	5400	\$ 10,165.00	9,587.00	578.00
Operations and Housekeeping Services	5500	\$ 36,110.00	21,310.00	14,800.00
Rental, Leases, Repairs & Non-Capitalized Improvements	5600	\$ 145,614.00	143,859.00	1,755.00
Prof/Consulting Services/Oper. Exp.	5800	\$ 232,598.00	224,438.00	8,160.00
Marketing	5812	\$ 24,665.00	20,570.00	4,095.00
Communication	5900	\$ 20,894.00	20,423.00	471.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		\$ 483,551.00	\$ 450,716.00	\$ 32,835.00
CAPITAL OUTLAY				
Depreciation - Leasehold Improvement	6900	\$ 51,064.00	51,064.00	-
Depreciation - Equipment	6900	\$ 10,029.00	10,029.00	-
TOTAL, CAPITAL OUTLAY		\$ 61,093.00	\$ 61,093.00	\$ -
OTHER OUTGO				
Debt Service Payment - Interest	7438	\$ 2,239.00	2,239.00	\$ -
TOTAL, OTHER OUTGO		\$ 2,239.00	\$ 2,239.00	\$ -
RESERVES				
Operational Reserve	9730	\$ 78,479.50	\$ 51,425.00	\$ 27,054.50
Reserve for Economic Uncertainties	9770	\$ 78,479.50	\$ 51,424.00	\$ 27,055.50
TOTAL, RESERVES		\$ 156,959.00	\$ 102,849.00	\$ 54,110.00
%		7%	5%	
TOTAL, EXPENDITURES		\$ 2,242,271.00	\$ 2,057,006.00	\$ 185,265.00

Governing Board Resolution

RESOLUTION OF CHARTER SCHOOL REVOLVING LOAN FUND PROGRAM APPLICANT'S GOVERNING BOARD TO APPROVE THE EXECUTION OF THE LOAN AGREEMENT WITH THE CALIFORNIA SCHOOL FINANCE AUTHORITY

RESOLUTION NO. 102021

WHEREAS, **Riverside County Office of Education** authorized the charter for **Audeo Valley Charter School CDS Code 3310-3300-140780** on **March 3, 2021**; and,

WHEREAS, the charter school will need funds to **be prepared for any economic uncertainty and mitigate potential, but not anticipated, cash flow risk while the school's reserves are being established**; and,

WHEREAS, **Audeo Valley Charter School** applied for a Charter School Revolving Loan Fund Program loan from the California School Finance Authority during the 2020-21 B funding round; and,

WHEREAS, Execution of the loan agreement and disbursement of loan funds is contingent on the California School Finance Authority board approving the charter school's application; and,

WHEREAS, **Audeo Valley Charter School** governing board has reviewed the loan agreement forwarded by the California School Finance Authority; and,

WHEREAS, **Audeo Valley Charter School** governing board agrees to meet all terms and conditions for the receipt of a revolving loan pursuant to Education Code sections 41365 through 41367; and,

WHEREAS, upon approval of the loan by the California School Finance Authority and execution of the loan agreement, the California School Finance Authority will request that the State Controller offset apportionment payments to the **Audeo Valley Charter School** in equal amounts for up to Five (5) successive fiscal year(s) commencing with the first fiscal year following the fiscal year in which loan proceeds are disbursed to the charter school.

NOW, THEREFORE BE IT RESOLVED that **Audeo Valley Charter School** governing board on behalf of the **Audeo Valley Charter School** hereby approves the execution of a loan agreement with the California School Finance Authority in the amount of **\$250,000** as provided by the provisions of Education Code sections 41365 through 41367.

PASSED AND ADOPTED by the **Audeo Valley Charter School** governing board at a meeting held on **Wednesday, October 20th, 2021**.

Timothy Morton, Secretary

Name and Title of the Authorized Representative

Date: October 20, 2021

Signature

Audeo Charter School ON BEHALF OF
Audeo Valley Charter School
CDS: 33103300140780
Charter Number: 2118
Address: 27130 Eucalyptus Avenue Ste A, Moreno Valley, CA 92555

This loan agreement is made the Twenty-Ninth day of July 2021, between Audeo Charter School on behalf of Audeo Valley Charter School (Loan Recipient) and the California School Finance Authority (Authority).

RECITALS

- A. The Loan Recipient has applied to the Authority for a reservation of funds under the Charter School Revolving Loan Fund Program (Program) and has been determined by the Authority to meet Program eligibility requirements,
- B. The Loan Recipient has applied for and been approved by the Authority pursuant to Authority Resolution 21-21 for the issuance of a loan to support the operations of the Charter School consistent with the terms of the Charter School's charter.
- C. The Authority proposes to reserve \$250,000 from the Charter School Revolving Loan Fund for the purposes described herein.
- D. The term of this Loan Agreement shall be from the date of this Loan Agreement, hereinabove, through the term of the loan, unless at the Authority's discretion the time period is amended in writing. In no circumstance may the term of this Loan Agreement exceed the period of five years.
- E. This award to the Loan Recipient is contingent upon the availability of funds under the Program.
- F. The purpose of this Loan Agreement is to set forth the terms and conditions upon which the Authority will provide the funds to the Loan Recipient.

NOW, THEREFORE, the Authority and the Loan Recipient agree as follows:

ARTICLE I – DEFINITIONS

Section 1.1– ELIGIBLE USE means the use of Program funds for the purposes of supporting the operations or financing of the Charter School consistent with the Charter School's charter.

Section 1.2 – EXECUTIVE DIRECTOR means the Executive Director authorized to act on behalf of the Authority.

Section 1.3 – PROGRAM means the Charter School Revolving Loan Fund Program.

Section 1.4 – PROGRAM DOCUMENTS means this Loan Agreement, Program Regulations, Loan Recipient's Application, and Authority Resolution 21-21, including any and all exhibits or attachments to such documents.

Section 1.5 – LOAN TERM means the Four (4) year period commencing from the first payment date, unless the loan amount has been paid in full or at the Authority's discretion the time period is amended.

Section 1.6 – LOAN RECIPIENT means Audeo Valley Charter School, CDS: 33103300140780, 27130 Eucalyptus Avenue Ste A, Moreno Valley, CA 92555.

Section 1.7 – REGULATIONS OR PROGRAM REGULATIONS means the California Code of Regulations, Title 4, Division 15, Article 1.6 (commencing with section 10170.24), as may be amended from time to time.

Section 1.8 – AUTHORITY means the California School Finance Authority.

Section 1.9 – APPLICANT OR CHARTER SCHOOL means Chartering Authority or Charter School.

Section 1.10 – FUND means the Charter School Revolving Loan Fund established pursuant to Education Code section 41365(a).

ARTICLE II – DELEGATION OF AUTHORITY

Section 2.1 – Pursuant to Authority Resolution 21-21, the Executive Director is authorized to take actions for, and on behalf, and in the name of the Authority, including, but not limited to:

- (a) Taking all steps necessary with respect to the Loan Recipient including notifying the Loan Recipient whether its Application has been approved for funding, preparing and executing the final form of Loan Agreement and disbursing Program funds pursuant to the Loan Agreement and the Authority's Regulations;
- (b) Drawing money from the Fund, not to exceed the amount approved by the Authority for the Loan Recipient.
- (c) Executing and delivering to the Loan Recipient any and all documents necessary to complete the transfer of Program funds; and
- (d) Undertaking any and all actions and to execute and deliver any and all documents that the Executive Director deems necessary or advisable in order to effectuate the purposes of the Authority Resolution 21-21 approved by the Authority.

ARTICLE III – REPRESENTATIONS AND WARRANTIES

The Loan Recipient makes the following representations and warranties to the Authority:

Section 3.1 – LEGAL STATUS. The Loan Recipient represents and warrants that for the Charter School for which funds have been awarded:

- (a) The charter school is established pursuant to Education Code section 47600 et seq.
- (b) An approved charter has been awarded and is in place and current at the time this Loan Agreement is executed and throughout the Loan Term.
- (c) The charter school is in good standing with its chartering authority and is in compliance with the terms of its charter at the time this Loan Agreement is executed. The Authority will rely on information from the chartering authority regarding the charter school's good standing and compliance with the terms of its charter.

- (d) The charter school has a County-District-School (CDS) Code and charter number issued by the California Department of Education.

ARTICLE IV – CONDITIONS PRECEDENT TO DISBURSEMENT OF PROGRAM FUNDS

The obligation of the Authority to make any disbursements under this Loan Agreement is subject to all of the following conditions:

Section 4.1 – EVENT OF DEFAULT. There shall not exist an Event of Default, as defined in this Loan Agreement, and there shall exist no event, omission or failure of condition, which, after notice of lapse of time, would constitute an Event of Default, as defined in this Loan Agreement.

Section 4.2 – DOCUMENTATION. The Loan Recipient shall deliver to the Authority in form and substance satisfactory to the Authority this Loan Agreement and any other documents required by the Authority.

Section 4.3 – CERTIFIED RESOLUTION. This Loan Agreement and any amendments hereto shall be accompanied by a certified resolution from the Loan Recipient's governing body authorizing its execution.

Section 4.4 – FUNDING CONDITIONS. The Loan Recipient has met all terms and conditions of funding in accordance with the Regulations and the Authority's Resolution Number 21-21.

Section 4.5 – FINANCING APPROVAL. The Loan Recipient has received approval from the Authority for the issuance of Program funds; provided that such approval includes the requirement for repayment through an intercept of funds pursuant to Education Code section 17199.4.

Section 4.6 – TERMS OF COMMITMENT. In the event the Loan Recipient has not fulfilled all terms and conditions precedent as set forth in this Article IV, the Authority's obligation under this Loan Agreement shall automatically terminate, unless at the Authority's discretion, compliance by the Loan Recipient has been waived by the Authority in writing.

ARTICLE V – PROGRAM DISBURSEMENT PROCEDURES

Section 5.1 – DISBURSEMENT PROCEDURES. Disbursement of the Program funds shall occur once the Authority makes the loan award determination; provided however that no Program funds shall be disbursed until the Loan Agreement Checklist, attached to this agreement as Exhibit A, and this Loan Agreement is executed by all parties.

Section 5.2 – DISBURSEMENT PROCESS. Program funds shall be disbursed directly to the Loan Recipient.

Section 5.3 – AMOUNT OF DISBURSEMENT. Program funds shall be disbursed up to the amount authorized pursuant to this Loan Agreement.

ARTICLE VI – REPAYMENT PROVISIONS

Section 6.1 – LOAN REPAYMENT. Loan repayment shall begin the fiscal year after the Loan Recipient receives Program funds. Loan Recipient shall be obligated to repay the Program in Four (4) years, with each annual payment representing the initial principal amount of the loan, plus interest based on the rate described in section 6.2. For purposes of determining the year in which the Loan Recipient begins repayment, the Authority shall consider receipt of Program funds to occur on the date that the Accounting Division of the State Treasurer's Office processes the payment for the Loan Recipient. The repayment schedule, once completed by the Authority, will be submitted to the Loan Recipient and attached as EXHIBIT B. If a Charter School fails to open within the next fiscal year after receiving their loan disbursement, the Charter School will be invoiced for the full loan amount, which must be repaid within 60 days, unless granted an extension.

Section 6.2 – INTEREST RATE. Interest on the loan shall be based on an interest rate equal to the rate earned by money in the Pooled Money Investment Account as of the date of disbursement of the funds to the charter school, per section 6.1.

Section 6.3 – INTERCEPT OF LOAN PAYMENTS. Loan payments shall be made by intercepting the Charter School's state revenue. Payment amounts reflected in the loan repayment schedule, or partial payments depending on the availability of revenue, shall be intercepted until the loan is paid in full. If the annual payment obligation cannot be made through the intercept process, the Authority may invoice the Loan Recipient directly for payment of any outstanding amounts.

Section 6.4 – ACCOUNTS RECEIVABLE. The Authority shall set up accounts receivable for any Charter School that is past due on loan repayment or that has defaulted on repayment of a Loan.

Section 6.5 – COLLECTION OF LOAN PAYMENTS. If loan payments are not made using the intercept process, the Authority may invoice the Charter School. In the event the Charter School is unable to repay the loan and the Charter School is operated by an affiliated organization or chartering authority, the Authority shall require the affiliated organization or chartering authority to make annual payments or repay the total outstanding loan amount.

ARTICLE VII – AFFIRMATIVE COVENANTS

Section 7.1 – LEGAL COMPLIANCE. The Loan Recipient shall:

- (a) Comply with the Program statute and regulations, as such may be amended from time to time, throughout the Program Period.
- (b) Ensure that the expenditure of all loan funds is consistent with the intent of the Program and solely for the purpose of supporting the operations and financing of the Charter School.

Continued and uninterrupted compliance with all Program requirements is the Loan Recipient's responsibility.

Section 7.2 – ACCOUNTING RECORDS. The Loan Recipient shall maintain an accounting system that accurately reflects fiscal transactions, with necessary controls and safeguards. This system shall provide an audit trail, including original source documents such as teacher salaries, lease agreements, contracts, receipts, progress payments, invoices, etc. These records shall be retained for the full period of the loan. Such books and accounts shall be available for audit and/or review upon request by the Authority and the Bureau of State Audits.

Section 7.3 – LITIGATION. The Loan Recipient shall promptly notify the Authority in writing of any administrative action or litigation, pending or threatened, by or against the Loan Recipient or otherwise related to the Loan Recipient. For purposes of this item, the term “Loan Recipient” shall include the charter school, the parent company of the charter school, and any subsidiary of the charter school if the subsidiary is involved in or will be benefited by the Program. In addition to each of these entities themselves, the term “Loan Recipient” shall also include the direct and indirect holders of more than ten percent (10%) of the ownership interests in the entity, as well as the officers, directors, principals and senior executives of the entity if the entity is a corporation, the general and limited partners of the entity if the entity is a partnership, and the members or managers of the entity if the entity is a limited liability company.

Section 7.4 – NOTICE TO AUTHORITY. The Loan Recipient shall:

- (a) Notify the Authority, within thirty (30) days, of a Loan Recipient’s determination to defer opening until the next fiscal year OR close operation altogether and provide clarification to the Authority on how the the loan balance will be repaid.
- (b) Notify the Authority if a charter school’s charter is not renewed or is revoked at any time during the Loan Term, within thirty (30) days of receipt of notification of such action, including providing the Authority with a copy of the document provided by the chartering entity notifying the charter school of such action and provide clarification to the Authority on how the the remaining loan balance will be repaid.
- (c) Notify the Authority, within thirty (30) days, of any material changes to the facilities, enrollment, charter, nonprofit status, or financial condition.
- (d) Notify the Authority, within thirty (30) days, of a Loan Recipient’s determination that all or a portion of loan funds are no longer needed for their intended use, as identified in the Application, and provide clarification to the Authority on how the remaining loan balance will be repaid .

Section 7.5 – RELEASE. The Loan Recipient hereby waives all claims and recourse against the Authority including but not limited to the right to contribution for loss or damage to persons or property arising from, growing out of, or in any way connected with or incident to, this Loan Agreement, the Loan Recipient’s use of the Program proceeds or the Loan Recipient’s business operations. The provisions of this section shall survive the termination of this Loan Agreement.

Section 7.6 – INDEMNIFICATION. The Loan Recipient shall defend, indemnify, and hold harmless the Authority, and the State, and all officers, trustees, agents and employees of the same, from and against any and all claims, losses, costs, damages, or liabilities of any kind or nature, whether direct or indirect, arising from or relating to the Program or the Authority. The provisions of this section shall survive termination of this Loan Agreement.

Section 7.7 – AUDITS. The Loan Recipient shall comply with any audit provisions as may be required by the Authority, State Controller, or the Bureau of State Audits.

Section 7.8 – SUBORDINATION OF NEW DEBT. The Loan Recipient will ensure that any loans, debts, or agreements involving factoring of apportionments entered into after this loan agreement is executed shall be subordinated to this Loan.

ARTICLE VIII – DEFAULT AND REMEDIES

Section 8.1 – EVENTS OF DEFAULT. Each of the following shall constitute an Event of Default under this Loan Agreement:

- (a) Any representation or warranty made by the Loan Recipient or anyone acting on its behalf, hereunder or under any of the Program Documents, is incorrect in any material respect.
- (b) The Loan Recipient's failure to perform or abide by any term or condition of this Loan Agreement (including all requirements and covenants in Articles III through VII herein) or other Program Documents or comply with any other agreements between the Loan Recipient and the Authority relating to the Program.
- (c) Any substantial or continuous breach by the Loan Recipient of any material obligations of the Loan Recipient imposed by any agreements other than the Program Documents with respect to the Program.
- (d) The Loan Recipient's failure to generate sufficient revenue available for intercept or to pay an invoice to meet its repayment obligations in accordance with their loan repayment schedule.
- (e) The Loan Recipient's failure to repay the loan in any instance.
- (f) The Loan Recipient's failure to remain in good standing with its chartering authority or in compliance with its charter during the term of the loan.
- (g) The Loan Recipient's failure to notify the Authority if there are any material changes to the school and/or its charter.

Section 8.2 – NOTICE OF LOAN RECIPIENT'S DEFAULT AND OPPORTUNITY TO CURE. The Authority shall give written notice to the Loan Recipient of any Event of Default by specifying: (a) the nature of the event or deficiency giving rise to the Event of Default; (b) the action required to cure the Event of Default, if an action to cure is possible; and (c) a date, which shall not be less than thirty (30) calendar days from the mailing of the notice, by which such action to cure must be taken, if an action to cure is possible, provided, however, except with respect to a monetary Event of Default, so long as the Loan Recipient has commenced to cure within such time, then the Loan Recipient shall have a reasonable period, as determined by the Authority, thereafter within which to fully cure the Event of Default.

Section 8.3 – REMEDIES. In an Event of Default, the Authority may pursue any remedy available to it in law or in equity, including, but not limited to, forfeiture and return of all Program funds and any accrued interests.

ARTICLE IX – MISCELLANEOUS

Section 9.1 – AMENDMENTS. This Loan Agreement may only be amended, changed or modified in writing signed by the Loan Recipient and the Authority.

Section 9.2 – ASSIGNMENT. This Loan Agreement may not be assigned or transferred in any way by the Loan Recipient without the written consent of the Authority, such consent to be granted only if the assignee or transferee is a charter school meeting all of the requirements of this Loan Agreement and the Program Regulations, and which has agreed in writing to accept the terms of this Program Loan Agreement.

Section 9.3 – ENTIRE LOAN AGREEMENT. This Loan Agreement, together with all agreements and documents incorporated by reference herein, constitutes the entire Loan Agreement of the parties and is not subject to modification, amendment, qualification or limitation except as expressly provided herein.

Section 9.4 – NOTICES. Unless otherwise expressly specified or permitted by the terms hereof, all notices, consents or other communications required or permitted hereunder shall be deemed sufficiently given or served if given in writing, mailed by first-class mail, postage prepaid and addressed as follows:

- (i) If to the Loan Recipient:
Attn: Tim Tuter, Executive Director
10170 Huenekens St., Moreno Valley, CA 92121
- (ii) If to the Affiliated Organization, if applicable:
Attn: Lynne Alipio, CFO
10170 Huenekens St., San Diego, CA 92121
- (iii) If to the Authority:
Attn: Katrina Johantgen, Executive Director
California School Finance Authority
300 S. Spring Street, Suite 8500
Los Angeles, CA 90013

Section 9.5 – COUNTERPARTS. This Loan Agreement may be executed in several counterparts, each of which shall be an original and all of which shall constitute one instrument.

Section 9.6 – GOVERNING LAW, VENUE. This Loan Agreement shall be construed in accordance with and governed by the Constitution and laws of the State of California applicable to contracts made and performed in the State of California. This Loan Agreement shall be enforceable in the State of California and any action arising hereunder shall (unless waived in writing by the Authority) be filed and maintained in Sacramento, Sacramento County, California.

IN WITNESS WHEREOF, the parties hereto have caused this Loan Agreement to be executed in day and year first hereinabove written.

Audeo Valley Charter School:

By: _____
Tim Tuter, Executive Director

Date: _____

Audeo Charter School:

By: _____
Lynne Alipio, CFO

Date: _____

and

CALIFORNIA SCHOOL FINANCE AUTHORITY:

By: _____
Katrina Johantgen, Executive Director

Date: _____

EXHIBIT A
LOAN AGREEMENT CHECKLIST

EXHIBIT B
LOAN REPAYMENT SCHEDULE

Audeo Valley Charter School

Assumptions for the Revised Preliminary Operational Budget FY 2021-22

The Audeo Valley Charter School is an independent study program. Audeo Valley 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 Valley, 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 Valley 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 Valley is 66.24%.
- * **Concentration Grant** equal to 65 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 Valley’s Revised Preliminary Operational Budget.

Table 1:

Description	FY 2021-22
Adjusted Grades 4-6 Base Grant	\$8,214
Adjusted Grades 7-8 Base Grant	\$8,458
Adjusted Grades 9-12 Base Grant	\$10,057
Statutory Cost of Living Allowance (COLA)*	5.07%
Audeo Valley’s Unduplicated Pupil Percentage (Rolling Average)	66.24%
District’s Unduplicated Pupil Percentage (MVUSD)	83.97%

*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)
Enrollment	280
ADA:	
Grade 4-6	18.62
Grade 7-8	39.90
Grade 9-12	207.48
Total ADA	266.00

REVENUE PROJECTIONS

Table 3:

Description	FY 2021-22
LCFF Sources	\$3,106,753
Federal Revenues	57,194
State Revenues Other than LCFF	198,790
Local Revenues	5,700
Total Projected Revenues	\$3,368,437

- **In Lieu of Property Taxes** of \$1,054.79 per current year (CY) P-2 ADA is based on FY 2020-21 P-2 rate for Moreno Valley 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.
- **Federal Funds**

Titles I, II, III, and IV are estimated based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2020-21 for Audeo Charter School. To be eligible for Title funds a new LEA must submit their consolidated application, board approved LCAP and board approved LCAP Federal Addendum. Audeo Valley plans to complete these actions in 2021-22.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. State revenues are projected at \$715 per CY P-2 ADA.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 21-22
Teachers (Gen. Ed, Special Ed*)	1100	13.25
Certificated Pupil Support (Counselor/Nurse/Psychologist)	1200	1.15
Certificated Supervisor & Administrator	1300	0.85
Other Certificated Teacher Resource (CTR)	1900	5.00
Clerical, Technical & Office Staff	2400	1.75
TOTAL FTE POSITIONS BUDGETED		22.00

- * 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 15%.

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			
- Dental \$ 120			
- Vision \$ 27			
- Life Ins. .000095	3401-02		
State Unemployment Insurance	3501-01	0.50%	0.50%
Worker Compensation Insurance	3601-02	1.16%	1.16%

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 Valley 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 \$ 267,039 representing 7.9% 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 file audit, advertising, 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 Valley 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 Valley reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo Valley has deployed an integrated marketing plan to support organizational growth. To reach Audeo Valley'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 Valley has allocated \$26,947 for marketing expenses included in the object code 5800 and represents 0.8% of its total budget.

DISTRICT OVERSIGHT FEES

Audeo Valley will pay its authorizer (Riverside County Office of Education) 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

Audeo Valley has budgeted \$31,068 for FY 2021-22 for oversight fees.

RESERVES

Audeo Valley has allocated reserves of \$168,422 for FY 2021-22 representing 5% of total revenues of \$3,368,437.

FACILITIES

Audeo Valley carries contractual lease agreements with an annual cost of \$203,574 through FY 2026-27.

Audeo Valley Charter School

Revised Preliminary Operational Budget FY 2021-22

REVENUES

DESCRIPTION	ACCOUNT CODES		REVISED PRELIM BUDGET		PRELIMINARY BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES						
LCFF State Aid - Current Year	8011	+	\$ 2,772,979.00	\$	2,738,958.00	\$ 34,021.00
Education Protection Account (EPA)	8012	+	53,200.00		53,200.00	-
In Lieu of Property Taxes - Current Year	8096	+	280,574.00		265,170.00	15,404.00
TOTAL, LCFF SOURCES		=	\$ 3,106,753.00	\$	3,057,328.00	\$ 49,425.00
FEDERAL REVENUES						
Title I, Part A - Improving Basic Programs	8290	+	\$ 39,128.00	\$	39,128.00	-
Title II, Part A - Supporting Effective Instruction	8290	+	5,288.00		5,288.00	-
Title III, Part A - English Learner Student Program	8290	+	2,778.00		1,679.00	1,099.00
Title IV, Part A - Student Support and Academic Enrichment	8290	+	10,000.00		10,000.00	-
TOTAL, FEDERAL REVENUES		=	\$ 57,194.00	\$	56,095.00	\$ 1,099.00
STATE REVENUES OTHER THAN LCFF						
Special Education	8792	+	\$ 190,190.00	\$	172,982.00	\$ 17,208.00
Special Education: Mental Health Services - Level 2	8590	+	8,600.00		8,600.00	-
TOTAL, OTHER STATE REVENUES		=	\$ 198,790.00	\$	181,582.00	\$ 17,208.00
LOCAL REVENUES						
Interest Income	8660	+	\$ 3,600.00	\$	3,600.00	-
All Other Local Revenue	8699	+	2,100.00		2,100.00	-
TOTAL, LOCAL REVENUES		=	\$ 5,700.00	\$	5,700.00	-
TOTAL, REVENUES			\$ 3,368,437.00	\$	3,300,705.00	\$ 67,732.00

Audeo Valley Charter School

Revised Preliminary Operational Budget FY 2021-22

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	REVISED PRELIM BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES				
Certificated Teachers' Salaries	1100 +	\$ 961,686.00	\$ 938,330.00	\$ 23,356.00
Certificated Pupil Support Salaries	1200 +	109,846.00	90,846.00	19,000.00
Certificated Supervisors' & Administrators' Salaries	1300 +	113,704.00	109,330.00	4,374.00
Other Certificated Salaries	1900 +	124,179.00	181,324.00	(57,145.00)
TOTAL, CERTIFICATED SALARIES	=	\$ 1,309,415.00	\$ 1,319,830.00	\$ (10,415.00)
CLASSIFIED SALARIES				
Classified Support Salaries	2200 +	\$ 1,723.00	\$ 8,204.00	\$ (6,481.00)
Classified Supervisors' & Administrators' Salaries	2300 +	-	-	-
Clerical, Technical and Office Staff Salaries	2400 +	95,335.00	87,797.00	7,538.00
TOTAL, CLASSIFIED SALARIES	=	\$ 97,058.00	\$ 96,001.00	\$ 1,057.00
EMPLOYEE BENEFITS				
STRS Retirement	3100 +	\$ 221,844.00	\$ 224,703.00	\$ (2,859.00)
PERS Retirement	3200 +	21,841.00	20,115.00	1,726.00
Social Security/Medicare	3300 +	26,322.00	25,973.00	349.00
Health and Welfare	3400 +	429,767.00	421,032.00	8,735.00
Unemployment Insurance	3500 +	7,032.00	17,415.00	(10,383.00)
Workers Compensation	3600 +	16,335.00	16,424.00	(89.00)
TOTAL, EMPLOYEE BENEFITS	=	\$ 723,141.00	\$ 725,662.00	\$ (2,521.00)
TOTAL, PERSONNEL COST		\$ 2,129,614.00	\$ 2,141,493.00	\$ (11,879.00)

Audeo Valley Charter School

Revised Preliminary Operational Budget FY 2021-22

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		REVISED PRELIM BUDGET		PRELIMINARY BUDGET	INCREASE (DECREASE)
BOOKS AND SUPPLIES						
Textbooks and Core Curricula Materials	4100	+	\$ 41,500.00	\$	36,000.00	\$ 5,500.00
Books and Other Reference Materials	4200	+	24,000.00		24,000.00	-
Materials and Supplies	4300	+	82,451.00		73,451.00	9,000.00
On-Line Courses	4312	+	22,229.00		21,000.00	1,229.00
Noncapitalized Equipment	4400	+	30,750.00		24,000.00	6,750.00
Food	4700	+	5,399.00		5,399.00	-
TOTAL, BOOKS AND SUPPLIES		=	\$ 206,329.00	\$	183,850.00	\$ 22,479.00
SERVICES AND OTHER OPERATING EXPENSES						
Travel and Conference	5200	+	\$ 16,174.00	\$	13,957.00	\$ 2,217.00
Dues and Memberships	5300	+	2,600.00		2,600.00	-
Liability Insurance	5400	+	20,430.00		19,625.00	805.00
Operations and Housekeeping Services	5500	+	71,291.00		57,000.00	14,291.00
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+	245,671.00		230,436.00	15,235.00
Professional/Consulting Services/Operating Exp.	5800	+	240,092.00		225,516.00	14,576.00
Marketing Fees	5812	+	26,947.00		26,406.00	541.00
Communications	5900	+	29,693.00		23,613.00	6,080.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		=	\$ 652,898.00	\$	599,153.00	\$ 53,745.00
CAPITAL OUTLAY						
Depreciation - Equipment	6900	+	\$ 4,246.00	\$	4,246.00	\$ -
Depreciation - Leasehold Improvement	6900	+	205,813.00		205,813.00	-
TOTAL, CAPITAL OUTLAY		=	\$ 210,059.00	\$	210,059.00	\$ -
OTHER OUTGO						
Debt Service Payment - Interest (Capitalized Leases)	7438	+	\$ 1,115.00	\$	1,115.00	\$ -
TOTAL, OTHER OUTGO		=	\$ 1,115.00	\$	1,115.00	\$ -
RESERVES						
Operational Reserve	9780	+	\$ 84,211.00	\$	82,517.00	\$ 1,694.00
Reserve for Economic Uncertainties	9789	+	84,211.00		82,518.00	1,693.00
TOTAL, RESERVES		=	\$ 168,422.00	\$	165,035.00	\$ 3,387.00
%			5%		5%	
TOTAL, EXPENDITURES			\$ 3,368,437.00	\$	3,300,705.00	\$ 67,732.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Grossmont Secondary School

CDS #: 37770990136077

Charter Approving Entity: State Board of Education

County: San Diego

Charter #: 1889

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	3,758,796.00		3,758,796.00
Education Protection Account State Aid - Current Year	8012	68,046.00		68,046.00
State Aid - Prior Years	8019			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	0.00		0.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		3,826,842.00	0.00	3,826,842.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		236,677.81	236,677.81
Special Education - Federal	8181, 8182		41,927.00	41,927.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		108,928.67	108,928.67
Total, Federal Revenues		0.00	387,533.48	387,533.48
3. Other State Revenues				
Special Education - State	StateRevSE		239,686.00	239,686.00
All Other State Revenues	StateRevAO	81,483.50	508,887.68	590,371.18
Total, Other State Revenues		81,483.50	748,573.68	830,057.18
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	39,196.01		39,196.01
Total, Local Revenues		39,196.01	0.00	39,196.01
5. TOTAL REVENUES				
		3,947,521.51	1,136,107.16	5,083,628.67
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	978,260.12	367,519.34	1,345,779.46
Certificated Pupil Support Salaries	1200	133,338.09	90,831.02	224,169.11
Certificated Supervisors' and Administrators' Salaries	1300	138,769.15	42,732.54	181,501.69
Other Certificated Salaries	1900	19,763.91	19,450.33	39,214.24
Total, Certificated Salaries		1,270,131.27	520,533.23	1,790,664.50
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	8,651.50	16,544.06	25,195.56
Noncertificated Support Salaries	2200	72,854.76	6,781.03	79,635.79
Noncertificated Supervisors' and Administrators' Salaries	2300	127,814.29	13,595.63	141,409.92
Clerical, Technical and Office Salaries	2400	309,042.65	39,791.00	348,833.65
Other Noncertificated Salaries	2900	15,752.76	0.00	15,752.76
Total, Noncertificated Salaries		534,115.96	76,711.72	610,827.68

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Grossmont Secondary School

CDS #: 37770990136077

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	208,512.84	224,918.71	433,431.55
PERS	3201-3202	105,972.69	35,086.52	141,059.21
OASDI / Medicare / Alternative	3301-3302	58,074.52	18,847.85	76,922.37
Health and Welfare Benefits	3401-3402	457,779.39	162,327.20	620,106.59
Unemployment Insurance	3501-3502	906.49	298.79	1,205.28
Workers' Compensation Insurance	3601-3602	19,056.96	6,306.98	25,363.94
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		850,302.89	447,786.05	1,298,088.94
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	0.00	9,410.96	9,410.96
Books and Other Reference Materials	4200			0.00
Materials and Supplies	4300	30,529.68	30,118.50	60,648.18
Noncapitalized Equipment	4400	5,947.13	6,735.56	12,682.69
Food	4700	370.66	0.00	370.66
Total, Books and Supplies		36,847.47	46,265.02	83,112.49
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	11,500.98	4,474.57	15,975.55
Dues and Memberships	5300	7,826.75	58.33	7,885.08
Insurance	5400	19,302.18	0.00	19,302.18
Operations and Housekeeping Services	5500	39,403.68	29,480.19	68,883.87
Rentals, Leases, Repairs, and Noncap. Improvements	5600	195,797.08	2,036.40	197,833.48
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	198,477.32	154,082.14	352,559.46
Communications	5900	5,182.35	69,768.34	74,950.69
Total, Services and Other Operating Expenditures		477,490.34	259,899.97	737,390.31
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	322,757.56	0.00	322,757.56
Total, Capital Outlay		322,757.56	0.00	322,757.56
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399	(12,496.44)	12,496.44	0.00
Debt Service:				
Interest	7438	6,679.12	1,080.55	7,759.67
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		6,679.12	1,080.55	7,759.67
Total, Other Outgo		(5,817.32)	13,576.99	7,759.67
8. TOTAL EXPENDITURES		3,485,828.17	1,364,772.98	4,850,601.15

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: Grossmont Secondary School

CDS #: 37770990136077

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		461,693.34	(228,665.82)	233,027.52
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(360,879.68)	360,879.68	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(360,879.68)	360,879.68	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		100,813.66	132,213.86	233,027.52
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	2,986,963.45	828.00	2,987,791.45
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		2,986,963.45	828.00	2,987,791.45
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		3,087,777.11	133,041.86	3,220,818.97
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	349,997.20		349,997.20
b. Restricted Net Position	9797		133,041.86	133,041.86
c. Unrestricted Net Position	9790A	2,737,779.91	0.00	2,737,779.91

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Grossmont Secondary School

CDS #: 37770990136077

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	1,659,716.15	369,528.12	2,029,244.27
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	1,158,362.85	(244,655.81)	913,707.04
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	393,660.45	0.00	393,660.45
4. Due from Grantor Governments	9290	1,258,895.04	242,442.05	1,501,337.09
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	109,705.38	2,217.72	111,923.10
7. Other Current Assets	9340	8,520.85	0.00	8,520.85
8. Capital Assets (accrual basis only)	9400-9489	349,997.20	0.00	349,997.20
9. TOTAL ASSETS		4,938,857.92	369,532.08	5,308,390.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	121,091.39	3.96	121,095.35
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640	1,445,655.42	0.00	1,445,655.42
4. Unearned Revenue	9650	0.00	236,486.26	236,486.26
5. Long-Term Liabilities (accrual basis only)	9660-9669	284,334.00	0.00	284,334.00
6. TOTAL LIABILITIES		1,851,080.81	236,490.22	2,087,571.03
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		3,087,777.11	133,041.86	3,220,818.97

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: Grossmont Secondary School
CDS #: 37770990136077

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. <u>Elementary and Secondary School Relief (ESSER II) Funds</u>	\$	1,080.55	1,080.55
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	1,080.55	1,080.55

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures		Amount (Enter "0.00" if none)
a. <u>Certificated Salaries</u>	1000-1999	0.00
b. <u>Noncertificated Salaries</u>	2000-2999	0.00
c. <u>Employee Benefits</u>	3000-3999	0.00
d. <u>Books and Supplies</u>	4000-4999	0.00
e. <u>Services and Other Operating Expenditures</u>	5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: Grossmont Secondary School
CDS #: 37770990136077

3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2019-20 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2022-23.

a. Total Expenditures (B8)	4,850,601.15
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	387,533.48
c. Subtotal of State & Local Expenditures [a minus b]	4,463,067.67
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	329,436.68
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 4,133,630.99

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Grossmont Secondary School	Hayley Beaupre Administrator of Instructional Services	hbeaupre@grossmontcharter.com (858) 678-2020

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students’ academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA’s Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan (LCAP)	Available on the School’s LCAP webpage: https://grossmontsecondarycharter.com/wp-content/uploads/2021/06/GSS-21-22-LCAP-All-Components.pdf

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$511,071.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$137,707.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$201,522.00
Use of Any Remaining Funds	\$171,842.00

Total ESSER III funds included in this plan

\$511,071.00

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

GSS regularly consults with community members to understand the academic, social-emotional and physical needs of their students and families. GSS utilizes multiple methods to engage the community, including school events, trainings, meetings and surveys. Additionally, GSS's educational model is centered on a strong school-to-home partnership. This partnership allows teachers, counselors and school leaders to consult with students and parents on a regular basis to discuss individual needs. All information received from community members is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

The following school community members have contributed to the development of the ESSER III Plan with corresponding methods:

- **Students:** Ongoing virtual and in-person PPEP Meetings, Character and Leadership Development Program, Wellness Week, College and Career Week, Senior Night Events and Surveys

- **Parents and Family Members:** Ongoing virtual and in-person PPEP Meetings, Family Learning Series Trainings, Virtual Parent Night Events, Senior Night Events and Surveys
- **Teachers, Education Specialists and Certificated Teacher Resources (CTRs):** Resource Center Meetings, Instructional Meetings, Altus University Trainings, Department Meetings and Surveys
- **School Staff:** Office Meetings, Department Meetings, Altus University Trainings and Surveys
- **School Leadership:** Weekly Huddle Meetings and Surveys
- **School Site Council:** Ongoing Meetings
- **English Language Advisory Committee:** Ongoing Meetings

Community engagement is key to supporting the School's comprehensive strategic planning, formulation of goals, actions and performance measures. The School continues to consult with community members throughout the 2021-2022 school year and their input will be integrated into the ESSER III Plan.

A description of how the development of the plan was influenced by community input.

GSS is an academic intervention program committed to providing a personalized education to all students that will meet their unique needs. Students and family members report that they enroll in GSS because they want an educational program that provides a safe environment, supportive culture, opportunity to graduate on-time and prepare for college and career pathways. While these key student and parent requirements have remained consistent even during the COVID-19 pandemic, the School has had to alter operations and approaches to meet their needs.

From the onset of the COVID-19 pandemic, GSS has continued to meet key student and parent requirements by remaining agile and innovative. GSS has been able to provide a rigorous online curriculum to those students and families who prefer to remain in distance learning due to concerns related to COVID-19. Additionally, Resource Centers have remained open to those families who prefer in-person instruction and support. The School has taken tremendous care in integrating COVID-19 health and safety protocols into each school location. As a result, families report high levels of satisfaction with school safety and the overall educational program.

While families remain very satisfied with the educational program, the School recognizes that the COVID-19 pandemic has impacted all aspects of life for the school community and is thus committed to developing an ESSER III Plan focused on increasing both academic achievement and the social-emotional health of all students, particularly for underserved student groups. GSS has a robust Data Integration System that monitors, measures and responds to student learning. This system is capable of quickly identifying students of underserved student groups that need additional support and services to meet grade level standards. These additional educational support opportunities include added time in Resource Centers, one-on-one tutoring provided by CTRs, nutrition and technology devices such as Chromebooks and internet data plans, for connectivity, that will ensure equity and access to the full instructional program and curriculum.

Since the onset of the COVID-19 emergency, School employees have worked tirelessly in remote and in-person environments to support school operations, and most importantly, help students meet their individual academic goals. In order to ensure that all employees can remain productive in this evolving work environment, the School has replaced and acquired new upgraded work tools, including Avaya Cloud and DocuSign. These new work tools ensure that all employees are equipped to do their job in an increasingly digital world while remaining compliant with Federal, State and local requirements.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$137,707.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 1	Safe and Supportive School for All Students	Personal Protective Equipment (PPE) and other resource center safety needs for school members and students to minimize potential exposure to disease and meet the policies and guidance provided by the Centers for Disease Control (CDC)	\$1,500.00
LCAP, Goal 4, Action 1	Safe and Supportive School for All Students	Janitorial services to clean and disinfect surfaces of germs which further reduces any risk of spreading infection	\$127,703.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 1	Safe and Supportive School for All Students	HVAC systems inspection, testing, maintenance, repair, and upgrade to improve air quality in school facilities	\$8,504.00

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$201,522.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 4	Academic Instruction and Support for English Learners, Low-Income Students, and Foster Youth	Add Paraprofessional (CTR) supports and supplemental teaching days from credentialed teaching staff to provide targeted Math and ELA tutorials to students failing or at risk of failing with the intention to increase student academic confidence, skills and knowledge.	\$201,522.00

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$171,842.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 3	Academic Instruction and Support for All Students	Partner with Konica Minolta to digitize student cumulative records to allow school staff to quickly, accurately and remotely develop a personalized educational plan for each student that considers prior performance and educational experiences	\$7,172.00
LCAP, Goal 2, Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Provide Chromebooks and internet data plans to underserved students to aid in regular substantive educational interaction and synchronous learning opportunities between educators and pupils	\$111,883.00
LCAP, Goal 4, Action 3	Social, Emotional, and Behavioral Support Systems for Low-Income Students and Foster Youth	Provide a School Nutrition Program to reduce food insecurity and improve health and development of youth	\$4,287.00
LCAP, Goal 5, Action 1	Engagement Opportunities for All Students	Utilization of Avaya Cloud communication tools to provide user friendly methods and enhanced opportunities of regular interaction between educators and students	\$12,533.00
LCAP, Goal 5, Action 1	Engagement Opportunities for All Students	An e-signature platform was crucial in obtaining student/parent signatures and continuing business operations in a remote environment; the School has partnered with DocuSign to meet its e-signature needs and will continue to utilize these services to support student, family and employee safety concerns	\$17,552.00
LCAP, Goal 5, Action 1	Engagement Opportunities for All Students	Maintain and improve upon additional technologies that were recently implemented to allow for remote work using cloud-based, or other remote access platforms	\$18,415.00
N/A	Continuous Operation of School Facilities	Other unforeseen activities that are necessary to maintain the operation of and continuity of services in resource centers and/or LEA office locations. There is not a budgeted allocation in the plan since any future expenditures are unknown at this time.	\$0.00

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Safe and Supportive In-Person Instructional Opportunities	The Executive School Safety Committee will collect and analyze information related to community members’ satisfaction with safety protocols implemented at all school locations to mitigate the spread of infectious disease. Information will include survey data, number of students attending Resource Centers, feedback gathered at multiple meeting venues and visit observations.	The Executive School Safety Committee will meet quarterly to review safety plans, relevant information and consider adjustments to protocols and procedures. School Leaders will meet at weekly Huddle Meetings to discuss feedback collected from community members, trends, best practices and potential needs.
Instructional Strategies to Address Potential Learning Loss	Instructional staff will monitor student engagement rates for All Students, and by underserved student groups. In addition, the School will utilize Measures of Academic Progress by NWEA to evaluate and respond to student skills levels related to Reading, Language and Mathematics.	Student engagement and academic performance will be monitored daily by teachers, counselors and school leaders.
Digitize Student Cumulative Records	The School’s Operation Department will monitor the percentage of student cumulative records that have been digitized and available to school employees.	Progress monitoring will be completed on a monthly basis and be reported to school community members.
Improve Student Connectedness to the Curriculum and School Community	Teachers, counselors and school leaders will quickly identify which students and families need home technology. The School will utilize its inventory system to record which students have technology checked-out and for how long. School	Progress monitoring will be completed on an ongoing basis.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	community members will meet to discuss the impact of the Connect Program on student engagement and performance.	
Provide a School Nutrition Program that Improves Student Health and Development	Each school location will record how many meals are provided to students throughout the week. School locations will order additional meals as needed.	Progress monitoring will be completed on an ongoing basis.
Utilize New Communication Tools to Aid in the Interaction With Families	School staff will use the School Pathways Contact Manager management tool to record daily communication and methods used, including Avaya Cloud and DocuSign features. A Monthly Storybook will be made available to the school community that summarizes communication methods utilized Schoolwide and segmented by teacher and staff member.	Communication between staff and students will be monitored on a daily, weekly and monthly basis.



Assumptions for the Revised Preliminary Operational Budget FY 2021-22

Grossmont Secondary School (GSS) is an independent study program. GSS 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 GSS, 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. GSS 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 GSS is 68.24%.
- * **Concentration Grant** equal to 65 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 Dashboard – 2021-22 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build GSS'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%
GSS's Unduplicated Pupil Percentage (Rolling Average)	68.24%
District's Unduplicated Pupil Percentage (GUHSD)	71.45%

*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	288	333	333
ADA:			
Grade 7-8	25.00	36.26	36.26
Grade 9-12	269.76	303.97	303.97
Total ADA	294.76	340.23	340.23

REVENUE PROJECTIONS

Table 3:

Description	FY 2021-22
LCFF Sources	\$3,575,228
Federal Revenues	422,632
State Revenues Other than LCFF	1,031,330
Local Revenues	460,802
Total Projected Revenues	\$5,489,992

- **In Lieu of Property Taxes (ILPT)** are no longer a source of revenue, but total LCFF revenues will remain unchanged. With the passage of Senate Bill 75, SBE authorized charter schools will no longer receive ILPT unless the district of residence (for the student of which ADA was claimed) was a basic aid district in the prior year. This means that the LCFF entitlement for most SBE authorized charter schools will be fully funded through state aid (LCFF State Aid and EPA).
- **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:

GSS was granted 2019-20 ESSA CSI funds in the amount of \$174,545. The project period for this grant began on March 25, 2020 and ends on September 30, 2022. Total expenditures for FY 2019-20 amounted to \$18,897. For FY 2020-21 GSS has spent \$140,787 of the remaining amount of \$155,648. The remaining balance of \$14,861 will be spent in the first quarter of 2021-22.

GSS's preliminary allocation amount for 2020-21 CSI funds is \$170,283. The project period for this grant begins on February 15, 2021 and ends on September 30, 2022. GSS has projected to spend the 2020-21 CSI funds and the \$14,861 of its remaining 2019-20 CSI funds in 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. GSS's ESSER II allocation is estimated to be \$228,023 and of that amount, it has included \$53,510 in this budget.

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. GSS's ESSER III allocation is estimated to be \$511,071 and of that amount it has included \$46,340 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. GSS's apportionment is \$278,369 and \$262,836 is included in the budget.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$715 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. GSS 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. CTE funding was increased at the state level from \$150M to \$300M in 2021-22. GSS included the \$445,428 CTE grant for this fiscal year.
- **Other Financing Sources** Nonprofit corporations were eligible to apply to the Paycheck Protection Program (PPP), a Small Business Administration (SBA) backed loan, during the COVID-19 crisis. Grossmont Secondary School applied for and received the loan in May of 2020. In July of 2021, the loan amount plus any accrued interest or fees was forgiven. This amounted to \$436,108 in forgiveness and is reflected in the budget under Other Financing Sources

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 21-22
Teachers (Gen. Ed, Special Ed*)	1100	18.50
Certificated Pupil Support (Counselors/Nurse/Psychologist)	1200	1.70
Certificated Supervisor & Administrator	1300	0.70
Other Certificated Teacher Resource (CTR)	1900	6.00
Classified Support (Admin Support)	2200	0.50
Classified Supervisor & Administrator	2300	1.25
Clerical, Technical & Office Staff	2400	5.65
TOTAL FTE POSITIONS BUDGETED		34.30

- * 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 21.6%.

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 <div style="text-align: right; padding-right: 20px;"><u>Monthly Rates</u></div> <ul style="list-style-type: none"> - Medical \$2,100 - Dental \$ 120 - Vision \$ 27 - Life Ins. .000095 	3401-02		
State Unemployment Insurance	3501-01	0.50%	0.50%
Worker Compensation Insurance	3601-02	1.12%	1.12%

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. GSS 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 \$533,585 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), GSS 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 GSS reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. GSS has deployed an integrated marketing plan to support organizational growth. To reach GSS'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, GSS has allocated \$84,600 for marketing expenses included in the object code 5800 and represents 1.5 % of its total budget.

DISTRICT OVERSIGHT FEES

GSS will pay its authorizing agency (State Board of Education) 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

GSS has budgeted \$38,433 for FY 2021-22 for oversight fees.

RESERVES

GSS has allocated reserves of \$329,400 for FY 2021-22 representing 6% of total revenues of \$5,489,992.

FACILITIES

GSS carries contractual lease agreements with an annual cost of \$172,854 for FY 2021-22. The total cost of the current lease contracts from July 2021 thru the end of the lease term (Year 2027) is \$506,457. GSS has allocated reserves for this amount.

GROSSMONT
Secondary School
REVISED PRELIMINARY OPERATIONAL BUDGET
FY 2021-2022

REVENUES

DESCRIPTION	ACCOUNT CODES	REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA - LCFF				
LCFF State Aid	8011	\$ 3,516,276.00	\$ 4,025,046.00	\$ (508,770.00)
Education Protection Account	8012	\$ 58,952.00	69,908.00	(10,956.00)
TOTAL, LCFF ENTITLEMENT		\$ 3,575,228.00	\$ 4,094,954.00	\$ (519,726.00)
FEDERAL REVENUES				
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	\$ 39,625.00	\$ 39,625.00	\$ -
Elementary & Secondary School Emergency Relief (ESSER) II Fund	8290	\$ 53,510.00	53,510.00	-
Elementary & Secondary School Emergency Relief (ESSER) III Func	8290	\$ 46,340.00	116,400.00	(70,060.00)
ESSA: School Improvement Funding for LEAs	8290	\$ 185,144.00	197,183.00	(12,039.00)
Title I, Part A - Basic Grants Low-Income & Neglected	8290	\$ 73,642.00	68,520.00	5,122.00
Title II, Part A - Improving Teacher Quality Program	8290	\$ 10,600.00	10,150.00	450.00
Title III - Limited English Proficient Study Program	8290	\$ 3,771.00	3,771.00	-
Title IV - Student Support and Academic Enrichment	8290	\$ 10,000.00	10,000.00	-
TOTAL, FEDERAL REVENUES		\$ 422,632.00	\$ 499,159.00	\$ (76,527.00)
STATE REVENUES OTHER THAN LCFF				
Mandate Block Grant	8550	\$ 13,336.00	\$ 15,581.00	\$ (2,245.00)
State Lottery Revenue - Unrestricted	8560	\$ 44,214.00	52,431.00	\$ (8,217.00)
State Lottery Revenue - Restricted	8560	\$ 14,443.00	17,127.00	(2,684.00)
Special Education	8792	\$ 210,753.00	227,309.00	(16,556.00)
Special Education - Mental Health Level 2	8590	\$ 40,320.00	57,600.00	(17,280.00)
Career Technical Education Incentive	8590	\$ 445,428.00	239,479.00	205,949.00
Expanded Learning Opportunity	8990	\$ 262,836.00	229,699.00	33,137.00
TOTAL, STATE REVENUES		\$ 1,031,330.00	\$ 839,226.00	\$ 192,104.00
LOCAL REVENUES				
Interest Income	8660	\$ 21,694.00	21,694.00	-
All Other Local Revenue	8699	\$ 3,000.00	3,000.00	-
TOTAL LOCAL REVENUES		\$ 24,694.00	\$ 24,694.00	\$ -
OTHER FINANCING SOURCES				
All Other Financing Sources	8979	\$ 436,108.00	-	436,108.00
TOTAL OTHER FINANCING SOURCES		\$ 436,108.00	\$ -	\$ 436,108.00
TOTAL, REVENUES		\$ 5,489,992.00	\$ 5,458,033.00	\$ 31,959.00

GROSSMONT
Secondary School
REVISED PRELIMINARY OPERATIONAL BUDGET
FY 2021-2022

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES				
Teachers' Salaries	1100	\$ 1,589,594.00	\$ 1,545,974.00	\$ 43,620.00
Certificated Pupil Support Salaries	1200	\$ 193,505.00	186,063.00	7,442.00
Certificated Supervisor & Adm. Salaries	1300	\$ 102,449.00	98,508.00	3,941.00
Other Certificated Salaries	1900	\$ 96,410.00	96,606.00	(196.00)
TOTAL, CERTIFICATED SALARIES		\$ 1,981,958.00	\$ 1,927,151.00	\$ 54,807.00
CLASSIFIED SALARIES				
Instructional Aides' Salaries	2100	\$ -	\$ 29,777.00	\$ (29,777.00)
Classified Support Salaries	2200	\$ 61,123.00	58,773.00	2,350.00
Classified Supervisors' and Administrators' Salaries	2300	\$ 192,279.00	184,883.00	7,396.00
Clerical, Technical, and Office Staff	2400	\$ 346,360.00	381,935.00	(35,575.00)
TOTAL, CLASSIFIED SALARIES		\$ 599,762.00	\$ 655,368.00	\$ (55,606.00)
EMPLOYEE BENEFITS				
STRS Retirement	3100	\$ 317,859.00	\$ 309,258.00	\$ 8,601.00
PERS Retirement	3200	\$ 161,085.00	172,913.00	(11,828.00)
Social Security/Medicare	3300	\$ 81,028.00	84,241.00	(3,213.00)
Health and Welfare	3400	\$ 667,371.00	726,173.00	(58,802.00)
Unemployment Insurance	3500	\$ 12,909.00	31,765.00	(18,856.00)
Workers Compensation Insurance	3600	\$ 28,915.00	28,924.00	(9.00)
TOTAL EMPLOYEE BENEFITS		\$ 1,269,167.00	\$ 1,353,274.00	\$ (84,107.00)
TOTAL PERSONNEL COST		\$ 3,850,887.00	\$ 3,935,793.00	\$ (84,906.00)

GROSSMONT
Secondary School
REVISED PRELIMINARY OPERATIONAL BUDGET
FY 2021-2022

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
BOOKS AND SUPPLIES				
Textbooks	4100	\$ 10,500.00	\$ 10,500.00	\$ -
Instructional Materials and Supplies	4300	\$ 37,975.00	\$ 37,975.00	-
On-line Courses	4312	\$ 28,481.00	\$ 28,481.00	-
Non-Capitalized Equipment	4400	\$ 18,000.00	\$ 17,000.00	1,000.00
Food	4700	\$ 5,250.00	\$ 5,250.00	-
TOTAL, BOOKS AND SUPPLIES		\$ 100,206.00	\$ 99,206.00	\$ 1,000.00
SERVICES, OTHER OPERATING EXPENSES				
Travel and Conference	5200	\$ 20,653.00	\$ 19,751.00	\$ 902.00
Dues and Memberships	5300	\$ 8,650.00	\$ 8,650.00	-
Liability Insurance	5400	\$ 26,872.00	\$ 25,120.00	1,752.00
Operations and Housekeeping Services	5500	\$ 93,054.00	\$ 79,902.00	13,152.00
Rental, Leases & Repairs	5600	\$ 209,148.00	\$ 205,590.00	3,558.00
Prof/Consulting Services/Oper. Exp.	5800	\$ 448,986.00	\$ 436,753.00	12,233.00
Marketing	5812	\$ 84,600.00	\$ 56,830.00	27,770.00
Communication	5900	\$ 68,137.00	\$ 68,137.00	-
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		\$ 960,100.00	\$ 900,733.00	\$ 59,367.00
CAPITAL OUTLAY				
Depreciation - Leasehold Improvement	6900	\$ 230,393.00	\$ 230,393.00	-
Depreciation - Equipment	6900	\$ 17,597.00	\$ 17,597.00	-
TOTAL, CAPITAL OUTLAY		\$ 247,990.00	\$ 247,990.00	\$ -
OTHER OUTGO				
Debt Service Payment - Interest (Capitalized Lease	7438	\$ 1,409.00	\$ 1,409.00	-
TOTAL, OTHER OUTGO		\$ 1,409.00	\$ 1,409.00	\$ -
RESERVES				
Operational Reserve	9730	\$ 164,700.00	\$ 136,451.00	\$ 28,249.00
Reserve for Economic Uncertainties	9770	\$ 164,700.00	\$ 136,451.00	\$ 28,249.00
TOTAL, RESERVES		\$ 329,400.00	\$ 272,902.00	\$ 56,498.00
%		6%	5%	
TOTAL, EXPENDITURES		\$ 5,489,992.00	\$ 5,458,033.00	\$ 31,959.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: Sweetwater Secondary School
 CDS #: SSS - Unaudited Actuals - 37771070136473
 Charter Approving Entity: State Board of Education
 County: San Diego
 Charter #: 1903

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	3,348,965.00		3,348,965.00
Education Protection Account State Aid - Current Year	8012	62,010.00		62,010.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	0.00		0.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		3,410,975.00	0.00	3,410,975.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		96,472.00	96,472.00
Special Education - Federal	8181, 8182		147,212.00	147,212.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		197,449.30	197,449.30
Total, Federal Revenues		0.00	441,133.30	441,133.30
3. Other State Revenues				
Special Education - State	StateRevSE		276,683.00	276,683.00
All Other State Revenues	StateRevAO	76,011.95	449,429.06	525,441.01
Total, Other State Revenues		76,011.95	726,112.06	802,124.01
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	22,780.57		22,780.57
Total, Local Revenues		22,780.57	0.00	22,780.57
5. TOTAL REVENUES		3,509,767.52	1,167,245.36	4,677,012.88
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	907,635.60	340,444.38	1,248,079.98
Certificated Pupil Support Salaries	1200	87,623.37	24,684.98	112,308.35
Certificated Supervisors' and Administrators' Salaries	1300	146,953.00	28,705.01	175,658.01
Other Certificated Salaries	1900	24,537.03	95,385.95	119,922.98
Total, Certificated Salaries		1,166,749.00	489,220.32	1,655,969.32
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100			0.00
Noncertificated Support Salaries	2200	49,538.98	2,519.13	52,058.11
Noncertificated Supervisors' and Administrators' Salaries	2300	65,689.05	2,671.57	68,360.62
Clerical, Technical and Office Salaries	2400	249,339.45		249,339.45
Other Noncertificated Salaries	2900	15,752.64		15,752.64
Total, Noncertificated Salaries		380,320.12	5,190.70	385,510.82

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: Sweetwater Secondary School

CDS #: SSS - Unaudited Actuals - 37771070136473

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	191,478.73	231,454.74	422,933.47
PERS	3201-3202	74,245.06	538.51	74,783.57
OASDI / Medicare / Alternative	3301-3302	44,889.32	7,353.73	52,243.05
Health and Welfare Benefits	3401-3402	382,172.63	101,460.97	483,633.60
Unemployment Insurance	3501-3502	784.47	259.44	1,043.91
Workers' Compensation Insurance	3601-3602	16,348.54	5,220.10	21,568.64
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		709,918.75	346,287.49	1,056,206.24
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100		8,774.68	8,774.68
Books and Other Reference Materials	4200			0.00
Materials and Supplies	4300	18,973.14	45,045.34	64,018.48
Noncapitalized Equipment	4400		20,671.14	20,671.14
Food	4700	225.71		225.71
Total, Books and Supplies		19,198.85	74,491.16	93,690.01
5. Services and Other Operating Expenditures				
Subagreements for Services	5100		115,157.64	115,157.64
Travel and Conferences	5200	13,370.02	3,815.87	17,185.89
Dues and Memberships	5300	6,228.43		6,228.43
Insurance	5400	16,466.20	118.34	16,584.54
Operations and Housekeeping Services	5500	37,518.50	31,174.71	68,693.21
Rentals, Leases, Repairs, and Noncap. Improvements	5600	269,038.11	916.00	269,954.11
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	195,874.80	220,484.00	416,358.80
Communications	5900	1,417.41	42,308.66	43,726.07
Total, Services and Other Operating Expenditures		539,913.47	413,975.22	953,888.69
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major				
Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	158,639.02		158,639.02
Total, Capital Outlay		158,639.02	0.00	158,639.02
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399	(8,558.94)	8,558.94	0.00
Debt Service:				
Interest	7438	6,623.02	720.39	7,343.41
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		6,623.02	720.39	7,343.41
Total, Other Outgo		(1,935.92)	9,279.33	7,343.41
8. TOTAL EXPENDITURES		2,972,803.29	1,338,444.22	4,311,247.51

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: Sweetwater Secondary School

CDS #: SSS - Unaudited Actuals - 37771070136473

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		536,964.23	(171,198.86)	365,765.37
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(292,495.21)	292,495.21	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(292,495.21)	292,495.21	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		244,469.02	121,296.35	365,765.37
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	2,393,510.70	483.00	2,393,993.70
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		2,393,510.70	483.00	2,393,993.70
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		2,637,979.72	121,779.35	2,759,759.07
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	679,211.03		679,211.03
b. Restricted Net Position	9797		121,779.35	121,779.35
c. Unrestricted Net Position	9790A	1,958,768.69	0.00	1,958,768.69

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: Sweetwater Secondary School

CDS #: SSS - Unaudited Actuals - 37771070136473

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	960,175.87	143,941.90	1,104,117.77
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	1,071,801.95	(224,371.80)	847,430.15
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	349,105.13		349,105.13
4. Due from Grantor Governments	9290	1,129,086.20	413,849.84	1,542,936.04
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	117,141.52		117,141.52
7. Other Current Assets	9340	12,857.35		12,857.35
8. Capital Assets (accrual basis only)	9400-9489	679,211.03		679,211.03
9. TOTAL ASSETS		4,319,379.05	333,419.94	4,652,798.99
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	94,424.11	37,885.69	132,309.80
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640	1,306,504.93		1,306,504.93
4. Unearned Revenue	9650		173,754.90	173,754.90
5. Long-Term Liabilities (accrual basis only)	9660-9669	280,470.29		280,470.29
6. TOTAL LIABILITIES		1,681,399.33	211,640.59	1,893,039.92
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		2,637,979.72	121,779.35	2,759,759.07

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: Sweetwater Secondary School

CDS #: SSS - Unaudited Actuals - 37771070136473

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. Elementary and Secondary School Emergency Relief (ESSER) II	\$ 0.00	720.39	720.39
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	720.39	720.39

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures		Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999	0.00
b. Noncertificated Salaries	2000-2999	0.00
c. Employee Benefits	3000-3999	0.00
d. Books and Supplies	4000-4999	0.00
e. Services and Other Operating Expenditures	5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2020 to June 30, 2021**

Charter School Name: Sweetwater Secondary School

CDS #: SSS - Unaudited Actuals - 37771070136473

3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2019-20 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2022-23.

a. Total Expenditures (B8)	4,311,247.51
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	441,133.30
c. Subtotal of State & Local Expenditures [a minus b]	3,870,114.21
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	165,262.04
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 3,704,852.17

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sweetwater Secondary School	Hayley Beaupre Administrator of Instructional Services	hbeaupre@sweetwatersecondary.com (858) 678-2020

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan (LCAP)	Available on the School's LCAP webpage: https://sweetwatersecondarycharter.com/wp-content/uploads/2021/06/SSS-21-22-LCAP-All-Components.pdf

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$497,206

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$143,098
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$143,813
Use of Any Remaining Funds	\$210,295

Total ESSER III funds included in this plan

\$497,206

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure P114an.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

SSS regularly consults with community members to understand the academic, social-emotional and physical needs of their students and families. SSS utilizes multiple methods to engage the community, including school events, trainings, meetings and surveys. Additionally, SSS's educational model is centered on a strong school-to-home partnership. This partnership allows teachers, counselors and school leaders to consult with students and parents on a regular basis to discuss individual needs. All information received from community members is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

The following school community members have contributed to the development of the ESSER III Plan with corresponding methods:

- **Students:** Ongoing virtual and in-person PPEP Meetings, Character and Leadership Development Program, Wellness Week, College and Career Week, Senior Night Events and Surveys

- **Parents and Family Members:** Ongoing virtual and in-person PPEP Meetings, Family Learning Series Trainings, Virtual Parent Night Events, Senior Night Events and Surveys
- **Teachers, Education Specialists and Certificated Teacher Resources (CTRs):** Resource Center Meetings, Instructional Meetings, Altus University Trainings, Department Meetings and Surveys
- **School Staff:** Office Meetings, Department Meetings, Altus University Trainings and Surveys
- **School Leadership:** Weekly Huddle Meetings and Surveys
- **School Site Council:** Ongoing Meetings
- **English Language Advisory Committee:** Ongoing Meetings

Community engagement is key to supporting the School's comprehensive strategic planning, formulation of goals, actions and performance measures. The School continues to consult with community members throughout the 2021-2022 school year and their input will be integrated into the ESSER III Plan.

A description of how the development of the plan was influenced by community input.

SSS is an academic intervention program committed to providing a personalized education to all students that will meet their unique needs. Students and family members report that they enroll in SSS because they want an educational program that provides a safe environment, supportive culture, opportunity to graduate on-time and prepare for college and career pathways. While these key student and parent requirements have remained consistent even during the COVID-19 pandemic, the School has had to alter operations and approaches to meet their needs.

From the onset of the COVID-19 pandemic, SSS has continued to meet key student and parent requirements by remaining agile and innovative. SSS has been able to provide a rigorous online curriculum to those students and families who prefer to remain in distance learning due to concerns related to COVID-19. Additionally, Resource Centers have remained open to those families who prefer in-person instruction and support. The School has taken tremendous care in integrating COVID-19 health and safety protocols into each school location. As a result, families report high levels of satisfaction with school safety and the overall educational program.

While families remain very satisfied with the educational program, the School recognizes that the COVID-19 pandemic has impacted all aspects of life for the school community and is thus committed to developing an ESSER III Plan focused on increasing both academic achievement and the social-emotional health of all students, particularly for underserved student groups. SSS has a robust Data Integration System that monitors, measures and responds to student learning. This system is capable of quickly identifying students of underserved student groups that need additional support and services to meet grade level standards. These additional educational support opportunities include added time in Resource Centers, one-on-one tutoring provided by CTRs, nutrition and technology devices such as Chromebooks and internet data plans, for connectivity, that will ensure equity and access to the full instructional program and curriculum.

Since the onset of the COVID-19 emergency, School employees have worked tirelessly in remote and in-person environments to support school operations, and most importantly, help students meet their individual academic goals. In order to ensure that all employees can remain productive in this evolving work environment, the School has replaced and acquired new upgraded work tools, including Avaya Cloud and DocuSign. These new work tools ensure that all employees are equipped to do their job in an increasingly digital world while remaining compliant with Federal, State and local requirements.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$143,098			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 1	Safe and Supportive School for All Students	Personal Protective Equipment (PPE) and other resource center safety needs for school members and students to minimize potential exposure to disease and meet the policies and guidance provided by the Centers for Disease Control (CDC)	\$7,881
LCAP, Goal 4, Action 1	Safe and Supportive School for All Students	Janitorial services to clean and disinfect surfaces of germs which further reduces any risk of spreading infection	\$125,759

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 1	Safe and Supportive School for All Students	HVAC systems inspection, testing, maintenance, repair, and upgrade to improve air quality in school facilities	\$9,458

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$143,813

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 4	Academic Instruction and Support for English Learners, Low-Income Students, and Foster Youth	Add Paraprofessional (CTR) supports and supplemental teaching days from credentialed teaching staff to provide targeted Math and ELA tutorials to students failing or at risk of failing with the intention to increase student academic confidence, skills and knowledge.	\$143,813

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$210,295

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 3	Academic Instruction and Support for All Students	Partner with Konica Minolta to digitize student cumulative records to allow school staff to quickly, accurately and remotely develop a personalized educational plan for each student that considers prior performance and educational experiences	\$12,980
LCAP, Goal 2, Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Provide Chromebooks and internet data plans to underserved students to aid in regular substantive educational interaction and synchronous learning opportunities between educators and pupils	\$148,970
LCAP, Goal 4, Action 3	Social, Emotional, and Behavioral Support Systems for Low-Income Students and Foster Youth	Provide a School Nutrition Program to reduce food insecurity and improve health and development of youth	\$9,458
LCAP, Goal 5, Action 1	Engagement Opportunities for All Students	Utilization of Avaya Cloud communication tools to provide user friendly methods and enhanced opportunities of regular interaction between educators and students	\$11,341
LCAP, Goal 5, Action 1	Engagement Opportunities for All Students	An e-signature platform was crucial in obtaining student/parent signatures and continuing business operations in a remote environment; the School has partnered with DocuSign to meet its e-signature needs and will continue to utilize these services to support student, family and employee safety concerns	\$17,697
LCAP, Goal 5, Action 1	Engagement Opportunities for All Students	Maintain and improve upon additional technologies that were recently implemented to allow for remote work using cloud-based, or other remote access platforms.	\$9,849
n/a	Continuous Operation of School Facilities	Other unforeseen activities that are necessary to maintain the operation of and continuity of services in resource centers and/or LEA office locations. There is not a	\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		budgeted allocation in the plan since any future expenditures are unknown at this time.	

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Safe and Supportive In-Person Instructional Opportunities	The Executive School Safety Committee will collect and analyze information related to community members’ satisfaction with safety protocols implemented at all school locations to mitigate the spread of infectious disease. Information will include survey data, number of students attending Resource Centers, feedback gathered at multiple meeting venues and visit observations.	The Executive School Safety Committee will meet quarterly to review safety plans, relevant information and consider adjustments to protocols and procedures. School Leaders will meet at weekly Huddle Meetings to discuss feedback collected from community members, trends, best practices and potential needs.
Instructional Strategies to Address Potential Learning Loss	Instructional staff will monitor student engagement rates for All Students, and by underserved student groups. In addition, the School will utilize Measures of Academic Progress by NWEA to evaluate and respond to student skills levels related to Reading, Language and Mathematics.	Student engagement and academic performance will be monitored daily by teachers, counselors and school leaders.
Digitize Student Cumulative Records	The School’s Operation Department will monitor the percentage of student cumulative records that have been digitized and available to school employees.	Progress monitoring will be completed on a monthly basis and be reported to school community members.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Improve Student Connectedness to the Curriculum and School Community	Teachers, counselors and school leaders will quickly identify which students and families need home technology. The School will utilize its inventory system to record which students have technology checked-out and for how long. School community members will meet to discuss the impact of the Connect Program on student engagement and performance.	Progress monitoring will be completed on an ongoing basis.
Provide a School Nutrition Program that Improves Student Health and Development	Each school location will record how many meals are provided to students throughout the week. School locations will order additional meals as needed.	Progress monitoring will be completed on an ongoing basis.
Utilize New Communication Tools to Aid in the Interaction With Families	School staff will use the School Pathways Contact Manager management tool to record daily communication and methods used, including Avaya Cloud and DocuSign features. A Monthly Storybook will be made available to the school community that summarizes communication methods utilized Schoolwide and segmented by teacher and staff member.	Communication between staff and students will be monitored on a daily, weekly and monthly basis.



Assumptions for the Revised Preliminary Operational Budget FY 2021-22

Sweetwater Secondary School is an independent study program. SSS 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 SSS, 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. SSS 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 SSS is 69.54%.
- * **Concentration Grant** equal to 65 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 Dashboard – 2021-22 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build SSS's Revised Preliminary Operational Budget.

Table 1:

Description	FY 2021-22
Adjusted Grades 7-8 Base Grant	\$8,458
Adjusted Grades 9-12 Base Grant	\$10,057
Statutory Cost of Living Allowance (COLA)*	5.07%
SSS's Unduplicated Pupil Percentage (Rolling Average)	69.54%
District's Unduplicated Pupil Percentage (SUHSD)	62.21%

**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	335	364	338
ADA:			
Grade 7-8	52.56	49.09	49.09
Grade 9-12	265.40	260.96	260.96
Total ADA	317.96	310.05	310.05

REVENUE PROJECTIONS

Table 3:

Description	FY 2021-22
LCFF Sources	\$3,692,660
Federal Revenues	315,897
State Revenues Other than LCFF	717,107
Local Revenues	10,500
Other Financing Sources	434,507
Total Projected Revenues	\$5,170,671

- **In Lieu of Property Taxes (ILPT)** are no longer a source of revenue, but total LCFF revenues will remain unchanged. With the passage of Senate Bill 75, SBE authorized charter schools will no longer receive ILPT unless the district of residence (for the student of which ADA was claimed) was a basic aid district in the prior year. This means that the LCFF entitlement for most SBE authorized charter schools will be fully funded through state aid (LCFF State Aid and EPA).
- **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 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. SSS's ESSER II allocation is estimated to be \$221,837 and of that amount, it has included \$74,678 in this budget.

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. SSS's ESSER III allocation is estimated to be \$497,206 and of that amount it has included \$88,650 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. SSS's apportionment is \$255,787 and \$127,893 is included in the budget.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$715 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. SSS 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. CTE funding was increased at the state level from \$150M to \$300M in 2021-22. SSS included the \$194,437 CTE grant for this fiscal year.
- **Dispute Prevention & Learning Recovery Funds** are two, one-time, funding streams provided to our Special Education Local Plan Area (SELPA) for distribution to its members. Dispute prevention funds are to fund dispute prevention and voluntary alternative dispute resolution activities aimed at preventing and resolving special education disputes resulting from school disruptions stemming from the pandemic. Learning recovery funds will fund learning recovery support to pupils associated with impacts to learning due to school disruptions stemming from the pandemic. \$6,873 of dispute prevention funds are included in this budget.
- Nonprofit corporations were eligible to apply to the Paycheck Protection Program (PPP), a Small Business Administration (SBA) backed loan, during the COVID-19 crisis. SSS applied for and received the loan in May of 2020. In July of 2021, the loan amount plus any accrued interest or fees was forgiven. This amounted to \$434,507 in forgiveness and is reflected in the budget under Other Financing Sources.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 21-22
Teachers (Gen. Ed, Special Ed*)	1100	15.50
Certificated Pupil Support (Counselor/Nurse/Psychologist/Tech Lead)	1200	1.65
Certificated Supervisor & Administrator	1300	1.20
Other Certificated Teacher Resource (CTR)	1900	5.00
Classified Support (Admin Support)	2200	0.25
Classified Supervisor & Administrator	2300	1.25
Clerical, Technical & Office Staff	2400	4.75
TOTAL FTE POSITIONS BUDGETED		29.60

- * 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 20%.

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			
- Dental \$ 120			
- Vision \$ 27			
- Life Ins. .000095	3401-02		
State Unemployment Insurance	3501-01	0.50%	0.50%
Worker Compensation Insurance	3601-02	1.14%	1.14%

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. SSS 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 \$469,729 representing 9.1% 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), SSS 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 SSS reflects the diverse characteristics of the territorial jurisdiction of the authorizing

District. SSS has deployed an integrated marketing plan to support organizational growth. To reach SSS'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, SSS has allocated \$51,707 for marketing expenses included in the object code 5800 and represents 1% of its total budget.

DISTRICT OVERSIGHT FEES

SSS will pay its authorizer (State Board of Education) 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

SSS has budgeted \$36,927 for FY 2021-22 for oversight fees.

RESERVES

SSS has allocated reserves of \$258,533 for FY 2021-22 representing 5% of total revenues of \$5,170,671.

FACILITIES

SSS carries contractual lease agreements with an annual cost of \$255,744 for FY 2021-22. The total cost of the current lease contracts from July 2021 thru the end of the lease term (Year 2023) is \$380,079.



**Revised Preliminary Operational Budget
FY 2021-22**

REVENUES

DESCRIPTION	ACCOUNT CODES		REVISED PRELIM BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES					
LCFF State Aid - Current Year	8011	+	\$ 3,629,068.00	\$ 3,956,145.00	\$ (327,077.00)
Education Protection Account (EPA)	8012	+	63,592.00	70,516.00	(6,924.00)
In Lieu of Property Taxes - Current Year	8096	+	-	-	-
TOTAL, LCFF SOURCES		=	\$ 3,692,660.00	\$ 4,026,661.00	\$ (334,001.00)
FEDERAL REVENUES					
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+	\$ 44,750.00	\$ 37,375.00	\$ 7,375.00
Title I, Part A - Improving Basic Programs	8290	+	79,340.00	70,101.00	9,239.00
Title II, Part A - Supporting Effective Instruction	8290	+	11,661.00	10,094.00	1,567.00
Title III, Part A - English Learner Student Program	8290	+	6,818.00	5,834.00	984.00
Title IV, Part A - Student Support and Academic Enrichment	8290	+	10,000.00	10,000.00	-
CARES Act - Elementary and Secondary School Relief (ESSER) II	8290	+	74,678.00	69,744.00	4,934.00
CARES Act - Elementary and Secondary School Relief (ESSER) III	8290	+	88,650.00	36,804.00	51,846.00
TOTAL, FEDERAL REVENUES		=	\$ 315,897.00	\$ 239,952.00	\$ 75,945.00
STATE REVENUES OTHER THAN LCFF					
Mandate Block Grant	8550	+	\$ 13,329.00	\$ 13,329.00	\$ -
Lottery: Unrestricted	8560	+	48,575.00	48,575.00	-
Lottery: Instructional Materials	8560	+	15,868.00	15,868.00	-
Career Technical Education Incentive Grant	8590	+	194,437.00	193,061.00	1,376.00
Special Education	8792	+	227,342.00	229,286.00	(1,944.00)
Special Education: Mental Health Services - Level 2	8590	+	82,790.00	108,827.00	(26,037.00)
Expanded Learning Opportunities (ELO) Grant	8590	+	115,104.00	127,893.00	(12,789.00)
Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	8590	+	12,789.00	-	12,789.00
Special Education Dispute Prevention	8590	+	6,873.00	-	6,873.00
TOTAL, OTHER STATE REVENUES		=	\$ 717,107.00	\$ 736,839.00	\$ (19,732.00)
LOCAL REVENUES					
Interest Income	8660	+	\$ 10,000.00	\$ 15,000.00	\$ (5,000.00)
All Other Local Revenue	8699	+	500.00	500.00	-
TOTAL, LOCAL REVENUES		=	\$ 10,500.00	\$ 15,500.00	\$ (5,000.00)
OTHER FINANCING SOURCES					
All Other Financing Sources	8979	+	\$ 434,507.00	\$ -	\$ 434,507.00
TOTAL, OTHER FINANCING SOURCES			\$ 434,507.00	\$ -	\$ 434,507.00
TOTAL, REVENUES			\$ 5,170,671.00	\$ 5,018,952.00	\$ 151,719.00



**Revised Preliminary Operational Budget
FY 2021-22**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		REVISED PRELIM BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES					
Certificated Teachers' Salaries	1100	+	\$ 1,377,149.00	\$ 1,335,038.00	\$ 42,111.00
Certificated Pupil Support Salaries	1200	+	193,795.00	166,249.00	27,546.00
Certificated Supervisors' & Administrators' Salaries	1300	+	198,874.00	195,308.00	3,566.00
Other Certificated Salaries	1900	+	119,561.00	184,369.00	(64,808.00)
TOTAL, CERTIFICATED SALARIES		=	\$ 1,889,379.00	\$ 1,880,964.00	\$ 8,415.00
CLASSIFIED SALARIES					
Classified Support Salaries	2200	+	\$ 33,947.00	\$ 45,793.00	\$ (11,846.00)
Classified Supervisors' & Administrators' Salaries	2300	+	141,509.00	196,738.00	(55,229.00)
Clerical, Technical and Office Staff Salaries	2400	+	300,900.00	206,603.00	94,297.00
TOTAL, CLASSIFIED SALARIES		=	\$ 476,356.00	\$ 449,134.00	\$ 27,222.00
EMPLOYEE BENEFITS					
STRS Retirement	3100	+	\$ 319,963.00	\$ 326,007.00	\$ (6,044.00)
PERS Retirement	3200	+	108,754.00	92,407.00	16,347.00
Social Security/Medicare	3300	+	63,758.00	58,794.00	4,964.00
Health and Welfare	3400	+	581,668.00	576,225.00	5,443.00
Unemployment Insurance	3500	+	11,829.00	28,660.00	(16,831.00)
Workers Compensation	3600	+	27,003.00	26,563.00	440.00
TOTAL, EMPLOYEE BENEFITS		=	\$ 1,112,975.00	\$ 1,108,656.00	\$ 4,319.00
TOTAL, PERSONNEL COST			\$ 3,478,710.00	\$ 3,438,754.00	\$ 39,956.00



**Revised Preliminary Operational Budget
FY 2021-22**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		REVISED PRELIM BUDGET		PRELIMINARY BUDGET	INCREASE (DECREASE)
BOOKS AND SUPPLIES						
Textbooks and Core Curricula Materials	4100	+	\$ 20,000.00	\$	15,231.00	\$ 4,769.00
Books and Other Reference Materials	4200	+	1,873.00		1,500.00	373.00
Materials and Supplies	4300	+	121,680.00		72,252.00	49,428.00
On-Line Courses	4312	+	25,989.00		25,989.00	-
Noncapitalized Equipment	4400	+	75,705.00		30,000.00	45,705.00
Food	4700	+	5,683.00		5,456.00	227.00
TOTAL, BOOKS AND SUPPLIES		=	\$ 250,930.00	\$	150,428.00	\$ 100,502.00
SERVICES AND OTHER OPERATING EXPENSES						
Travel and Conference	5200	+	\$ 23,766.00	\$	22,617.00	\$ 1,149.00
Dues and Memberships	5300	+	7,149.00		6,637.00	512.00
Liability Insurance	5400	+	26,142.00		24,186.00	1,956.00
Operations and Housekeeping Services	5500	+	124,559.00		106,584.00	17,975.00
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+	334,226.00		334,036.00	190.00
Professional/Consulting Services/Operating Exp.	5800	+	418,022.00		440,096.00	(22,074.00)
Marketing Fees	5812	+	51,707.00		50,190.00	1,517.00
Communications	5900	+	54,651.00		48,644.00	6,007.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		=	\$ 1,040,222.00	\$	1,032,990.00	\$ 7,232.00
CAPITAL OUTLAY						
Depreciation - Equipment	6900	+	\$ 19,648.00	\$	21,230.00	\$ (1,582.00)
Depreciation - Leasehold Improvement	6900	+	119,948.00		121,615.00	(1,667.00)
TOTAL, CAPITAL OUTLAY		=	\$ 139,596.00	\$	142,845.00	\$ (3,249.00)
OTHER OUTGO						
Debt Service Payment - Interest (Capitalized Leases)	7438	+	\$ 2,680.00	\$	2,988.00	\$ (308.00)
TOTAL, OTHER OUTGO		=	\$ 2,680.00	\$	2,988.00	\$ (308.00)
RESERVES						
Operational Reserve	9780	+	\$ 129,266.00	\$	125,473.00	\$ 3,793.00
Reserve for Economic Uncertainties	9789	+	129,267.00		125,474.00	3,793.00
TOTAL, RESERVES		=	\$ 258,533.00	\$	250,947.00	\$ 7,586.00
%			5%		5%	
TOTAL, EXPENDITURES			\$ 5,170,671.00	\$	5,018,952.00	151,719.00