

STUDENT SUCCESS PROGRAMS

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

(A California Non-Profit Public Benefit Corporation)

Len Hering RADM, USN (ret) – Chairman,

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

SPECIAL BOARD OF DIRECTORS MEETING

Tuesday, September 22, 2020, 8:30 AM

Via Video Conference

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

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

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

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

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

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call
- 1.3 Establishment of Quorum
- 1.4 Pledge of Allegiance
- 1.5 Approval of Agenda [P.1-2](#)

2.0 PUBLIC COMMENT

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

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

3.0 ADMINISTRATIVE ITEMS

- 3.1 Consider Acceptance of Steve McNulty Resignation as of September 30, 2020 [P.3](#)
- 3.2 Consider Approval of Audeo Charter School Charter Petition Renewal [P.4-532](#)

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 and The Charter School of San Diego for each School

- 4.1.1 Consider Approval of Meeting Minutes for August 26, 2020 [P.533-535](#)
- 4.1.2 Consider Approval of Revised Pupil Attendance Calendar [P.536-538](#)

5.0 ACTION ITEMS

5.1 Action Items for The Audeo Charter School and The Charter School of San Diego for each School

- 5.1.1 Consider Approval of Learning Continuity and Attendance Plan (LCP)
 - 5.1.1.1 Audeo Charter School [P.539-564](#)
 - 5.1.1.2 The Charter School of San Diego [P.565-590](#)

5.2 Action Items for Audeo Charter School

- 5.2.1 Consider Approval of Board Resolution for Audeo Valley Charter School Transfer of Funds [P.591-593](#)

6.0 BOARD ANNOUNCEMENTS AND COMMENTS

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

7.0 ADJOURNMENT

Next Regular Board Meeting: October 21, 2020

Meeting Agenda available at:

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

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

Certification of Posting

I, Jackie Robertson, hereby certify that I posted this agenda on the Audeo, CSSD webpage on September 18, 2020.

Stephen McNulty
111 Langley Way
Watford
Hertfordshire
United Kingdom
WD17 3ED

August 18th, 2020

Chairperson of the Board
Student Success Programs
10170 Huennekens Street,
San Diego, CA 92121

Dear Sir

Stephen McNulty – Resignation from the Board

It is with deep regret and a heavy heart that I hereby tender my resignation as a member of the Board of the Students Success Programs.

Personal family crises and my own quarantine in the United Kingdom leave me unable to perform my board duties professionally and dutifully.

I have been truly honored to be able to serve the SSP and I wish everyone involved ongoing success in the excellent and much needed good works that you do.

I remain yours sincerely

A handwritten signature in black ink, appearing to read 'Stephen McNulty', with a long, sweeping horizontal stroke extending to the right.

Stephen McNulty

Renewal Petition 2020

Audeo
Charter School

Moving You Forward!

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O: DASS District/MOU Approval

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S: College Board Approval List

G: 501 (c) 3 IRS Letter

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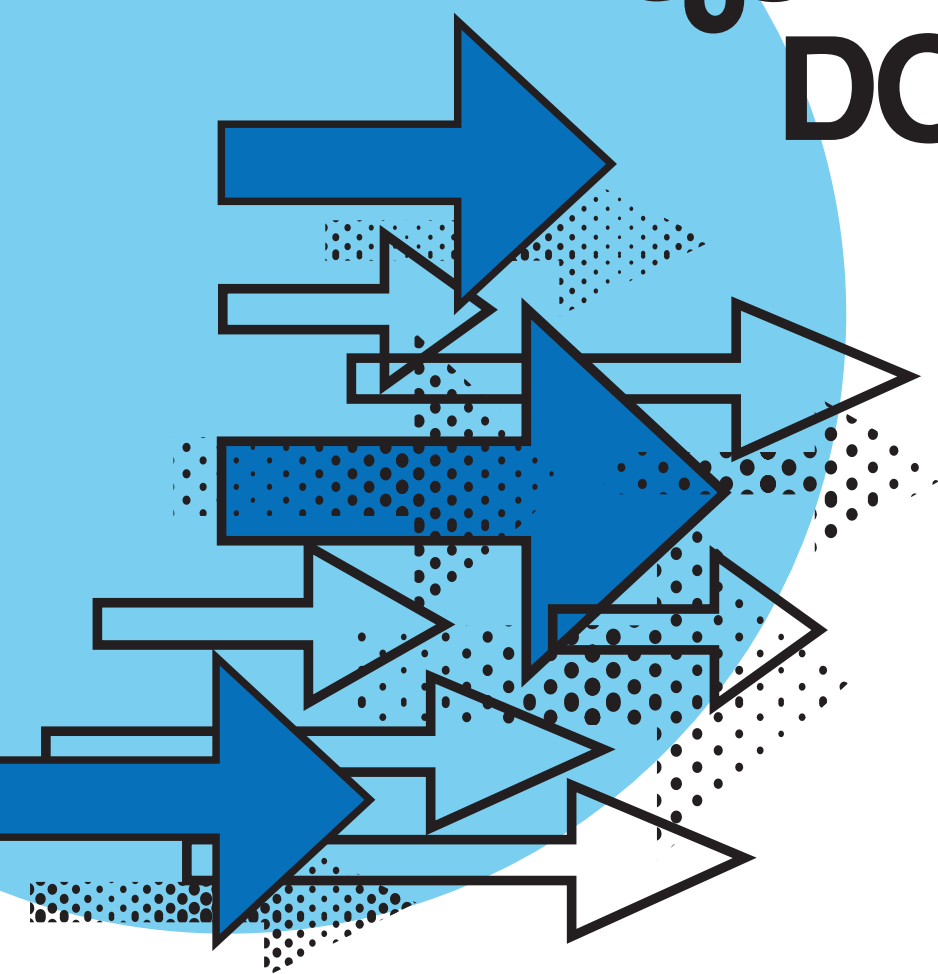
K: Conflict of Interest Code (aligned
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BOD and County Approval dates)

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L: Uniform Complaint Policy and Forms

Audeo
Charter School

GOVERNANCE DOCUMENT



Audeo Charter School

CHARTER RENEWAL PETITION

Submitted to the San Diego Unified School District Board of Education
[INSERT DATE]

Charter Term: July 1, 2021 – June 30, 2026

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T – GATE Plan
U – English Learner Plan
V – SB740 Funding Determinations
W – Community Letters of Support
X – 21-22 Pupil Calendar

Affirmations and Declaration

As the authorized lead petitioner, I, Tim Tuter, hereby certify that the information submitted in this petition for renewal of a California public charter school named Audeo Charter School (“Audeo” or the “Charter School”), operated by Student Success Programs a California non-profit public benefit corporation and authorized by the San Diego Unified School District (“SDUSD” or the “District”), is true to the best of my knowledge and belief; I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Student Success Programs declares that it shall be deemed the exclusive public school employer of the employees of Audeo Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Sections 47605(e)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973,

Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



Tim Tuter, Executive Director
Audeo Charter School

9/18/2020

Date

Introduction

BACKGROUND

The San Diego Unified School District approved the initial charter for Audeo Charter School on June 12, 2001 for a five-year term. Subsequently, the District Board of Education has unanimously approved the renewal of Audeo Charter School for three additional five-year terms, from July 1, 2006 through June 30, 2011, from July 1, 2011 through June 30, 2016, and from July 1, 2016 through June 30, 2021. Through submission of this charter renewal petition, Audeo Charter School seeks approval of a fifth term from July 1, 2021 through June 30, 2026.

Audeo Charter School (“Audeo”) is an independent study, academic intervention program serving grades TK through 12. Every Audeo student enjoys the benefits of a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. Audeo teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

Audeo serves a unique student population. Many students choose to enroll at Audeo because they have not been successful in the traditional school system. Approximately, 67 percent of Audeo students in grades 6-12 are credit deficient upon enrollment, 57 percent are socio-economically disadvantaged and 70 percent represent a minority student population. Additionally, approximately 17 percent have been identified as Special Education students.

Due to Audeo’s unique student population, the school has been approved for Dashboard Alternative School Status (“DASS”) by the California Department of Education (“CDE”). The DASS program replaces the previously administered Alternative Schools Accountability Model (“ASAM”) and holds alternative schools and alternative schools of choice accountable for modified methods of measurement for accountability indicators, when appropriate. Charter schools that serve high-risk students and have an unduplicated count of at least 70 percent of the school’s total enrollment comprised of high-risk student groups are qualified for certification as a DASS school. DASS schools need to re-certify every three years. The high-risk groups include the following: Expelled, Suspended, Wards of the Court, Pregnant and/or Parenting, Recovered Dropouts, Habitually Truant, Retained more than once in kindergarten through grade eight, Students who are credit deficient, Students with a gap in enrollment, Students with high level transiency, Foster Youth, and Homeless Youth.

The focus of Audeo is to improve student learning, offer a safe learning environment, and provide highly qualified faculty and staff to a majority high-risk student population. Audeo students are offered access to specially trained teachers who are held directly accountable for their students’ progress. This infuses high expectations for each student and helps teachers become partners in the process of transforming the lives of students.

ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM

Some of Audeo’s accomplishments over the prior charter term include:

- Audeo demonstrated successful outcomes in the 2019 California School Dashboard compared to the 2018 Dashboard by improving or maintaining performance levels in 20 out of 22 significant student groups **(Figures 1-2)**.
- Audeo outperformed comparable DASS schools (schools students may otherwise attend in the District or communities served) in the Smarter Balanced Summative Assessments in English Language Arts/Literacy and Mathematics in both Distance From Standard and proficiency rates **(Figures 3-14)**.
- Audeo exceeds the San Diego county DASS schools average and the state DASS schools average for the Academic Indicators in ELA and Math **(Figures 3-8)**.
- Despite having students enter Audeo on average 1-2 grade levels behind in reading and 2-3 grade levels behind in math, an overall increased number of Audeo students over the past 4 years have been meeting their Northwest Evaluation Association (“NWEA”) growth targets **(See Figures 15-18)**.
- In the last four years, over 500 Audeo students (majority not on track to graduate) have completed their high school requirements by receiving a diploma (464), passing the GED or HiSET (46) or passing the CHSPE (16) **(See Figure 21)**.
- As a DASS school, Audeo maintains a low One-Year Dropout Rate below 5.0%. This is an outstanding achievement given that the majority of Audeo students enroll behind in credits, not on track to graduate within 4 years, 1-2 grade levels behind in English, and 2-3 grade levels behind in math. This includes low dropout rates for significant student groups **(See Figure 22)**.
- Audeo continues to increase its Participation Rate, exceeding the 84.0% LCAP target for all students and student groups over the last four years **(See Figure 23)**.
- Audeo continues to provide a safe and supportive learning environment for all the students it serves. Audeo’s educational setting allows students to focus on academics and learn positive behaviors. Audeo maintains a nearly 0% suspension and expulsion rate over the last five years **(See Figure 25)**.
- Over the last five years, Audeo students indicated a dramatic increase in self-confidence after just 90 days of enrollment. Overall, the results in 90 days yield on average a 25% increase in confidence from when students first start at Audeo **(See Figures 26-30)**.
- Audeo annually surveys its parents and students as one of many ways to gather feedback on their experience at Audeo. Overwhelmingly, Audeo students and parents continue to indicate their satisfaction with Audeo **(See Figures 31-35)**.
- In June 2018, Audeo received a 6-year “Clear” Western Association of Schools and Colleges (WASC) term. This is the highest term granted by WASC **(See Appendix P)**.
- The University of California (UC) has approved several new and revised Audeo courses during the current charter term **(See Appendix Q)**.
- The National Collegiate Athletic Association (NCAA) has approved several new and revised Audeo courses during the current charter term **(See Appendix R)**.
- Audeo’s Local Control Accountability Plan (LCAP) was developed and unanimously approved by its Board of Directors **(See Appendix D)**.
- Audeo has achieved student success without sacrificing fiscal responsibility. Resources and processes are utilized in ways that directly support teaching and learning. In May 2018, Audeo was granted 100 percent state funding by the State Board of Education for 4 years for exceeding the criteria prescribed by the SB 740 Funding Determination. Four years is the greatest number of years granted for DASS schools **(See Appendix V)**.

JUSTIFICATION FOR RENEWAL AS A DASHBOARD ALTERNATIVE SCHOOL STATUS (DASS) CHARTER SCHOOL

Audeo Charter School complies with all applicable requirements under the state accountability system, including the California School Dashboard. Audeo was a DASS Active School for the 2017, 2018 and 2019 Dashboards. Audeo renewed and completed its application in July 2020 to participate in DASS for the 2020, 2021 and 2022 Dashboards. Audeo Charter School will be listed as a DASS Active School (**See Appendix N**).

Audeo's greatest achievements are those of its students. As detailed in the "Academic Achievement Data" below, Audeo Charter School has shown increases in pupil academic achievement across several indicators. These metrics include state and local indicators on the Dashboard as well as alternative metrics. Pursuant to Education Code section 47607, in preparation for charter renewals of DASS schools, Audeo Charter School collaborated with San Diego Unified School District (SDUSD) and developed mutually agreed upon indicators and alternative metrics to be used for renewal criteria (**See Appendix O**). These metrics are identified within the "Academic Achievement Data" below. Audeo has demonstrated based on its overall academic achievement outcomes that the school is a high-performing DASS school compared to similar DASS schools in the district and communities it serves. Audeo consistently exceeds county DASS schools averages as well as the state DASS schools averages for several indicators as demonstrated in the section below.

Audeo Charter School Academic Achievement Data

California Dashboard

As a DASS school, Audeo received its first Dashboard in 2018. Audeo utilized Dashboard data on schoolwide results as well as significant student groups in its continuous improvement process (**Figure 2**). For each Dashboard indicator, Audeo conducted a root cause analysis, prioritized performance concerns, identified targets for improvement and implemented a strategic plan to improve its Dashboard outcomes.

The 2019 Dashboard results (**Figure 1**) is evidence of a successful continuous improvement plan for all students and significant student groups (socioeconomically disadvantaged, Hispanic, and White). Based on these groups' indicator results in **Figure 1**, Audeo maintained or improved its performance on 20 out of 22 student groups.

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

Figure 1. 2019 Audeo California School Dashboard Results

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

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

Figure 2. 2018 Audeo California School Dashboard Results

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

Smarter Balanced Assessment Results

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

Academic Indicator – Smarter Balanced Assessments ELA Distance From Standard

DASS Charter School Renewal Criteria

Audeo received a -1.9 DFS for all students on the 2019 Dashboard Academic Indicator in ELA (**Figure 3**). This falls in the medium status cut score and was an increase in results over the

previous year. The Charter School increased its DFS in 2019 for Hispanic Students by 16.2 points receiving a -0.4 DFS and increased its DFS in 2019 for socioeconomically disadvantaged students by 23.9 points receiving a -18.9 DFS (*Figures 4-5*). Audeo overwhelmingly outperforms DASS schools that students may otherwise attend in the district and the communities served in ELA for all students (*Figure 3*) and for significant student groups (*Figures 4-5*). In addition, Audeo compares its results against the San Diego county average for DASS Schools as well as the State average for DASS schools. Averages are calculated utilizing the CDE's Dashboard Data Files on the California School Dashboard and System of Support website. Audeo far exceeds both the county and state average for DASS school's in ELA for all students and significant student groups (*Figures 3-5*).

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

Figure 3. Academic Indicator ELA (All Students) Distance from Standard

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

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

Figure 4. Academic Indicator ELA (Hispanic) Distance from Standard

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

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

Figure 5. Academic Indicator ELA (SEDA) Distance from Standard

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

Academic Indicator – Smarter Balanced Assessments Mathematics Distance From Standard

DASS Charter School Renewal Criteria

Through its continuous improvement process, Audeo has recognized its continued need to focus on Math achievement. Audeo received a -86.5 DFS for all students on the 2019 Dashboard Academic Indicator in Math (**Figure 6**). Math achievement continues to be an area of improvement for DASS Schools throughout the state. Audeo overwhelmingly outperforms DASS schools that students may otherwise attend in the district and the communities served in Math for all students and for significant student groups. Audeo also far exceeds both the county and state average for DASS school's in Math for all students and significant student groups (**Figures 6-8**).

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

Figure 6. Academic Indicator Math (All Students) Distance from Standard

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

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

Figure 7. Academic Indicator Math (Hispanic) Distance from Standard

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

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

Figure 8. Academic Indicator Math (SEDA) Distance from Standard

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

Smarter Balanced Assessments ELA Proficiency Rate

DASS Charter School Renewal Criteria

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

In 2019 nearly 50% of Audeo students were proficient in English Language Arts/Literacy. Audeo increased the percent of students meeting or exceeding the standard by 4.4% from the previous year (**Figure 9**). In addition, 50.5% of Hispanic students met or exceeded the ELA standard, an increase of 12.0% from the previous year and 40.0% of socioeconomically disadvantaged students met or exceeded the ELA standard, an increase of 6.1% from the previous year (**Figures 10-11**). Audeo overwhelmingly outperforms DASS schools that students may otherwise attend in the district and the communities served in ELA for all students and for significant student groups (**Figures 9-11**). In addition, Audeo compares its results for all students against the San Diego county DASS school's average proficiency rate as well as the State DASS school's average proficiency rate. Averages are calculated utilizing the CDE's CAASPP Research files on the CAASPP Results website. Audeo far exceeds the county DASS school's average in ELA for all students and student groups (**Figures 9-11**) and exceeds the state DASS school's average for all students (**Figure 9**).

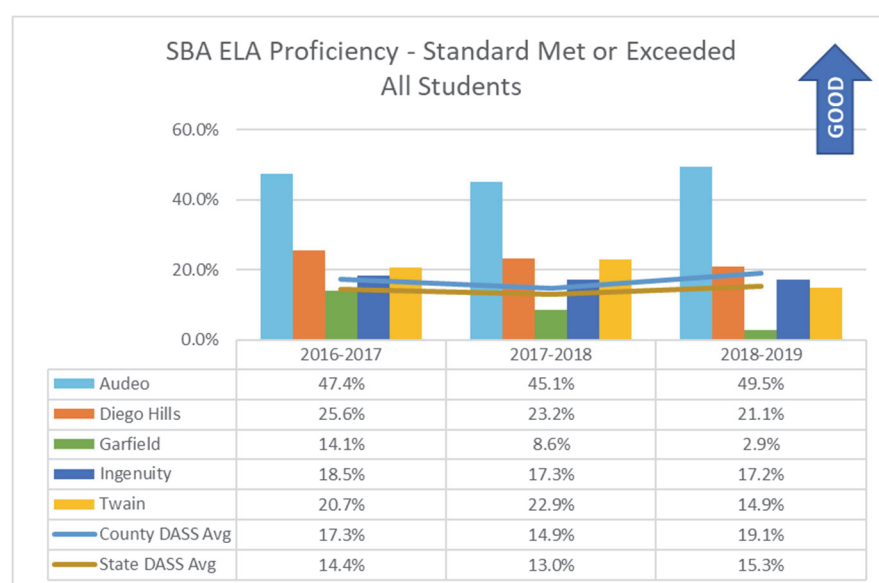


Figure 9. SBA ELA Proficiency – Standard Met or Exceeded (All Students)

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

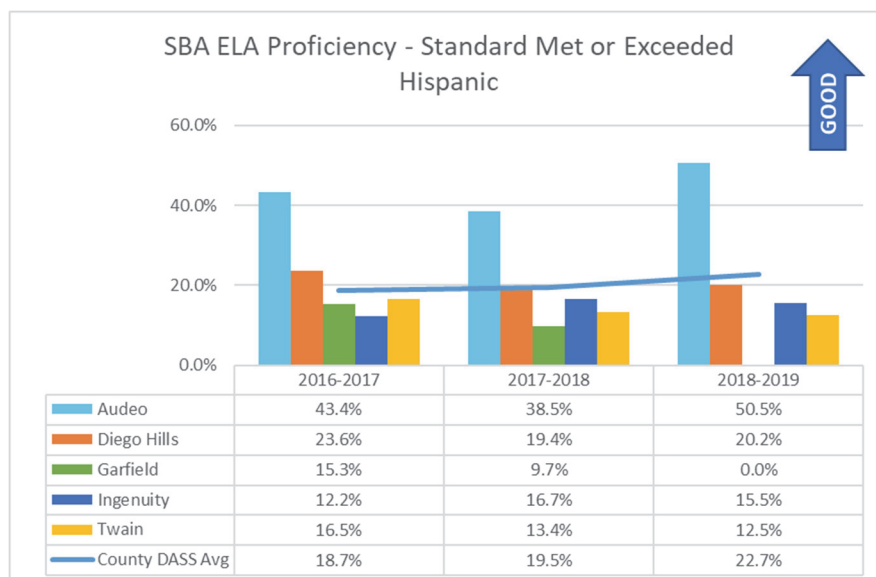


Figure 10. SBA ELA Proficiency – Standard Met or Exceeded (Hispanic Students)

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

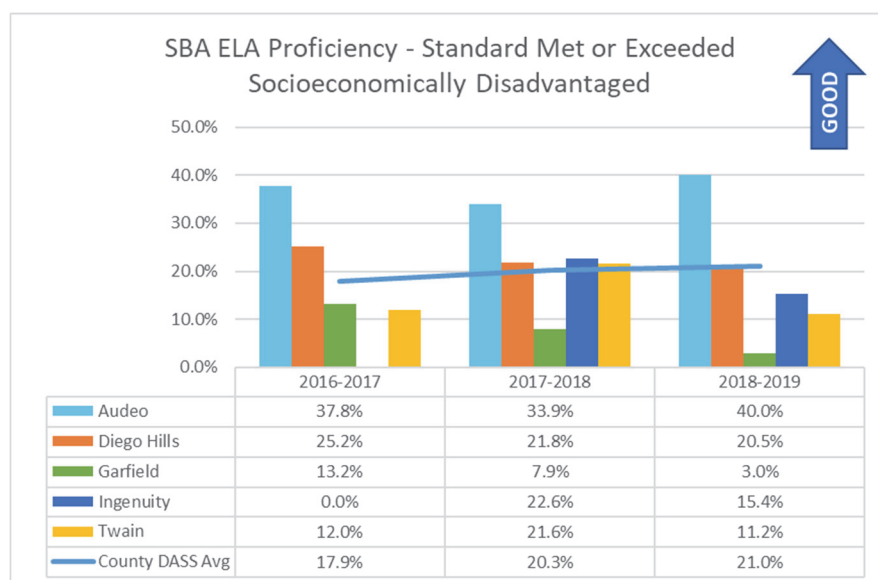


Figure 11. SBA ELA Proficiency – Standard Met or Exceeded (Socioeconomically Disadvantaged Students)

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

Smarter Balanced Assessments Math Proficiency Rate

DASS Charter School Renewal Criteria

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

Audeo recognizes its need to continuously improve in Mathematics. In 2019, nearly 19% of Audeo students were proficient in Math. Audeo outperformed comparable schools in the district and communities it serves (**Figure 12**). Standards proficiency in Math continues to be an area of improvement for DASS Schools. San Diego County DASS schools' average proficiency rate was 2.8% for all students. The proficiency rate average for all DASS schools at the State level was 2.7% for all students. Audeo outperforms both county and state DASS schools' averages for all students (**Figure 12**).

Hispanic students at Audeo outperform comparable DASS schools and also exceed the San Diego county DASS schools' average (**Figure 13**). Audeo's socioeconomically disadvantaged (SEDA) students outperform comparable DASS schools and also exceed the San Diego county DASS schools' average in Math (**Figure 14**).

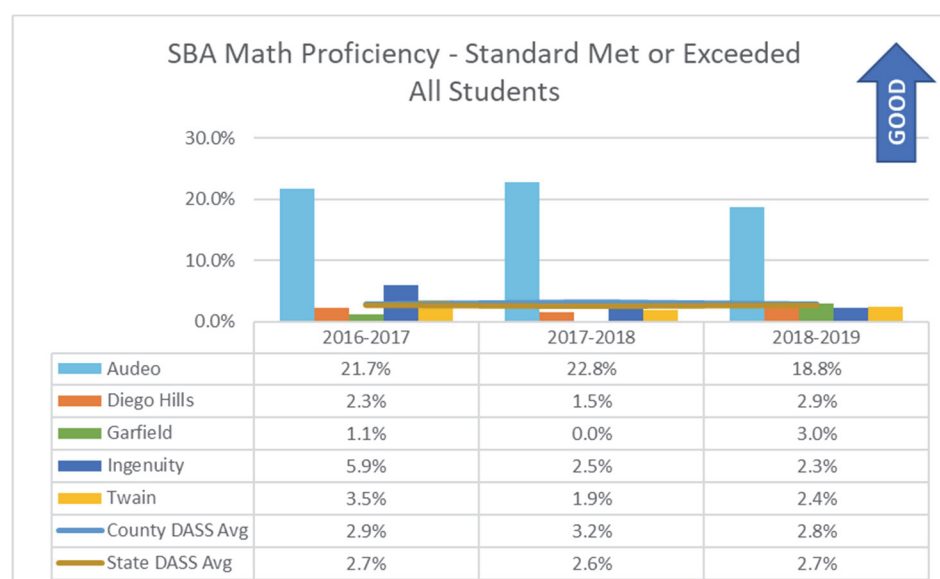


Figure 12. SBA Math Proficiency – Standard Met or Exceeded (All Students)

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

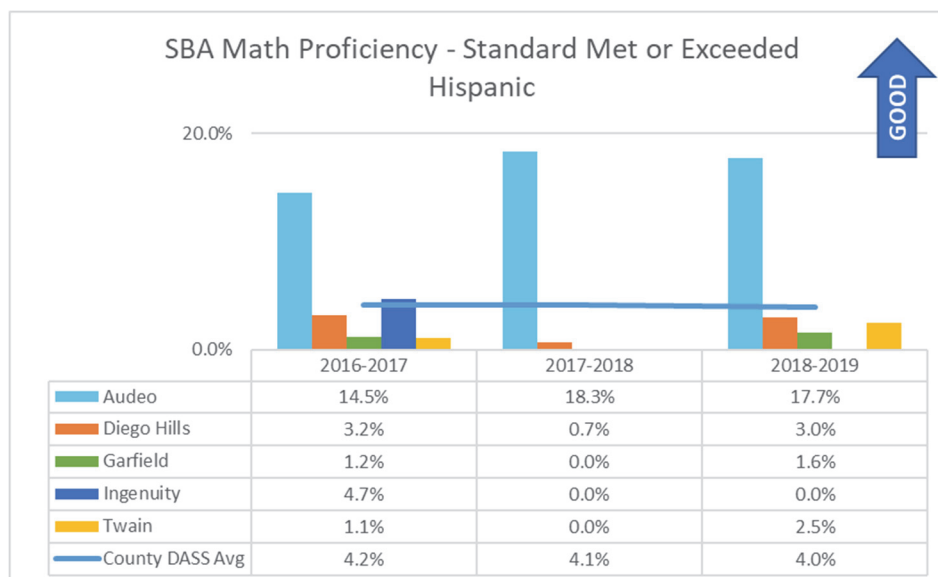


Figure 13. SBA Math Proficiency – Standard Met or Exceeded (Hispanic Students)

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

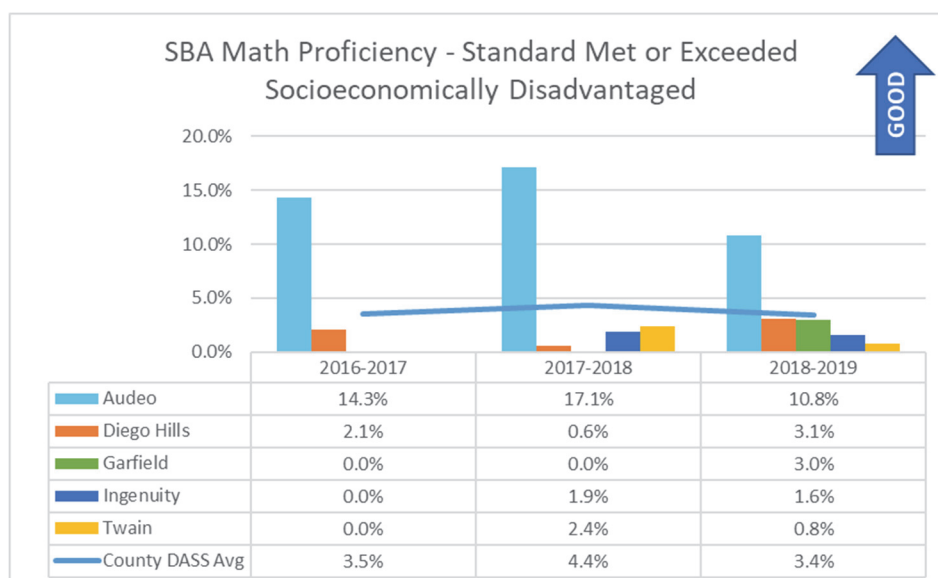


Figure 14. SBA Math Proficiency – Standard Met or Exceeded (Socioeconomically Disadvantaged Students)

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

NWEA MAP Results

DASS Charter School Renewal Criteria

In addition to the mandated state assessments in ELA and Math, Audeo utilizes the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) as a local assessment to evaluate student growth and performance in Reading, Language Usage and Mathematics. Once students are enrolled, the initial MAP survey assessment is administered to students to identify initial

grade level proficiency. Over the last five years, on average, students are entering Audeo 1-2 grade levels behind in Reading and 2-3 grade levels behind in Math.

Each year, Audeo administers the MAP Growth assessments in Reading, Language Usage, and Mathematics in the Fall and Spring semesters. Students' fall assessment results are used to set growth targets and identify areas for improvement. These targets and areas are also used to plan and differentiate instruction throughout the year. Students are assessed again in the Spring to determine students' growth from the Fall. Audeo's target for MAP growth as identified in the school's LCAP is 60% of students will meet their MAP growth target. Audeo has seen an increase of all students meeting their growth targets over the last four years (**Figure 15**).

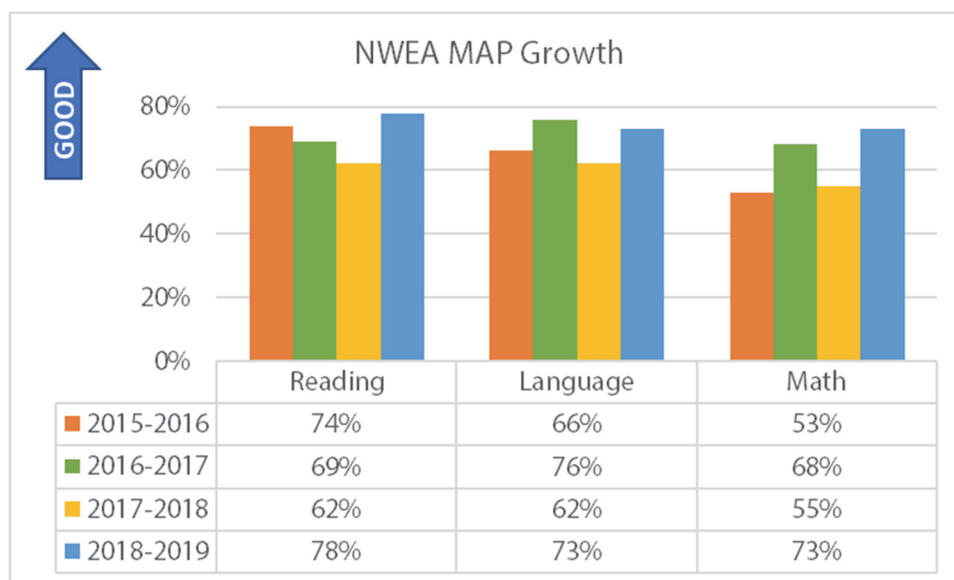


Figure 15. NWEA MAP Growth (Reading, Language Usage, and Mathematics)

Source: NWEA MAP Growth Reports (2019)

MAP Growth results are also disaggregated by student group and utilized to apply differentiated strategies for significant student populations at Audeo. The 60% LCAP growth target also applies to student groups. Overall, student groups met the 60% target or demonstrated growth in Reading. All student groups saw an increase in the percent of students meeting their growth targets in 2018-2019 except White students (**Figure 16**).

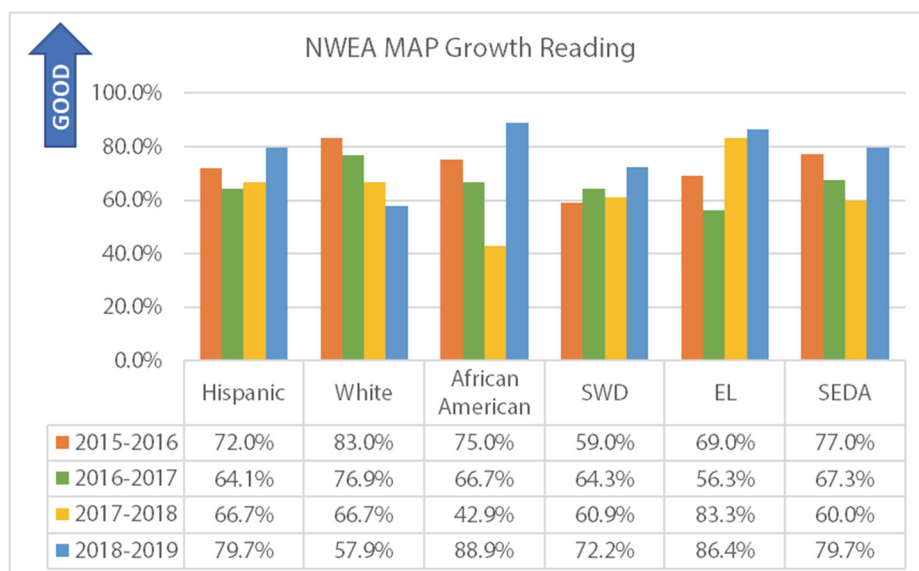


Figure 16. NWEA MAP Growth by Student Group (Reading)

Source: NWEA MAP Growth Reports (2019)

Over the past four years, all student groups met or exceeded the 60% LCAP growth target in Language except students with disabilities in 2017-2018 (**Figure 17**). Students with disabilities met and exceeded the growth target the following year in 2018-2019. Hispanic students, White students, students with disabilities and socioeconomically disadvantaged students also saw increases in Language in 2018-2019.

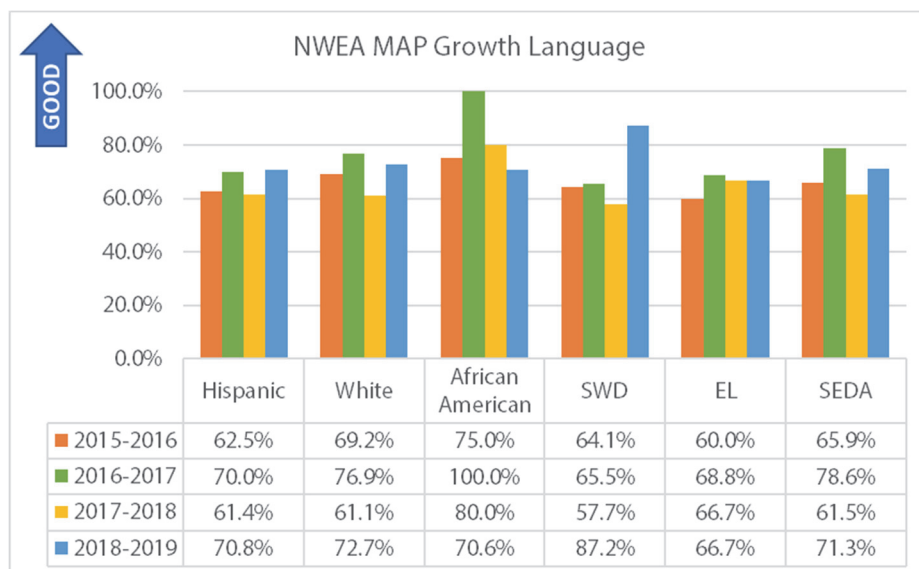


Figure 17. NWEA MAP Growth by Student Group (Language)

Source: NWEA MAP Growth Reports (2019)

In 2018-2019, all student groups met or exceeded the 60% LCAP growth target in Mathematics (**Figure 18**). African American students and students with disabilities have seen a steady increase in Math over the last four years. White students have seen an increase in math over the last three

years. Hispanic students, English Learners, and socioeconomically disadvantaged students increased the percent of students meeting their growth targets in Math over the last two years.

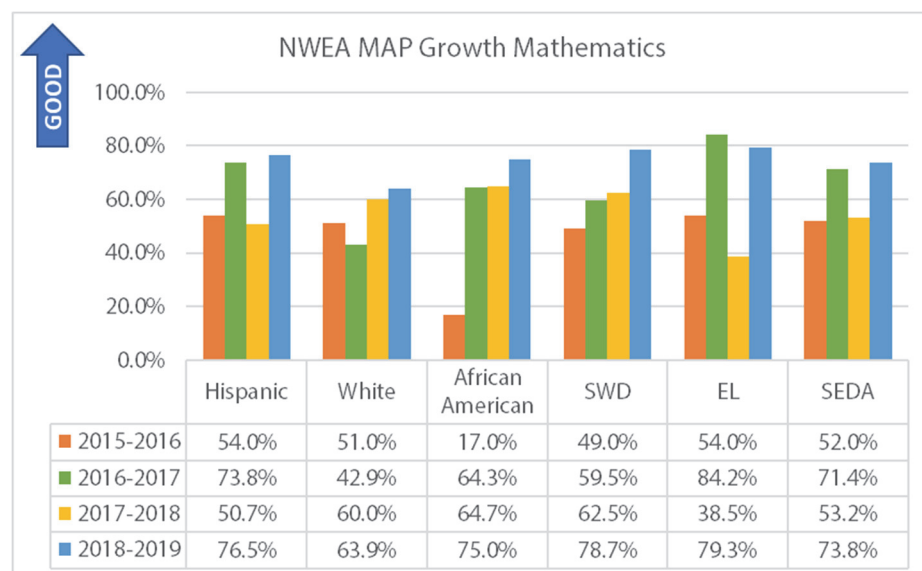


Figure 18. NWEA MAP Growth by Student Group (Mathematics)

Source: NWEA MAP Growth Reports (2019)

One Year Graduation Rate for DASS Schools

DASS Charter School Renewal Criteria

The State Board of Education (SBE) approved the graduation rate methodology for DASS schools in May 2018 for the 2018 Dashboard release in December. Since the release of the new methodology, Audeo has focused on strategies to increase its One Year Graduation Rate. This improvement is evident in the results below (**Figures 19-20**).

Audeo has increased its graduation rate for the majority of student groups (**Figure 19**). Over the last three years,

- All Audeo students had a 17.0% increase
- Hispanic students had a 26.2% increase
- African American students had a 26.0% increase
- Students with disabilities had a 1.2% increase
- English Learners had a 32.5% increase
- Socioeconomically disadvantaged students had a 17.2% increase

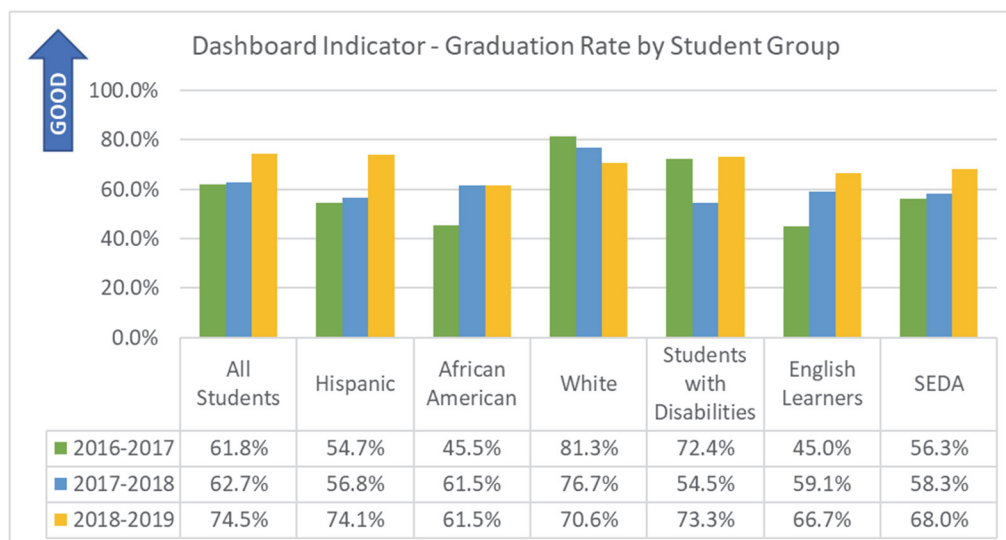


Figure 19. Dashboard Indicator – Audeo Graduation Rate by Student Group

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

In addition to increasing graduation rates for all student groups, Audeo compares its results to the average graduation rate for DASS schools in San Diego County and DASS schools throughout the state (**Figure 20**). In 2019, Audeo exceeded either the county and/or state DASS schools average for all students and significant student groups (Hispanic students, White, students with disabilities, English Learners and socioeconomically disadvantaged students).

Audeo will continue to prioritize increasing its graduation rate as it relates to student engagement (State Priority 5). Audeo also monitors the One-Year Dropout Rate alongside DASS Graduation Rate outcomes to demonstrate continued student engagement. Students who may not have completed graduation requirements within their 12th grade school year may still require more time to complete those requirements given many students coming to Audeo are credit deficient or highly transient. Audeo continues to engage and support its students towards their post-secondary goals as demonstrated by the school's focus on dropout prevention (**Figure 22**).

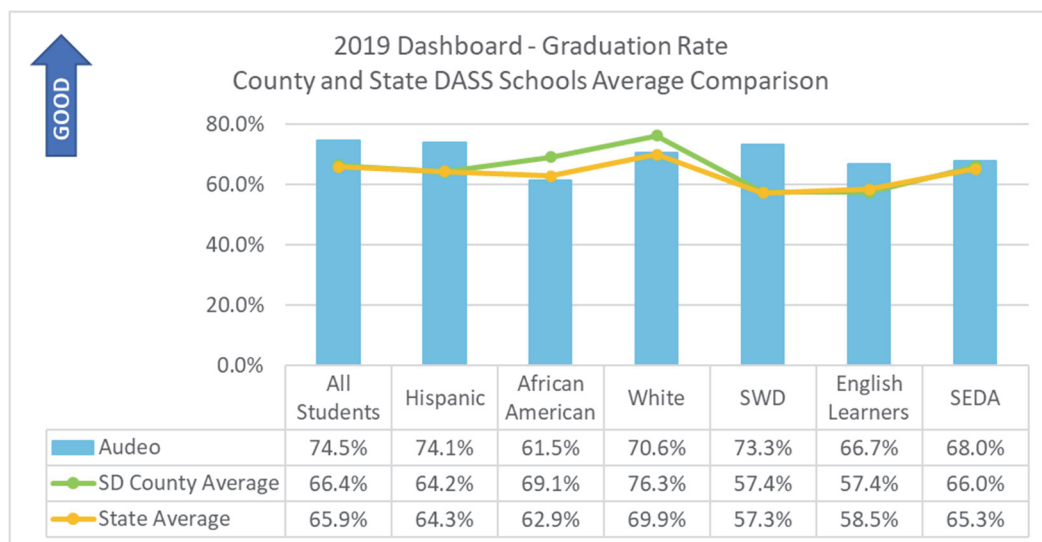


Figure 20. 2019 Dashboard Graduation Rate – San Diego County DASS Schools Average and State DASS Schools Average Comparison

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

Completers

Many students come to Audeo one or more semesters behind in credits and not on track to graduate. Despite these deficiencies, over the past four years, Audeo has graduated over 525 students who received a diploma (464), passed the GED or HiSET (46) or passed the CHSPE (16) (**Figure 21**).

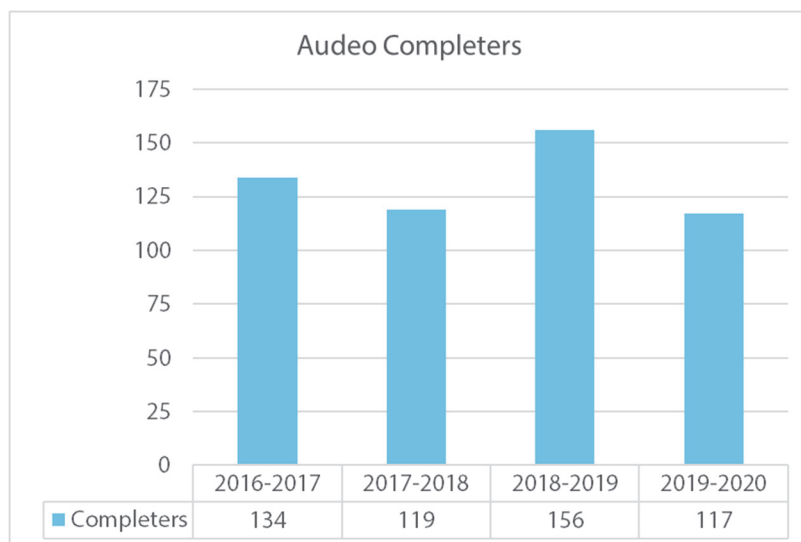


Figure 21. Audeo High School Completers

Source: CALPADS EOY Data – Completers (2020)

One-Year Dropout Rate

DASS Charter School Renewal Criteria

The Annual Adjusted Grade 9-12 Dropout Rate (One-Year Dropout Rate) is a key measure in demonstrating positive student outcomes. Audeo continues to maintain low dropout rates despite students enrolling on average one-to-three grade levels behind in Reading and Math and 67% of students arriving deficient in credits. Dropout rates reported by the CDE are a year behind the current academic year. **As of 07/13/2020 CDE has not released the data for 2017-2018 or 2018-2019 annual adjusted dropout rates. 2017-2018 and 2018-2019 data presented are based on calculations from CALPADS Fall 1 Submission data (Figure 22).*

Audeo has established an LCAP metric to maintain a dropout rate of 5.0% or less schoolwide and for significant ethnicity groups. Over the last five years Audeo has met this target schoolwide and for significant ethnicity groups.

Audeo One-Year Dropout Rate 2014-2015 through 2018-2019					
	2014-2015	2015-2016	2016-2017	2017-2018*	2018-2019*
Schoolwide	2.4%	3.0%	1.4%	2.4%	2.8%
Hispanic	3.1%	2.9%	1.0%	3.0%	3.2%
African American	1.5%	3.3%	6.7%	4.3%	3.4%
White	2.0%	1.8%	1.1%	0.0%	1.0%
Goal	5.0%	5.0%	5.0%	5.0%	5.0%

Figure 22. One-Year Dropout Rate

Source: CDE DataQuest and CALPADS Fall 1 Data – Dropouts (2019)

Participation Rate

DASS Charter School Renewal Criteria

Audeo measures Participation Rates for students as an evaluation of student engagement and progress. Audeo's target for participation is 84% as part of its LCAP metrics. Over the last four years, Audeo has met the 84% target participation rate for all students and the majority of student groups (**Figure 23**).

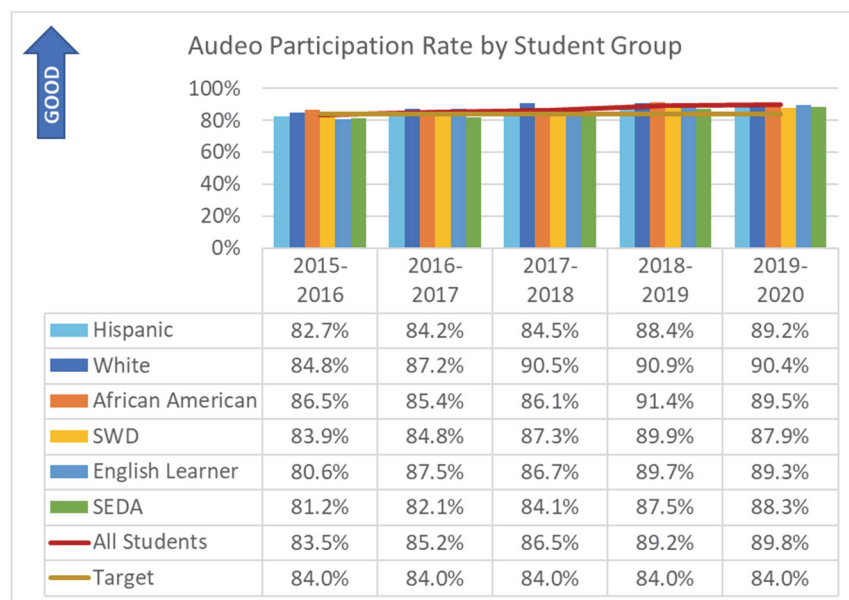


Figure 23. Audeo Participation Rate (All Students and Student Groups)

Source: School Pathways Student Information System (2020)

English Learner Progress Indicator

DASS Charter School Renewal Criteria

The 2019 Dashboard was the first year the English Learner Progress Indicator (ELPI) was reported. The ELPI is calculated based on a student's performance on the English Language Proficiency Assessment for California (ELPAC). Schools received Status results only on the 2019 Dashboard. Based on the Status Cut Scores, Audeo received a Medium status level. Audeo had 46.8% of English Learners increase at least one ELPI level or maintained the English Language Proficiency criterion Level 4. Audeo met the average ELPI for San Diego County DASS schools (46.8%) and exceeded the State DASS schools average of 37.4% (**Figure 24**).

2019 Dashboard - English Learner Progress Indicator	
Audeo	46.8%
SD County DASS Schools Average	46.8%
State DASS Schools Average	37.4%

Figure 24. 2019 Dashboard -English Learner Progress Indicator

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

Suspension/Expulsion Rate

DASS Charter School Renewal Criteria

Audeo's resource centers provide students with an innovative and engaging educational setting that differs from a traditional environment. Audeo's resource centers and instructional model allow students to focus on academics and deter students from distractions that may occur in a larger comprehensive environment. Audeo's LCAP target goal is to maintain a suspension rate of 1.5% or less and an Expulsion Rate of 1% or less. Over the last five years, Audeo has maintained nearly 0% suspension and expulsion rates (*Figure 25*).

Audeo Charter School		
	Suspension Rate	Expulsion Rate
2015-2016	0.1%	0.0%
2016-2017	0.1%	0.0%
2017-2018	0.3%	0.0%
2018-2019	0.0%	0.0%
2019-2020*	0.2%	0.1%
*Estimated Pending Final Release From CDE		

Figure 25. Audeo Suspension and Expulsion Rates

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

Confidence Survey Results

DASS Charter School Renewal Criteria

High-risk students often lack the academic confidence needed to successfully engage in school. Audeo is committed to monitoring its effectiveness at immediately engaging high-risk students. New students at Audeo take a Confidence Survey when they first enroll at Audeo to gauge their confidence levels in regards to their academic skills and abilities. After 90 days, these students are surveyed again to determine if their confidence levels have increased in order to be academically successful in school. This measure is used to demonstrate student engagement for new students as part of the school's LCAP. The target LCAP measure is that new students will achieve a 90% or higher rating on Confidence Survey questions after 90 days of enrollment at Audeo. Overall, the results in 90 days yield an average 25% increase in confidence from when students first start at Audeo. On average, 94% of students have reported increased confidence in their ability and skills to learn and succeed in school (**Figures 26-27**).

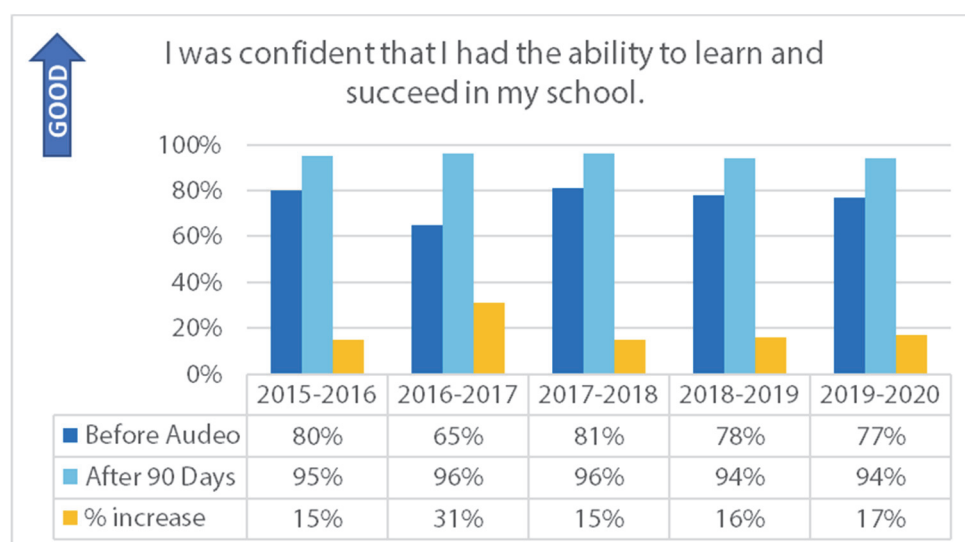


Figure 26. Audeo Confidence Survey – Ability to Learn and Succeed

Source: Naviance (2019-2020)

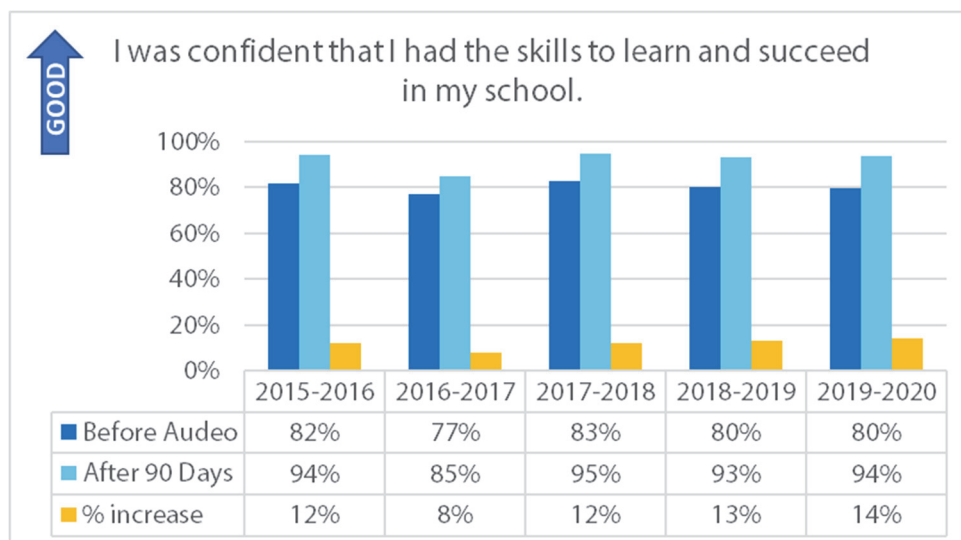


Figure 27. Audeo Confidence Survey – Skills to Learn and Succeed

Source: Naviance (2019-2020)

Teacher effectiveness in engaging students is evident based on the Confidence Survey results on teacher support. Over the last five years, 95% of students felt confident after 90 days that they had support from their teacher to learn and succeed in school (**Figure 28**). This result is a testament to Audeo teachers' commitment to students, given on average, only 67% of students felt confident that they had support from teachers prior to attending the school.

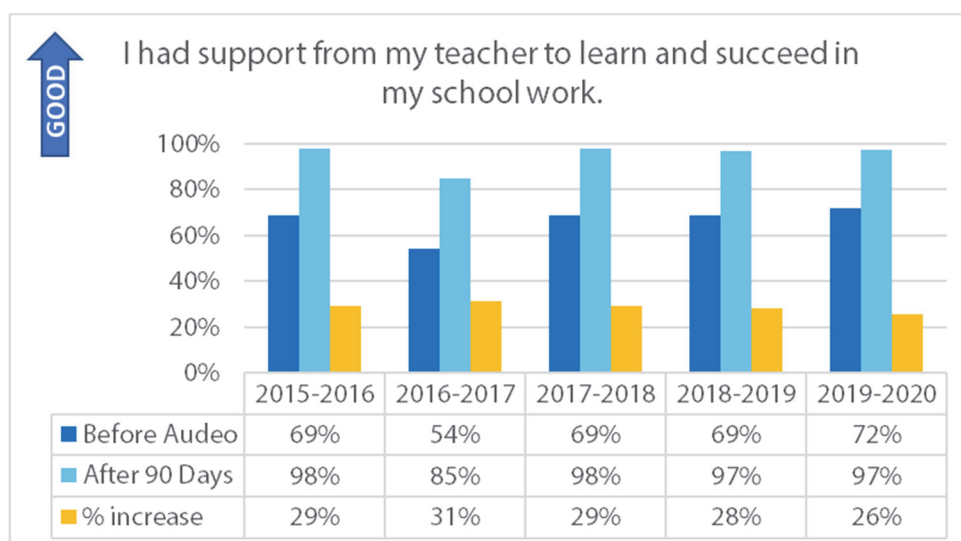


Figure 28. Audeo Confidence Survey – Support from Teacher

Source: Naviance (2019-2020)

Within the first 90 days, Audeo engages students through the Pathways Personalized Education Plan (PPEP). The PPEP provides post-high school goals and plans that motivate students towards graduation. Over the last five years, over 92% of students were confident in education being a high priority after 90 days (**Figure 29**). In addition, over 94% of students were confident that their learning performance would improve their future (**Figure 30**).

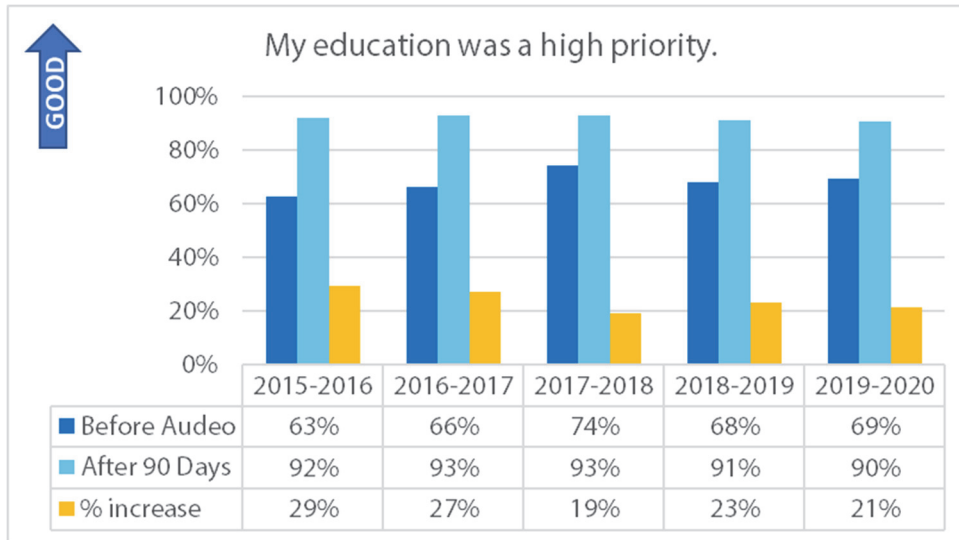


Figure 29. Audeo Confidence Survey – Education a High Priority

Source: Naviance (2019-2020)

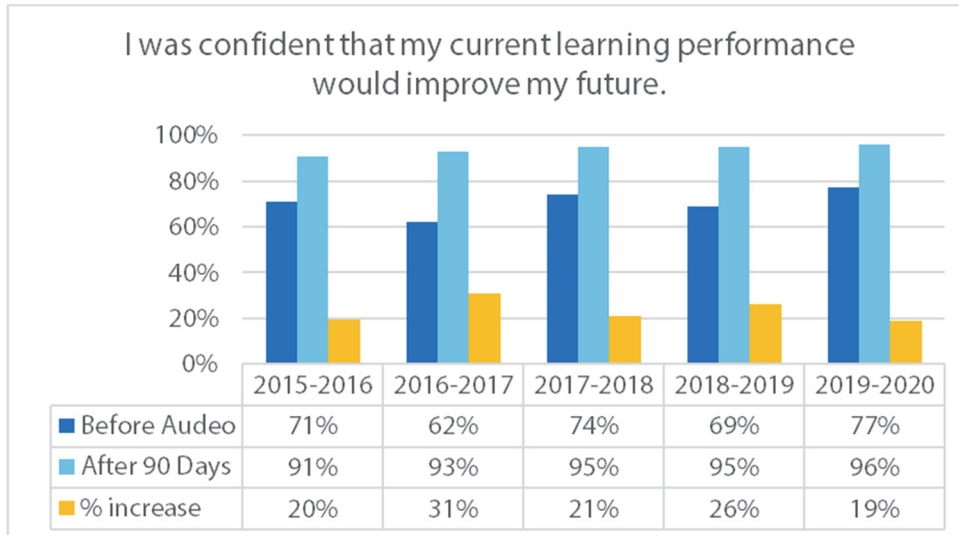


Figure 30. Audeo Confidence Survey – Learning Performance

Source: Naviance (2019-2020)

Parent and Student Engagement Survey Results

Audeo's Local Control Accountability Plan development seeks to engage its students and parents through multiple methods to ensure that the school is meeting their needs and requirements. One of these methods is through our Parent and Student Engagement Surveys. These surveys are administered multiple times throughout the year in order to provide opportunities for meaningful and actionable feedback. Audeo's goal is to reach a 90% rating on questions aligned to LCAP actions and services. Over the last five years, parents and students have been overwhelmingly satisfied with the services that Audeo provides and have met or exceeded the 90% target.

Safety

DASS Charter School Renewal Criteria

Providing a safe environment and supportive school culture is a key requirement from parents and students. Parent satisfaction survey results for the past five years indicate that 99% of parents feel that their child is learning in a safe and supportive environment (**Figure 31**). For the past five years, overall student safety satisfaction results indicate that 98% of enrolled students feel safe and supported at Audeo.

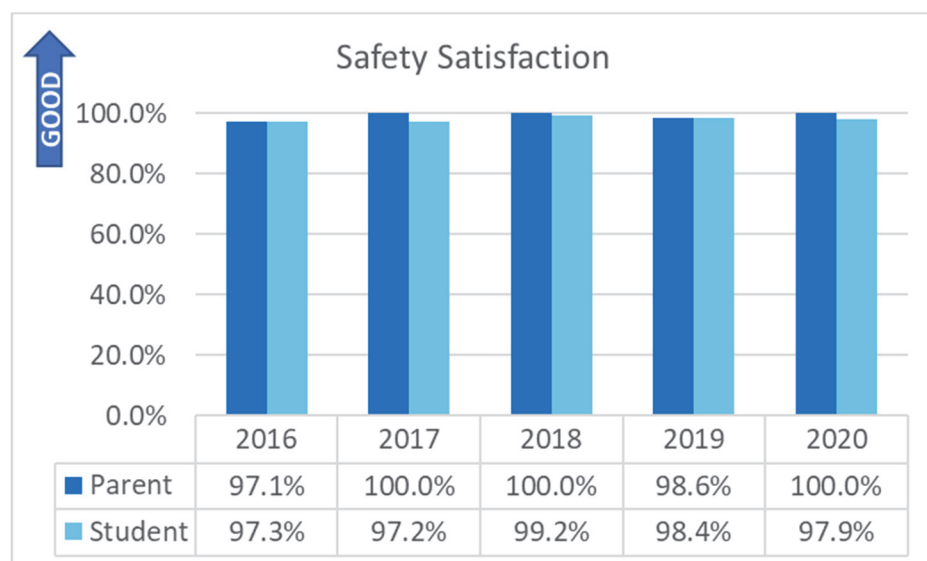


Figure 31. Engagement Survey – Safety

Source: Survey Monkey (2019-2020)

High Teacher Expectations

At Audeo, Kids Come First in order to achieve the Core Competency of Transforming Lives. Audeo's teachers believe that all students can be academically successful. Student and parent satisfaction survey results for the past five years indicate that, on average, 95% of students and 97% of parents believe that Audeo teachers hold high expectations for all students (**Figure 32**).

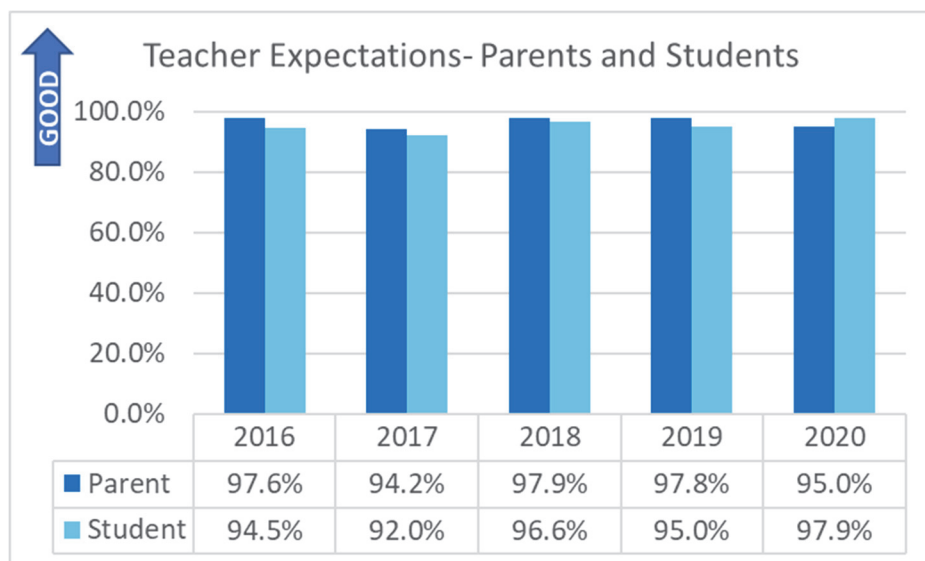


Figure 32. Engagement Survey – Teacher Expectation

Source: Survey Monkey (2019-2020)

Teacher Training and Ability to Meet Student Needs

Audeo's teachers benefit from a personalized professional development program that helps them best support students. Students and parents were asked to provide feedback on how well trained and skilled Audeo's teachers are at providing a personalized, individualized high quality educational experience that meets student needs. As a result, 98% of students and parents said they believed that Audeo teachers are highly trained and able to meet individual student needs (**Figure 33**).

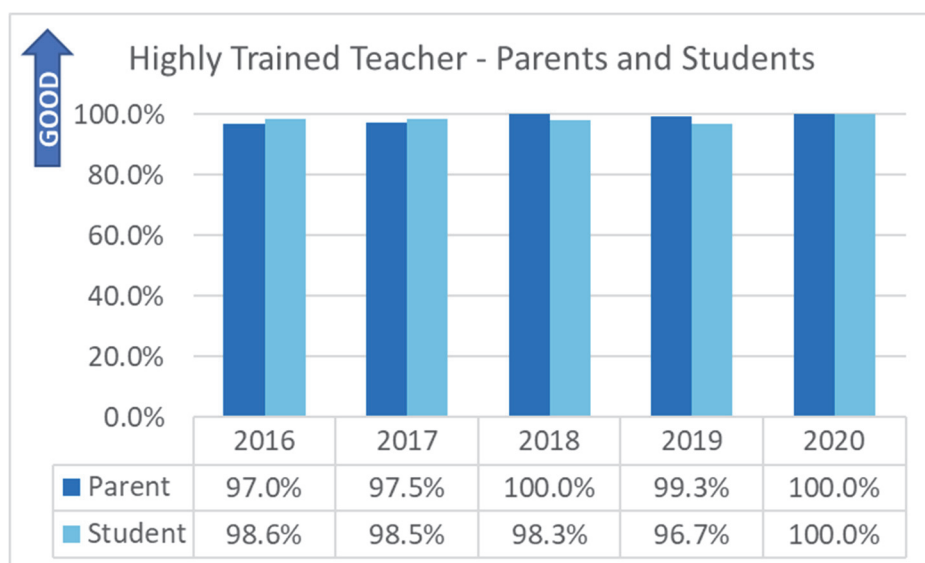


Figure 33. Engagement Survey – Highly Trained Teacher

Source: Survey Monkey (2019-2020)

Overall Satisfaction

Audeo has seen successful results in overall satisfaction. Over the years, students and parents are satisfied with the educational experience that Audeo provides. Over the last five years, 98% of students and parents are satisfied with their experience at Audeo (**Figure 34**).

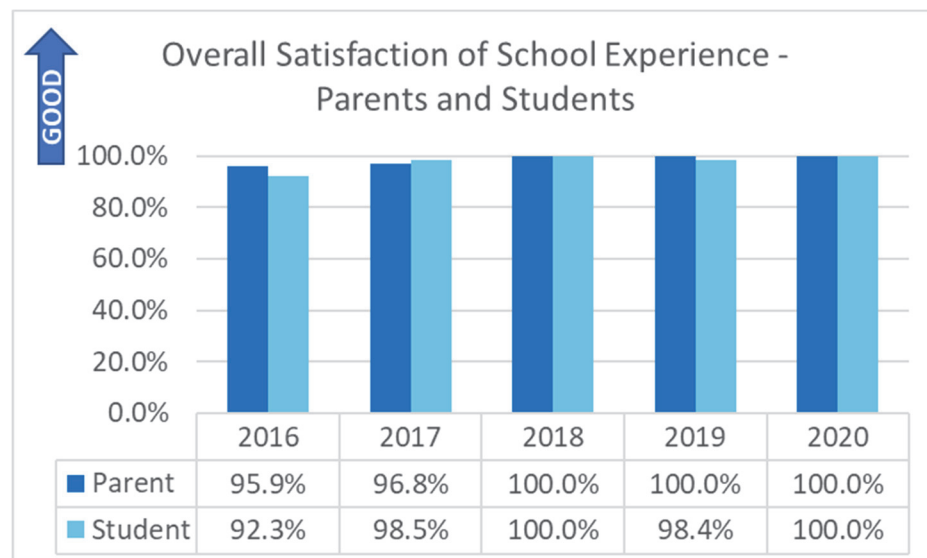


Figure 34. Engagement Survey – Overall Satisfaction

Source: Survey Monkey (2019-2020)

Recommend to Others

One of the ways Audeo measures student and parent satisfaction is whether they would recommend the school to others. Over the last five years, on average, 99% of students and parents would recommend Audeo to others (**Figure 35**).

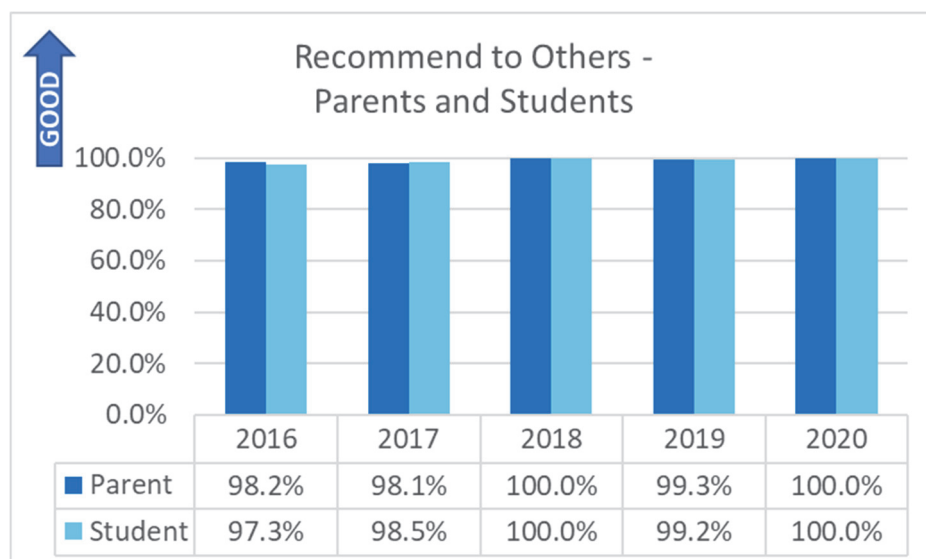


Figure 35. Engagement Survey – Recommend to Others

Source: Survey Monkey (2019-2020)

Element A: Educational Program

Governing Law:

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

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

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

MISSION and VISION, and PROGRAM OBJECTIVES

Mission Statement

Audeo Charter School 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 Charter School is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student.

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

Audeo Charter School is committed to collaborative efforts to improve the quality of life for students, their families, employees, and the San Diego community-at-large.

Strategic Objectives

To respond to its stakeholders’ requirements and to ensure the organization’s long-term sustainability, Audeo Charter School will:

- Provide a personalized and rigorous academic experience for its students
- Hire, develop and maintain a well-qualified faculty and staff
- Provide a supportive and safe environment
- Be a role model for reform

Program Objectives

Audeo Charter School will achieve these program objectives:

- A. Improve student learning
- B. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving
- C. Encourage the use of different and innovative teaching methods
- D. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the Charter School
- E. Provide parents and students with expanded choices in the types of educational opportunities available within the publicly funded school system
- F. Hold the Charter School accountable for meeting measurable student outcomes and provide the Charter School with a method to employ a performance-based accountability system instead of a rule-based system
- G. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

OVERVIEW OF EDUCATIONAL PROGRAM

The primary purpose of Audeo’s instructional design centers on the need to motivate and inspire students who are academically high-risk or in need of a non-traditional academic environment. The Charter School’s efforts focus on helping students to become re-engaged in an instructional setting or in completing their course of study. Students can meet high school completion requirements by earning a diploma, General Equivalency Diploma (“GED”), High School Equivalency Test (“HiSET”), or California High School Proficiency Exam (“CHSPE”).

As an intervention program, the Charter School will be challenged by environmental expectations that are generally applied to comprehensive school sites. Audeo Charter School holds its Vision and Mission as an over-arching mandate to put students first by implementing their personalized educational plan. The Charter School’s leadership continues to communicate this important commitment.

Audeo Charter School’s education program was originally developed in collaboration with the San

Diego Unified School District in 2001. The Charter School provides an educational option for the District. The Charter School acts as an intervention for students at risk of not graduating. This intervention function strongly fulfills the original intent of the California Charter Schools Act.

Audeo Charter School provides an instructional program for students in grades TK-12 through a nonclassroom-based program, utilizing an independent study instructional model. The Charter School is open to all students and enrolls students throughout the year.

Students study the core curriculum while earning credits toward their course of study. At the time of enrollment, professionals review student reading, writing, math skills, and school records to determine appropriate placement at the Charter School. Students also receive a personal education plan that can include one-on-one tutoring, small group tutoring, online course options, field trips, supervised study, and assistance accessing community and government agency services.

Audeo Charter School is fully accredited by the Western Association of Schools and Colleges (“WASC”) **(See Appendix P)**. The Charter School issues its own diplomas based on a course of study consistent with California State Standards, including the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and any other applicable state content standards (hereinafter, collectively “State Standards”), and requirements for graduation. The Charter School’s courses are approved by the University of California (“UC”) and the National Collegiate Athletic Association (“NCAA”). The Student Success Programs Board of Directors is responsible for monitoring and approving both the course of study and graduation requirements. The Charter School affirms that college-bound students wishing to attend California colleges and universities will have the opportunity to take a-g courses.

Audeo Charter School participates in the Dashboard Alternative School Status (“DASS”) program and is currently listed on the California Department of Education’s Active DASS schools list **(See Appendix N)**.

EDUCATIONAL VISION

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

Audeo Charter School’s philosophy:

- Innovate: Seek change leading to positive outcomes
- Maintain a professional staff complement
- Encourage and promote academic competency
- Model and support teamwork and cooperation
- Provide student-based education tailored to the specific and unique needs of each student
- Be accountable for outcomes
- Provide on-going professional development
- Forge partnerships with parents and community organizations

To achieve Audeo's overarching objectives, it will:

- Promote students' leadership experiences and skill building opportunities.
- Increase awareness/scope of career options, including non-traditional careers.
- Encourage and promote opportunities to achieve academic success: mentoring, tutoring, field trips, and other forms of academic enrichment.
- Acknowledge and accommodate individual learning styles.
- Develop/encourage parental involvement.
- Introduce and strengthen digital literacy and skills.

Students at Audeo Charter School will develop important skills that include the abilities to read, write, compute, speak, ask questions, listen, problem-solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and comfortably relate with others. The Charter School promotes 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 them, and when teachers see all their students as capable of high achievement and expect it of them. The Charter School incorporates these maxims into its daily operations. In short, the Charter School equips its students to become motivated and self-disciplined, productive, socially competent, academically competent, self-sustaining learners, and contributing citizens.

Audeo is committed to developing curriculum that is rigorous, relevant, and aligned to the State Standards. Curriculum is designed to foster career and college readiness skill development and citizenship in a global society.

A summary of Audeo's curriculum is provided below.

Audeo's curriculum departments are led by well-qualified teachers and guided and directed by the Curriculum and Professional Development Coordinator. The Charter School uses state adopted texts and other materials aligned to the State Standards. Textbooks are specifically selected utilizing criteria developed from stakeholder input. Teachers use a variety of research-based instructional practices to teach diverse student populations, including technology-based learning. Many of Audeo's students take online courses and engage in blended (independent study/online) learning opportunities. As Audeo continues to offer independent study opportunities for students through online learning, the Charter School will encourage its instructional staff to become Leading Edge Certified. This national online teacher certification guides educators through rigorous and engaging curriculum based on the Quality Matters Standards for Online Teaching. This certification gives assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance learning opportunities for all students.

Audeo students demonstrate progress by producing daily work, which reflects learning consistent with the State Standards, engaging in formative assessments that guide instructional practices, successfully passing end of course exams, meeting growth targets set by NWEA's Measures of Academic Progress ("MAP"), semester assessments, and achieving proficient results on state assessments and other summative assessments as developed by the teacher and/or the school.

As a result of the Audeo Charter School educational experience, successful students will be able, among other outcomes, to do the following commensurate with their age and grade level:

Read and Write

- Identify and comprehend the main and subordinate ideas, details and facts in written work, and summarize the ideas in their own words.
- Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice, and spelling.
- Identify, comprehend, and infer comparisons, contrasts, sequences, and conclusions in written work.
- Select, organize, relate ideas, and develop them in coherent paragraphs.
- Make critical judgments about written work including separating fact from opinion.

Compute

- Add, subtract, multiply, divide, using whole numbers, decimals, fractions, and integers.
- Make and use measurements in traditional and metric units to compute lengths, areas, volumes, weights, temperatures, and times.
- Use ratios, proportions, percent, powers, and roots.
- Understand spatial relationships and geometric concepts.
- Apply probability and statistics.
- Formulate and solve problems.

Speak, Question, and Listen

- Engage critically and constructively in the oral exchange of ideas.
- Understand spoken instructions and give clear spoken instructions to others.
- Deliver oral presentations which demonstrate coherent sequence of thought, clarity of presentation, suitable vocabulary, and nonverbal communications.

Problem-Solve

- Recognize and apply inductive and deductive reasoning to real-world situations.
- Recognize fallacies and examine arguments from various points of view.
- Formulate and test predictions based on relevant data.
- Develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions, and verify conclusions.

Work Independently and in Teams

- Perform measured tasks that require the collaboration of others for successful completion and where the team as a whole is evaluated on its accomplishments.
- Perform tasks that require independent initiative and measurement.

Achieve Digital Literacy

- Develop proficiency with all forms of digital tools (hardware, software, applications, Cloud, Axis, etc.).
- Use digital tools in creative and innovative ways in critical thinking, real-world problem solving, and decision-making.

Manage Time

- Set learning goals and priorities consistent with stated objectives and allocate the time necessary to achieve them.
- Follow a schedule that accounts for both long and short-term project accomplishment.

Accept Personal Responsibility

- In accomplishing a task, accurately identify those forces which are within one's control and those which are not; understand the varying degrees between the two.
- Enumerate several alternative paths to achieve the same desired result.
- Describe with accuracy individual participation in a group event or assignment.
- Engage in meaningful service to the local community.

Stay Healthy

- Demonstrate knowledge, and to the extent practicable, the habits consistent with appropriate food, exercise, and sleep, with the avoidance of illegal drugs, hazardous activities and communicable diseases, and management of emotional stress.

Comfortably Relate with Others

- Resolve disputes through appropriate means without resorting to violence.
- Complete assignments while in the positions of leader, follower, mediator, collaborator, and observer.
- Practice tolerance and not discriminate on the bases of race or ethnicity, religion, creed, color, gender, national origin, sexual orientation, or disability of others.

TARGET STUDENT POPULATION

Audeo welcomes all students who wish to attend the Charter School. The Charter School intends to serve students in grades TK – 12 as depicted in the table below.

Audeo Charter School Projected Enrollments					
Description	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	FY 2025-26
Grades TK-3	78	79	80	82	84
Grades 4-6	28	29	30	31	32
Grades 7-8	50	51	53	55	57
Grades 9-12	324	335	346	357	367
Total Projected Enrollment	480	494	509	525	540

Figure 36. Projected Total Enrollment

The Charter School will provide an educational option to students and parents in the community who are disengaged and are seeking an academic intervention or a personalized educational environment. Audeo Charter School will create a fluid relationship between its program and the comprehensive sites of the District. The re-directive nature of the Charter School offers a unique intervention, which provides complementary assessment and instruction centered on assisting students in the completion of instructional objectives. Students will be redirected to an appropriate instructional setting or successfully graduate from the Charter School.

Audeo serves students coming to the Charter School who are often initially identified from referrals by the District's elementary, middle, and high school counselors. The Charter School is able to meet the needs of all students (e.g., English Learners, students with disabilities, or GATE) through a personalized education plan. This plan includes formative and summative testing data, which may include, but is not limited to, the California Assessment of Student Performance and Progress ("CAASPP"), the California Alternate Assessments ("CAAs"), English Language Proficiency Assessments for California ("ELPAC"), Northwest Education Association's ("NWEA") Measures of Academic Progress ("MAPs") pre/post local assessments, PSAT, SAT, ACT, Advanced Placement ("AP") assessments, end-of-course exams, unit exams or learning checks, Naviance career and learning styles assessments, portfolios, and exhibitions. This data helps to establish each student's needs. Based on each student's needs, and in collaboration with the parent(s)/guardian(s), student, and teacher(s), a set of instructional goals will be developed. These goals will be achieved through a variety of strategies including: one-on-one tutoring, small group tutoring, online courses, projects, seminars, field trips, guest speakers, and supervised study.

The District has a broad and diverse student population. Significant outreach efforts are made to ensure that the student body of Audeo Charter School reflects the diverse characteristics of the territorial jurisdiction of the District, as demonstrated in the following table. The Charter School's outreach efforts are further described in **Element G** of this charter petition.

Ethnicity	Total	Percentage
African American	9,754	7.9%
American Indian/Alaskan Native	353	0.3%
Asian	10,502	8.5%
Filipino	5,801	4.7%
Hispanic or Latino	56,804	46.2%
Pacific Islander	533	0.4%
White	28,500	23.2%
Two or More Races	9,660	7.9%
Other Student Groups		
Socioeconomically Disadvantaged	71,806	58.4%
Students with Disabilities	13,897	11.3%
English Learners	24,028	19.5%
Foster Youth	255	0.2%
Homeless Youth	6,963	5.7%
Migrant Education	83	0.1%

Figure 37. San Diego Unified High School District Demographics 2019-2020*

*Source: CDE DataQuest, 2019-20 California Longitudinal Pupil Achievement Data System (CALPADS), accessed August 19, 2020.

COMMUNITY INTEREST

Over the last five years, there has been a continued interest from the San Diego community to attend Audeo Charter School (**See Appendix W**). The number of students served from the San Diego Unified School District each year is displayed in **Figure 38**. Audeo has served over 1,700 unduplicated students from SDUSD since 2015-2016. Over the last five years, more than 640 unduplicated students have been redirected into SDUSD schools.

Number of Students Served from San Diego Unified School District					
School Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number of Students Served from SDUSD	493	475	565	609	674

Figure 38. Number of Students Served from San Diego Unified School District (SDUSD)

Audeo's student demographics mirror that of SDUSD, including similar significant student groups (Hispanic or Latino students and socioeconomically disadvantaged students) (**Figure 39**). Audeo differs from DASS schools in SDUSD and the communities it serves due to its unique instructional model and innovative, safe and non-traditional academic environment. Based on its overall academic achievement and engagement outcomes for all students and significant student groups (Hispanic or Latino and socioeconomically disadvantaged students), Audeo demonstrates it is a high-performing

DASS school across the state and in San Diego County (*Figures 1-35*). These outcomes demonstrate the continued need for a high-performing, quality option within the San Diego community.

HOW LEARNING BEST OCCURS

Audeo Charter School believes that learning best occurs when:

- Children feel safe, cared about, respected, and are encouraged to be themselves and to explore their individual talents to the fullest extent possible.
- Children are provided a supportive environment, positive attitudes, high expectations, and fairness.
- Parents are taught how to help children with their schoolwork and participate in their student's education.
- Teachers are highly motivated and committed and love their work.
- Students are offered an exciting, challenging, and comprehensive curriculum supported with individual and small group tutoring sessions.
- Lessons are designed to appeal to all learning styles.
- All disciplines including the arts, academics, and technology are interrelated as they are in life, thus producing a well-rounded individual.
- Assignments present challenging problems that apply to real world situations and promote inquiry and discovery.
- Assessment of what a student knows and can do is measured by a variety of methods, especially performance assessment and self-assessment.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

Audeo Charter School helps students acquire the skills to survive and prosper in the 21st century. These skills include the ability to read, write, compute, speak, ask questions, listen, problem solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and to comfortably relate to others. Audeo Charter School promotes curiosity, integrity, social responsibility, and self-esteem.

DESCRIPTION OF THE EDUCATIONAL PROGRAM

It is the philosophy of Audeo Charter School that every child is a born achiever. It is the challenge of the Charter School to help each child realize his or her talents.

The premise relating to the uniqueness of Audeo's education program centers on two key elements:

1. Many students can benefit from flexible scheduling and personalized education that incorporates focused teaching and support.
2. The collaboration of teachers and parents in each student's academic goals is critical to a successful transformation of all students' academic careers.

The Audeo Charter School educational program is based on the following elements of success:

- A vision, mission, and operational business plan that puts students first
- Academically rigorous, well-focused, basic core subject curricula
- Creation of a personalized education plan based on the student's academic level, learning style, strengths, interests, and goals
- Professional development that puts skills into a context consistent with the overall Charter School mission
- Autonomy that allows the Charter School to develop and implement a process of change tied to high standards as described in the International Society for Technology in Education ("ISTE") and is responsive to technological innovations
- Parent and community involvement in, and support for, the Charter School programs
- Regular data analysis to measure progress toward achieving both student and staff performance goals
- An online community communication process detailing student and School performance
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial

The Charter School provides an education that allows each student, grades TK-12, to meet State Standards by: (1) using State Standards-based textbooks, resources, and instructional materials; (2) providing State Standards-based instruction; (3) utilizing course descriptions that are aligned with the State Standards; (4) developing and improving social skills by building self-esteem through achievement and discipline; and (5) learning in an environment that promotes achievement. The Charter School offers a menu of learning opportunities for students that includes independent study, home study, blended (independent study/online), and online learning, along with other creative modes of instructional delivery developed by staff in partnership with the community.

The Charter School serves a large population of students who are achieving below grade level and/or course content levels. This critical mass of students who are deemed "high risk," and many with special needs, benefit from a personalized educational program that provides strong tutorial support.

After completion of enrollment, students are assessed and immediately engaged with a rigorous, technology-enhanced curriculum that is customized to meet their specific academic needs. Students in grades TK-5 benefit from one-on-one instruction provided by a parent at home, supported and overseen by a credentialed teacher. The parent and teacher build custom plans to meet the individual goals, strengths, and interests of each child. Students in grades 6-12 take one to two courses at a time, allowing them to focus on mastering the State Standards of one course before moving onto the next. Teachers utilize a variety of instructional modes of delivery to target student engagement and increase achievement. Independent study, online, home school, and blended learning options provide a range of student learning opportunities based on learning styles and pathways. In addition, each student's pathways personalized education plan is enhanced with one-on-one and small group tutoring, field trips, volunteer opportunities, cultural events, guest speakers, career days, a wide variety of elective course options, and work experience customized to student interest and pathway choice. Each teacher has the support of a Certificated Teacher Resource who supports the delivery of curriculum.

To ensure the instructional strategies and engagement activities are providing a successful path for individual students, a variety of data is integrated into the personalized education plan. Teachers use

instructional software tools such as Naviance, Audeo's college and career software. Teachers also utilize NWEA MAP assessment software, School Pathways Student Information System ("SIS"), and Illuminate's Data and Assessment platform to view real time student achievement data. Naviance, MAP, SIS, and Illuminate data are integrated into the Charter School's instructional data monitoring system. The data is systematically reviewed and analyzed by teachers and Charter School leaders to ensure that the instructional strategies used are truly effective for each student. Based on the instructional data, teachers can immediately reconcile and adjust the student's instruction, methods of delivery, and resources. Because the Charter School has purposely designed its program so that teachers work with only a few students at a time, teachers are able to communicate frequently with the family and get to know each student's academic strengths and social needs. The largest differentiator for Audeo's program is the ability to go well beyond traditional methods to transform the lives of all students. Teachers and staff conduct home visits, perform and track appropriate interventions, and refer students and families to specific community resources and partnerships.

Audeo has an established Multi-Tiered System of Support ("MTSS"), which is a comprehensive framework that integrates State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These include the personalized education planning process, social-emotional learning programs, community-based partnerships, a Healthy Youth Program to provide mental health services, interventions for high-risk students, supports for Special Education, services for English Learners ("ELs"), and programs for Gifted and Talented Education ("GATE"). Audeo has a systematic and integrated process for instructional support and interventions.

The teachers at Audeo engage in professional learning on a monthly basis that is focused on standards-based instructional and engagement strategies for diverse student populations. Monthly Instructional Meetings cater to the best practices offered by the Instructional, Curriculum, and Assessment Teams.

Additionally, teachers attend trainings that include guest speakers from law enforcement agencies, community-based organizations, Child Protective Services, and other supportive agencies in order to assist the teachers in servicing the students' needs. The School Coordinator meets weekly with the Counselors to discuss student outcomes and possible interventions that need to take place or be instituted to assist the teachers or the students. The instructional team utilizes the personalized education planning process to monitor student progress and identify services to support student achievement.

Independent Study Assurances

Audeo Charter School shall comply with all applicable independent study laws including, but not limited to, Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854. These laws require, among other things, that Audeo Charter School shall operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and Audeo Charter School must file for a funding determination as a condition of funding. The Charter School shall maintain written contemporaneous records that document all student attendance. An annual, independent audit of student records shall be conducted by a state-approved certified public accountant, which needs to be free of exceptions or qualifications. These records shall be made available for audit and inspection.

Parent/ Teacher/ Student Master Agreement

For all students participating in independent study, pursuant to Education Code Section 51747, an agreement shall be signed by: (1) the parent, guardian, or caregiver of each charter school pupil; (2) the student; (3) the certificated charter school employee who has been designated as having responsibility for the general supervision of independent study; and (4) all persons who have direct responsibility for providing assistance to the pupil. This agreement shall include all of the elements described in Education Code Section 51747(c).

Parents of Audeo Charter School students are expected to commit to the following principles to ensure a better education for their children:

- Understand the educational plan of the Charter School, the Charter School's operation, and the roles, rights, and responsibilities of parents and their children.
- After admission, attend a mandatory orientation meeting to learn about charter schools, the Charter School's educational program, the Student/Parent/Teacher Master Agreement, and ways in which parents can contribute to the success of both their child and the Charter School.
- Complete and return all forms, questionnaires, and other requests for information that may be required by the Charter School as approved by the Board of Directors.
- Ensure the completion of homework and class projects.
- Reinforce the importance of education on a daily basis and discuss with each student what was taught at school.
- Assure that each student arrives at school on time, dressed appropriately, and ready to learn.
- Understand and reinforce the Student Conduct Code.
- Attend Open House and Senior Exit Orientations (if applicable) each year.
- Keep informed about the Charter School through communication with the classroom staff and by materials regularly distributed to students and/or their families.

School Calendar

The Charter School is committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered as required by Education Code Section 47612.5 and Title 5, California Code of Regulations, Section 11960. Thus, the Charter School for each fiscal year will offer at a minimum the following number of minutes of instruction supervised by a certificated teacher:

1. To students in grades TK-K, 36,000 minutes.
2. To students in grades 1 to 3, inclusive, 50,400 minutes.
3. To students in grades 4 to 8, inclusive, 54,000 minutes.
4. To students in grades 9 to 12, inclusive, 64,800 minutes.

Please see Audeo Charter School's 2021-22 Pupil Calendar (**Appendix X**).

CURRICULUM

A summary of Audeo Charter School's curriculum is provided below. As the State Standards develop and evolve, the curriculum may change to maximize learning.

Audeo's academic program focuses on academic improvement and high caliber teaching in safe and supportive learning environments. The School's curriculum is rigorous, relevant, student and teacher driven. The opportunities offered at Audeo prepare students for their roles as learners, future employees, and contributing citizens in an ever-changing global society. The Charter School is committed to developing curriculum and assessments that measure the extent to which students possess college, career, and citizen-ready skills and knowledge of the State Standards. Audeo Charter School fosters the natural talents and skills of the instructional team to ensure that all learners find success.

Audeo's curriculum departments are led by well-qualified teachers and, under the guidance of the Curriculum and Professional Development Coordinator, design and create the subject matter curriculum using the State Standards as their guides. The textbooks and other resource materials, as identified either from the state adopted textbook list for TK-8 or 9-12 recommended lists, are used to complete the courses. The textbooks are further reviewed for application for independent study students. The teachers use a wide variety of teaching techniques to engage all learning modalities, including technology-based learning. Because Audeo students have the option to take online and blended learning (independent study/online) courses, the Charter School encourages its instructional staff to become Leading Edge Certified. This national online teacher certification guides educators through rigorous and engaging curriculum based on the Quality Matters Standards for Online Teaching. Upon successful completion, the certification gives schools, districts, and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.

Audeo's grade 6-12 course catalogs and course descriptions are reviewed and revised as necessary on an annual basis to ensure that the optimal academic outcomes are met. Audeo Charter School ensures that all of its core courses, foreign language, visual & performing arts, and some electives are listed on the approved UC a-g and NCAA lists.

English/Language Arts

English courses require students to be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Students are engaged in increasingly complex tasks of decoding, analyzing, and synthesizing materials that include many cross-curricular texts, playing an important part in building students' content knowledge. It is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently. Throughout the Language Arts and English courses, the students participate in various text types that explore text to text, text to self, and text to world items. They conduct research and create various forms of writings that demonstrate a high level of competency in each of the genres found in English/Language Arts. The students that demand a greater or more rigorous academic challenge will have the ability to take Advanced Placement ("AP") courses. Advanced Placement exams are offered and administered in the spring semester for students that have taken and passed the AP courses. All courses will also provide for remediation and/or scaffolding for students with disabilities or English Learners. Audeo has UC a-g and NCAA approval for all core high school English/Language Arts courses.

ENGLISH/LANGUAGE ARTS MATRIX	
Grade Levels	Course Titles/Semester
Transitional Kindergarten-Fifth Grade	Transitional Kindergarten – Fifth Grade English/Language Arts (grade level applicable)
Sixth Grade	English 6-1, 6-2 (textbook/online/blended options)
Seventh Grade	English 7-1, 7-2 (textbook/online/blended options)
Eighth Grade	English 8-1, 8-2 (textbook/online/blended options)
Ninth Grade	English 1, 2 (textbook/online/blended options)
Tenth Grade	English 3, 4 (textbook/online/blended options)
Eleventh Grade	American Literature 1, 2 (textbook/online/blended options) or Honors American Literature 1, 2 (textbook/online/blended options) or AP English Language & Composition 1, 2 (online option) or AP English Literature & Composition 1, 2 (online option)
Twelfth Grade	World Literature 1, 2 or English (British) Literature 1, 2 (textbook/online/blended options) or AP English Language & Composition 1, 2 (online option) or AP English Literature & Composition 1, 2 (online option)

Mathematics

Students use a focused and coherent curriculum that is aligned to the State Standards and that builds solid conceptual understanding through a focus on problem solving. Following the concrete to pictorial to abstract instructional sequence, students develop deep conceptual understandings and are well prepared for the challenge of higher levels of mathematics encountered in middle and high school. The students are provided a rigorous mathematical educational experience incorporating the mathematical shifts demanded by the State Standards of greater focus of the depth of a topic, coherence among topics and grade levels, and the rigorous authentic command of the mathematical concepts. Audeo ensures that all 9-12 grade courses are UC a-g and NCAA approved. Audeo offers a traditional textbook, blended (independent study/online), and online learning option for the college preparatory math courses listed below where applicable. All of the math courses allow the students to demonstrate concepts based on real world problems while preparing the students to graduate from the Charter School as college and career ready citizens.

MATHEMATICS MATRIX	
Grade Levels	Course Titles/Semester
Transitional Kindergarten – Fifth Grade	Transitional Kindergarten – Fifth Grade Mathematics (grade level applicable)
Sixth Grade	Math 6-1, 6-2 (textbook/online/blended options)
Seventh Grade	Math 7-1, 7-2 (textbook/online/blended options)
Eighth Grade	Math 8-1, 8-2 (textbook/online/blended options)
Ninth Grade	Algebra 1, 2 (textbook/online/blended options) or Integrated Math IA, IB (textbook/online/blended options)
Tenth Grade	Geometry 1, 2 (textbook/online/blended options) or Integrated Math IIA, IIB (textbook/online/blended options)
Eleventh Grade	Intermediate Algebra 1, 2 (textbook/online/blended options) or

	Integrated Math IIIA, IIIB (textbook/online/blended options)
Twelfth Grade	Statistics 1, 2 or Pre-Calculus 1, 2 (textbook/online/blended options) or Honors Pre-Calculus 1, 2 (textbook) or AP Calculus A/B (online)

Science

All science courses are aligned to the State Standards. All science courses have wet and virtual labs embedded throughout the course. The science curriculum encourages scientific inquiry, group activities, and real-world applications. Additionally, students are provided with curriculum that is progressively sequenced, builds upon what they already know, and helps them construct a deeper understanding of science and how their knowledge and skills can be used. The middle school students are introduced to Life Science, Physical Science, and Earth Science. They are engaged with hands-on experiences as well as virtual and wet labs throughout their courses. The 9th-12th grade students are required to take two years of Science within the subjects of Earth and Space Science, Physics, Chemistry, or Biology. All of these science courses are UC a-g and NCAA approved. As is the case with all of the other disciplines, the students that desire to have a blended (independent study/online) or online education may enroll in a UC a-g science course.

SCIENCE MATRIX	
Grade Levels	Course Titles/Semester
Transitional Kindergarten – Fifth Grade	Transitional Kindergarten – Fifth Grade Science (grade level applicable)
Sixth Grade	Middle School Earth Science (textbook/online/blended options)
Seventh Grade	Middle School Life Science (textbook/online/blended options)
Eighth Grade	Middle School Physical Science (textbook/online/blended options)
Ninth Grade	Earth and Space Science 1, 2 (textbook/online/blended options) or Physics 1, 2 (textbook/online/blended options)
Tenth Grade	Biology 1, 2 (textbook/online/blended options)
Eleventh Grade	Chemistry 1, 2 (textbook/online/blended options) or Honors Chemistry 1, 2 (textbook)
Twelfth Grade	AP Environmental Science (online)

Social Sciences

All social science courses are aligned to the State Standards while incorporating current real-world issues (i.e. Middle East conflicts, immigration & politics) as they are relevant to Audeo student population. The middle school students participate in courses about ancient civilizations, medieval and modern times, and the history of the United States. The Charter School students have UC a-g approved and NCAA course offerings of World History, Geography & Economics, United States

History, Government, and Economics. Audeo offers Honors United States History and an online Advanced Placement course in Human Geography, US History, World History: Modern, and Psychology. The teachers incorporate current events into the curriculum at all grade levels through field trips, guest speakers, and virtual e-tours.

SOCIAL STUDIES MATRIX	
Grade Levels	Course Titles/Semester
Transitional Kindergarten – Fifth Grade	Transitional Kindergarten – Fifth Grade Social Science (grade level applicable)
Sixth Grade	Social Studies 6-1, 6-2 (textbook/online/blended options)
Seventh Grade	World History, Geography - Medieval & Early Modern Times 7-1, 7-2 (textbook/online/blended options)
Eighth Grade	United States History & Geography 8-1, 8-2 (textbook/online/blended options)
Ninth Grade	Geography 1 (textbook)
Tenth Grade	World History, Geography & Economics 1, 2 (textbook/online/blended options) or AP World History: Modern (online)
Eleventh Grade	United States History 1, 2 (textbook/online/blended options) or Honors United States History 1, 2 (textbook/online/blended options) or AP Human Geography 1, 2 (online elective)
Twelfth Grade	Government 1 (textbook/online/blended options) or AP US Government and Politics (online) and Economics 1 (textbook/online/blended options) or AP Human Geography 1, 2 (online elective)

World Languages (Languages Other Than English)

Audeo Charter School offers a full three years of Spanish (1-6) (UC required/recommended), French (1-6) (UC required/recommended), and German (1-6) (UC required/recommended). The world language curriculum satisfies the UC requirement for admission. The students may take a world language as early as the 6th grade. Audeo has UC a-g approval for the blended (independent study/online)/online courses, which will integrate a full speaking and listening component in a fun, interactive way using avatars and a token economy system of rewards while learning.

FOREIGN LANGUAGE COURSES MATRIX	
Grade Levels	Course Titles/Semester
Sixth Grade	Spanish 1, 2 (textbook/online/blended options) German 1, 2 (textbook/online/blended options) French 1, 2 (textbook/online/blended options)
Seventh Grade	Spanish 1, 2 (textbook/online/blended options) German 1, 2 (textbook/online/blended options) French 1, 2 (textbook/online/blended options)
Eighth Grade	Spanish 1-4 (textbook/online/blended options) German 1-4 (textbook/online/blended options) French 1-4 (textbook/online/blended options)

Ninth Grade	Spanish 1-6 (textbook/ online/blended options) German 1-6 (textbook/ online/blended options) French 1-6 (textbook/online/blended options)
Tenth Grade	Spanish 1-6 (textbook/ online/blended options) German 1-6 (textbook/ online/blended options) French 1-6 (textbook/online/blended options)
Eleventh Grade	Spanish 1-6 (textbook/ online/blended options) German 1-6 (textbook/ online/blended options) French 1-6 (textbook/online/blended options)
Twelfth Grade	Spanish 1-6 (textbook/ online/blended options) German 1-6 (textbook/ online/blended options) French 1-6 (textbook/online/blended options)

Visual and Performing Arts (VAPA)

Audeo offers several Visual and Performing Arts (“VAPA”) courses and has UC a-g approval for these courses. The students take Art, Commercial Art, Drawing, or Photography to satisfy the UC a-g VAPA requirement. Audeo also offers Music Appreciation and Art History courses for those students that are interested in a different approach in the arts. The students may also engage in a Digital Arts Photoshop course as offered on the Career Technical Education course list.

VISUAL AND PREFORMING ARTS COURSES MATRIX	
Grade Levels	Course Titles/Semester
Sixth Grade	Middle School Art 1, 2 (textbook)
Seventh Grade	Middle School Art 1, 2 (textbook)
Eighth Grade	Middle School Art 1, 2 (textbook)
Ninth Grade	*Art 1, 2 *Commercial Art 1, 2 *Photography 1, 2 *Drawing 1, 2 Art History 1 Music Appreciation 1, 2
Tenth Grade	*Art 1, 2 *Commercial Art 1, 2 *Photography 1, 2 *Drawing 1, 2 Art History 1 Music Appreciation 1, 2
Eleventh Grade	*Art 1, 2 *Commercial Art 1, 2 *Photography 1, 2 *Drawing 1, 2 Art History 1 Music Appreciation 1, 2
Twelfth Grade	*Art 1, 2 *Commercial Art 1, 2 *Photography 1, 2

	*Drawing 1, 2 Art History 1 Music Appreciation 1, 2
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* UC a-g approved VAPA electives.

Physical Education

Audeo offers physical education to all students. Physical education is an integral part of the total education of every student. It emphasizes vigor and healthy educational activities that increase students' opportunities and abilities to engage in cooperative, competitive, and expressive motor activities for personal, physical, mental, emotional, and social well-being, as well as active lifestyles.

The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. Physically educated students become more confident, independent, self-controlled and resilient; develop positive social skills; learn to set and strive for personal, achievable goals; learn to assume leadership, cooperate with others and accept responsibility for their own behavior; and ultimately improve their academic performance.

PHYSICAL EDUCATION MATRIX	
Grade Levels	Course Titles/Semester
Sixth Grade	Physical Education 6-1, 6-2
Seventh Grade	Physical Education 7-1, 7-2
Eighth Grade	Physical Education 8-1, 8-2
Ninth Grade	Physical Education 1-2
Tenth Grade	Physical Education 1-4
Eleventh Grade	Physical Education 1-4
Twelfth Grade	Physical Education 1-4

General Electives

Audeo offers many semester-length and year-long additional electives courses for the students that will attribute to their becoming a more well-rounded, college and career ready, 21st Century citizen.

GENERAL ELECTIVE COURSES
Grades 6-8
ELD Literacy 1, 2 (textbook)
ELD Literacy and Comprehension 1, 2 (online)
Empower Math 1a, 1b (textbook)
Literacy 6th 1, 2 (textbook)
Literacy 7th 1, 2 (textbook)

Literacy 8th 1, 2 (textbook)
Service Learning 1, 2 (textbook)
Study Skills 1, 2 (textbook)
Grades 9-12
Strategies for Academic Success (online)
Comprehensive Health (textbook/blended/online)
Driver's Education (textbook)
Health (textbook/blended/online)
Journalism (textbook)
Geography 1 (textbook/blended/online)
Service Learning 1, 2 (textbook)
Empower Math 1a, 1b (textbook)
Empower Math 2a, 2b (textbook)
Empower Math 3a, 3b (textbook)
Literacy 1, 2 (textbook/blended/online)
Literacy 3, 4 (textbook/blended/online)
ELD Literacy 1, 2 (textbook/blended/online)
ELD Literacy and Comprehension 1, 2 (online)
*Philosophy 1 (textbook)
*AP Psychology 1, 2 (online)
*Sociology 1 (blended)
Study Skills 1, 2 (textbook/blended/online)

* UC a-g approved electives.

Post High School Pathways

Once a student is enrolled at Audeo Charter School, the student completes personality and career interest surveys on Naviance. Naviance is a comprehensive college and career readiness web-based tool for middle and high schools that helps align student strengths and interests to post-secondary goals and improves student outcomes. The parent/guardian, student, and teacher meet to discuss the results. The results demonstrate the student's learning style as well as career interests. Based on the career interests, the teacher assists the student with creating a post- high school plan. Audeo's students are placed in one of four post-high school pathways: four-year college/university; two-year college, school-to-work/Career Technical Education, or the military. The courses identified above satisfy the post-high school pathways for college bound students. In addition to the college preparatory coursework, Audeo offers courses that are specifically designed for students in grades 9-12 that have expressed an interest in specific career pathways.

Career Technical Education

Audeo offers 28 Career Technical Education (“CTE”) courses for students that have expressed an interest in a specific industry sector. Courses such as Photoshop 1, 2 can lead to certification once the student completes the course.

CAREER TECHNICAL EDUCATION COURSES	
Grades 9-12	
Altus Success (blended)	
Business Careers 1, 2 (textbook)	
Career Planning and Development (online)	
*Child Development Pathway 1, 2 (textbook)	
*Child Development Pathway 3, 4 (textbook)	
*Career and Life Management 1, 2 (textbook)	
*Design Careers 1, 2 (textbook)	
Foundations of Personal Finance 1, 2 (textbook)	
General Work Experience Ed. 1, 2 (textbook)	
General Work Experience Ed. 3, 4 (textbook)	
*Health Science Concepts 1, 2 (online)	
*Health Science and Medical Technology (online)	
*Hospitality, Tourism & Recreation 1, 2 (textbook)	
*Hospitality, Tourism & Recreation 3, 4 (textbook)	
*Information and Communication Technology 1, 2 (online)	
*Intro to Business 1, 2 (online)	
*Intro to Coding 1 (online)	
Intro to Parenting 1 (textbook)	
Military Science 1, 2 (textbook)	
Military Science 3, 4 (textbook)	
*Nursing Assistant 1, 2 (online)	
Nutrition 1, 2 (textbook)	
Pathways Exhibition (blended)	
*Photoshop 1, 2 (textbook)	
*Psychology 1, 2 (textbook/blended/online)	
*Personal Finance 1 (online)	

* UC a-g approval electives.

California Cadet Corps

Audeo offers several California Cadet Corp Leadership courses, similar to JROTC, to its students. The students that enroll in the California Cadet Corps program also have the option of taking Cadet Corp coursework as electives if they have expressed an interest in applied leadership or joining the military upon graduation. The students participate in weekly military style drills, inspections, leadership development, and camps as a part of their Cadet Corps experience.

CALIFORNIA CADET CORPS COURSES	
Grades 6-12	
Sixth – Eighth Grade	MS Cadet Corps 1, 2 (textbook) MS Cadet Corps Summer Camp 1, 2 (textbook) MS Cadet Corps 3, 4 (textbook)
Ninth Grade	CA Cadet Corps 1, 2 (textbook) CA Cadet Corps Summer Camp 1, 2 (textbook) CA Cadet Corps Leadership 1, 2 (textbook) CA Cadet Corps 3, 4 (textbook)
Tenth Grade	CA Cadet Corps 1, 2 (textbook) CA Cadet Corps Summer Camp 1, 2 (textbook) CA Cadet Corps Leadership 1, 2 (textbook) CA Cadet Corps 3, 4 (textbook) CA Cadet Corps 5, 6 (textbook)
Eleventh Grade	CA Cadet Corps 1, 2 (textbook) CA Cadet Corps Summer Camp 1, 2 (textbook) CA Cadet Corps Leadership 1, 2 (textbook) CA Cadet Corps 3, 4 (textbook) CA Cadet Corps 5, 6 (textbook)
Twelfth Grade	CA Cadet Corps 1, 2 (textbook) CA Cadet Corps Summer Camp 1, 2 (textbook) CA Cadet Corps Leadership 1, 2 (textbook) CA Cadet Corps 3, 4 (textbook) CA Cadet Corps 5, 6 (textbook)

GRADUATION REQUIREMENTS

Students graduating with a High School Diploma from Audeo Charter School must complete 42 semester credits in grades 9-12. Audeo Charter School Diploma graduation requirements may fulfill the University of California (“UC”) and California State University (“CSU”) admission requirements.

GRADUATION COURSE REQUIREMENTS	
English - 8 semester credits (4 years required)	Mathematics - 6 semester credits (3 years required, 4 years recommended)
4 credits – <ul style="list-style-type: none"> English 1-4 	2 credits – <ul style="list-style-type: none"> Integrated Math 1 or Algebra

2 credits – <ul style="list-style-type: none"> American Literature, or Honors American Literature or AP English Language and Composition or AP English Literature and Composition 	2 credits – <ul style="list-style-type: none"> Integrated Math 2 or Geometry
2 credits – <ul style="list-style-type: none"> World Literature or Contemporary Voices in Literature or English Literature or AP English Language and Composition or AP English Literature and Composition 	2 credits – <ul style="list-style-type: none"> Integrated Math 3 or Intermediate Algebra
	Optional 4th Year Credits – <ul style="list-style-type: none"> Statistics or Pre- Calculus or Honors Pre-Calculus AP Calculus AB
Science - 4 semester credits (2 years required, 3 years recommended)	Social Studies - 6 semester credits (3 years required)
2 credits – Physical Science <ul style="list-style-type: none"> Earth and Space Science or Physics or Chemistry 	2 credits – <ul style="list-style-type: none"> World History, Geography & Economics or AP World History Modern
2 credits – Life Science <ul style="list-style-type: none"> Biology 	2 credits – <ul style="list-style-type: none"> US History or Honors US History or AP US History
Optional 3rd Year Credits – <ul style="list-style-type: none"> Honors Chemistry or AP Environmental Science 	1 credit – <ul style="list-style-type: none"> Government or AP US Government and Politics
	1 credit – <ul style="list-style-type: none"> Economics
Physical Education - 4 semester credits	Pathways Portfolio - 1 semester credit
<ul style="list-style-type: none"> Physical Education 1-4 	<ul style="list-style-type: none"> Pathways Portfolio or Career Explorations 1-2 or Completed Career Pathway with Capstone Course or Approved college credit course
Electives 9 semester credits	
<ul style="list-style-type: none"> Students have the option to choose from a wide range of general elective options UC/CSU: 2 credits – Approved electives in same area 	

World Languages and Visual and Performing Arts (VAPA) – 2 semester credits		
<u>Option 1:</u> 2 credits – <ul style="list-style-type: none"> World Language electives (same language) 		<u>Option 2:</u> 2 credits – <ul style="list-style-type: none"> VAPA electives
<u>UC/CSU Option:</u> 4 credits – <ul style="list-style-type: none"> World Language electives (all semesters same language; 2 years required, 3 recommended) 2 credits – <ul style="list-style-type: none"> Visual and Performing Arts electives (both semesters need to be the same course) 		
Career & Technical Education (CTE)/Service Learning/ Work Experience Education (WEE) 2 semester credits		
<u>Option 1:</u> 2 credits – Career and Technical Education	<u>Option 2:</u> 2 credits – Service Learning (120 hours total of community service)	<u>Option 3:</u> 2 credits – Work Experience (240 hours of paid employment approved by a School Counselor)
Grade Point Average (GPA)		
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.		

PROFESSIONAL DEVELOPMENT

Audeo Charter School is dedicated to the professional growth of all of its employees, and provides a very comprehensive professional learning system for its faculty and staff based on student achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices. As Audeo is focused on improving the quality of life for students, their families, its employees, and the community at large, the professional development program is designed to assist staff in fulfilling this mission and provides a rigorous academic experience for teachers, office staff, and other stakeholders. On a holistic level, the professional development program provides support for Audeo's employees to develop skills and techniques crucial to their personal lives as they work toward a healthy work/life balance as aligned to the California Quality Professional Learning Standards and State Priorities. In short, the program is a 'school within a school' for the purposes of teaching and learning, and increases student achievement results, faculty and staff retention, and the overall well-being of Audeo's employees and students.

Audeo Charter School offers professional learning opportunities Monday-Friday throughout the school year from July-June. The professional development plan includes:

1. Ethical Responsibilities and Strategic Planning

- a. Quarterly Faculty Meetings
- b. Quarterly Office Meetings
- c. Monthly Instructional Meetings
- d. Mandated Trainings: Safety, Blood Borne Pathogens, Child Protective Services, Epi-Pen, and AED Trainings
- e. Executive Studies on Educational Leadership
- f. Leadership Meetings
- g. Youth Mental Health First Aid Responder Training

2. Curriculum Content Training

- a. Core Content: Math, English Language Arts, English Learner Development, Science, Social Studies, Career Technical Education, and World Language: Spanish, French, and German
- b. Visual & Performing Arts: Art, Drawing, Photography, and Music Appreciation
- c. Gifted and Talented Education (GATE): Audeo offers cohort trainings to the teachers to meet the academic needs of this group of learners
- d. Leading Edge Certification: Audeo offers this national online teacher certification that guides educators through rigorous and engaging curriculum based on the Quality Matters Standards for Online Teaching. Upon successful completion, the certification gives schools, districts, and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.

3. Student Engagement

- a. Post-High School Pathways Training consists of Naviance training, guest speakers from two- and four-year colleges/universities, the military, and industry.
- b. Special Instructional Services offers social-emotional learning trainings, suicide prevention/intervention/postvention trainings, special education training for general education teachers, literacy training specifically designed for EL students, and teacher training from the LGBTQ community.
- c. Partnerships include visiting guest speakers and various educational, medical, and industry entities.
- d. Healthy Youth Department provides information on pre- and post-medical care and resources for pregnant/parenting students, health and wellness trainings, and CHYA instruction.
- e. Parent Trainings that are geared toward understanding College and Career Readiness opportunities such as AP, articulation, and dual credit courses.
- f. Parent Engagement Training Series for parents of English Learners and parents of students with disabilities.

4. Workforce Efficiency and Effectiveness

- a. Edgenuity Training - online curriculum content provider
- b. Audit and Compliance/Rigor, Content, and Quality
- c. Tech Tools such as Office 365 Tools: Excel, PowerPoint, Publisher, Word, Teams, SharePoint, and other technology such as Google, Apple for Educators (InTech), Moodle, and Weebly (blended learning)
- d. New Teacher Training, Professional Growth Training, and Certificated Teacher Resource Training

ACCREDITATION, TRANSFERABILITY OF COURSES, AND NOTICE TO PARENTS

At the time that a parent submits an application to enroll his/her student in Audeo Charter School, the Charter School will provide written information to parents of students in grades 9-12 regarding the transferability of courses to other public high schools and the eligibility of the courses to meet college entrance admissions requirements.

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

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

PLAN FOR STUDENTS ACHIEVING BELOW GRADE LEVEL

Audeo Charter School’s **Multi-Tiered System of Support (“MTSS”)** engages high-risk students in participating and excelling in school. Audeo identifies students who are below grade level immediately upon enrollment. At the first student appointment, Audeo administers the Measures of Academic Performance (MAP) English Language Arts and Math surveys. Counselors review these academic proficiency results along with academic history and records to assess student overall achievement levels and inform the creation of the **Pathways Personalized Education Plan (“PPEP”)** and the initiation of MTSS. Audeo’s goals in implementing the tiered system of support are to increase student engagement and increase student achievement for students who are achieving below grade level. The following components of tiered supports are targeted towards high-risk students:

Core Instruction: Research-based instructional strategies are integrated into all core content curricular areas. Content area teachers are trained in research-based instructional strategies: Universal Design for Learning (“UDL”), embedded literacy instruction across curricular area, blended (independent study/online) learning, differentiation, scaffolding, and formative assessments. Courses are adjusted based on student instructional level, interests, and Pathway. Students also participate in small group and individual tutoring sessions.

Social Emotional Learning Program:

- Employing Trauma Informed Practices (TIPS) in teacher engagement strategies: Teachers lead communications through a trauma-informed lens.
- RISE (Resilience in Students and Education): RISE is a social-emotional learning series of live, interactive, video broadcasts for students. RISE sessions are aligned to Social and Emotional Core Competencies in order to enhance a student's capacity to integrate skills, attitudes, and behaviors which effectively and ethically deal with daily tasks and challenges.
- Healthy Youth Program ("HYP") and Crisis Support: Audeo understands how important it is to meet the needs of each student and family and to attend to the social and emotional needs that arise during times of crisis and challenge. Audeo provides individual counseling and small group social-emotional learning sessions that are essential to mental health and wellness.

Professional Learning Communities: Instructional Leaders provide training, resources, structure, and guidance to teachers to engage in frequent collaboration, analyze assessments, and implement best practices to increase student achievement.

Data Collection, Monitoring, and Reporting: Curriculum, instructional, and professional development decisions are made based on close analysis of student achievement and engagement data.

Parent Trainings: Research-based parent trainings are held on topics relevant to current family issues and trends.

Intervention: Intensive intervention process is designed to identify all areas of concern, causal factors, and personalized plan to address challenges.

High School Completion Options: Multiple paths to successful completion, including preparation for GED or HiSET, are available to students who enroll significantly behind grade level in skills and high school credits.

Student and Family Services and Supports through partnerships: Established partnerships that are community-based and free or reduced cost are provided to students as part of their personalized intervention plan. The counselors facilitate appropriate referrals and resources for each student.

Student progress is monitored through the systematic PPEP process that requires analysis of student achievement measures at least three times throughout the school year. The instructional team, including the parent(s), determines the supports and services that are most effective with each student and identifies any additional curricular and instructional supports necessary to support student achievement.

PLAN FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL

Through the **Multi-Tiered System of Support ("MTSS")**, Audeo systematically addresses support for all students, including gifted students and high achievers. Students who demonstrate the ability, through a variety of assessments, to perform above grade level have a personalized education plan that reflects their strengths and interests through course selection and planning, differentiation of instruction, opportunities for acceleration, and curriculum enrichment and extension. The

instructional team, including parents, teacher, counselor, and student, collaborate to select appropriate courses including Honors courses and Advanced Placement (AP) courses. Following a course of study aligned to Audeo's instructional framework, students are able to demonstrate mastery of subject matter standards at their own pace, giving students with advanced skills the option to complete courses in less time. The Charter School provides opportunities for students to be concurrently enrolled in community college courses and to consult regularly with one of Audeo's college counselors. Additionally, teachers participate in monthly professional development that focuses on instructional strategies and engagement techniques for a diverse student population.

Audeo recognizes that each student is a unique individual with his/her own interests, strengths, and challenges. The school's goal is to identify and celebrate the unique gifts and talents of every student. "Giftedness" occurs along a continuum. Strategies that work for one gifted student will not necessarily work for all gifted students. Audeo pairs the principles of personalized learning with research-based strategies for gifted students to maximize the academic, social, and personal successes of **Gifted and Talented ("GATE")** students.

At Audeo, GATE students are offered an **Individualized Gate Plan ("IGP")**. The IGP is created by the student, parent(s), and teachers, to plan the services and program options that address the unique needs of each gifted student based on their needs, interests, and abilities.

Each IGP incorporates essential elements of gifted education:

- Differentiated learning experiences including Acceleration and Enrichment
- Differentiated curriculum responsive to the needs, interests, and abilities of students that utilizes a variety of teaching and learning platforms
- Learning environments that inspire creativity, flexibility, and autonomy
- Small group instruction
- Opportunities for independent study, community-based learning, and project-based learning
- Postsecondary Education

Students receive individualized instruction with a **GATE Certified teacher** one-on-one and in small groups. Students are encouraged to enroll in Honors courses, Advanced Placement courses, and Accelerated courses. Curriculum is compacted based on standards mastery. At all times possible, courses incorporate project-based learning, community-based learning, and student choice and voice in topics and subject matter to master key concepts and skills.

Please see Audeo Charter School's GATE Plan (**Appendix T**).

PLAN FOR ENGLISH LEARNERS

Audeo Charter School will meet the applicable legal requirements for English Learners ("ELs"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, pertaining to annual notification to parents, student identification, placement, program options, ELD and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Audeo implements policies to assure appropriate placement, evaluation, and

communication regarding ELs and the rights of students and parents. Audeo fully implements a specially designed English Learner Plan that addresses the needs of the high-risk student population served and:

- Outlines consistent practices in the development, implementation, and evaluation of English Learner (EL) programs and services.
- Provides specific procedural guidelines for the identification, assessment, and reclassification of students.
- Articulates the English Language Development (ELD) program and options for ELs.
- Describes the formation and functions of the English Learner Advisory Committee (ELAC).

Please see Audeo Charter School's English Learner Plan (**Appendix U**).

English Learner Identification

The Charter School administers the **Home Language Survey ("HLS")** upon a student's initial enrollment into the school (on enrollment forms). Students who have been indicated, as with the Home Language Survey, to speak a language other than English at home are given the Initial English Language Proficiency Assessments for California ("ELPAC"). If a student does not demonstrate proficiency, the student will qualify as an English Learner ("EL").

English Learner Assessment

All students who indicate that their home language is other than English are assessed with the state approved assessment of language proficiency (ELPAC Initial Assessment) within 30 days of initial enrollment and at least annually (ELPAC Summative Assessment) thereafter until re-designated as fluent English proficient.

The Charter School notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC is used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing and progress reporting.

Results of each student's assessment are sent to parents or guardians in their primary language. These results are also included in the PPEP for instructional planning.

For students who enroll with previous ELPAC results, the ELPAC is administered annually based on the ELPAC testing cycle until students are reclassified as fluent English proficient. Students with disabilities who are also identified as ELs will be assessed based on modifications according to their Individualized Education Programs (IEP) or 504 plans or by an alternate assessment as determined by the IEP or 504 team.

The School notifies all parent/guardians annually, in writing, and in the student's home language, when possible, of the ELPAC assessment administration, the reasons their child is identified as an EL, and of ELPAC results.

Additionally, Audeo Charter School assesses all students upon enrollment and at the beginning and end of each school year using a standards-based assessment, NWEA MAP in reading, language usage, and math. MAP assessments provide detailed, actionable data on student's present skill levels in relation to state standards to inform the creation of the PPEP upon enrollment. MAP pre- and post-assessments provide student growth data for the school year to inform the adjustment of the PPEP as necessary for student achievement. MAP data provides specific information about student reading skills in the areas of word recognition, word structure, vocabulary, reading literature, and reading informational text skills for comprehension and fluency.

English Learner Reclassification

Reclassification is the process in which an English Learner is reclassified as a Fluent English Proficient (RFEP) student after meeting various linguistic and academic criteria. Audeo has developed student reclassification procedures based on criteria set forth by CDE guidelines. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

Criteria A. Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.

ELPAC Results should demonstrate English proficiency in all domain areas

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

Demonstration of "basic skills" in English from an objective assessment that is also given to English proficient students of the same age.

- MAP: Reading and Language scores must fall within the student's grade level range; or,
- Smarter Balanced ELA Summative Assessment scores

Criteria C. Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

Teacher Judgment: Observation Protocol for Teachers of English Learners ("OPTTEL")

- Teachers use a standardized English language observation protocol to evaluate students' English language proficiency.

Criteria D. Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

Parent Consultation

- Parents are consulted and engaged in the Reclassification determination process.

Monitoring Reclassified English Learners (“RFEP”)

Audeo implements a systematic process to monitor the academic progress of all Reclassified Fluent English Proficient (RFEP) students for three years from the year of reclassification, as required by state and federal guidelines. RFEP students are expected to meet grade-level content standards and the requirements for high school graduation. Parents are notified of ongoing progress after reclassification during parent-teacher meetings at each semester. Each year, through the PPEP process, the instructional team meets to review the performance and progress of RFEP students. For students not meeting proficiency targets, staff analyzes student assessment data and creates an instructional intervention plan. Assessment data that is monitored includes:

- ELPAC scores
- MAP Reading scores
- MAP Language Usage scores
- Curriculum Embedded Assessments
- CAASPP scores
- Participation Rates
- Credit Completion Rates
- Teacher and parent observation

The instructional team, through the PPEP, collaborates to determine the effectiveness of the program for each student. When students have not made adequate progress, interventions are applied. These interventions can include additional ELD instruction, instructional aids and supports, and/or family, and community support services.

Intervention measures may include:

- Conference with student and parent
- Referrals and resources given to student and family
- Specialized reading and/or writing tutoring sessions
- Placement in Literacy and/or Literature and Comprehension courses
- Customized curriculum with literacy supports, scaffolds, and learning resources

English Language Development Program

Audeo’s goal for English Learner programs is to support the development of EL’s fluency in English and proficiency in the core curriculum. Program participation and program effectiveness is monitored using assessment data. Programs are customized as needed based on information from assessments and instructional team input. Audeo provides a comprehensive English Language Development Program (“ELD”) that includes **Integrated** ELD and **Designated** ELD.

ELs have full access to the School's educational program through **Integrated English Language Development**. Teachers use the California English Language Development Standards in tandem with the State Standards for ELA/Literacy and other content standards.

Teachers are specifically trained on ELD standards and research-based instructional strategies including SDAIE. Instructional strategies that are commonly embedded into curriculum and utilized in tutoring sessions include: building on prior knowledge, explicitly teaching comprehension strategies, vocabulary, text and language features, sequencing texts and tasks, rereading, structuring discussions, and utilizing supportive tools such as graphic organizers, charts, diagrams, and outlines.

Achieve 3000 is an online literacy tool that provides differentiated instruction based on individual student reading levels. The program allows students to build literacy and content-area knowledge simultaneously. Embedded scaffolds and supports, including Spanish language support, accelerate student learning gains within the school year.

MyPath Reading is a supplemental reading intervention program that provides differentiated instruction based on individual student reading levels. The program helps students improve reading comprehension, vocabulary, and fluency.

The School utilizes a web-based comprehensive English language learning program (BrainPOP ESL) that uses highly engaging animated visuals and provides explicit instruction of grammar concepts and academic vocabulary.

The School offers EL students blended learning opportunities. Online courses (Edgenuity) offer many supports for EL students including audio translation of text, explicit instruction of academic vocabulary, and close reading of text.

Designated ELD is structured as a highly individualized curriculum based on CA ELD standards. Students are enrolled in courses that are aligned to the CA ELD standards in order to develop critical language ELs need for content learning in English. These literacy courses are enhanced with individualized tutoring sessions and literacy instruction with an instructional focus on linguistic elements and language communication. The instructional team, including parents, set proficiency goals for students with measures and benchmarks for achievement.

Students are identified to participate in appropriate Designated ELD programs based on their language proficiency according to ELPAC, OPTTEL, and curriculum-embedded assessment data.

PLAN FOR STUDENTS WITH DISABILITIES

General Overview

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

Audeo Charter School is an independent local educational agency ("LEA") member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code

Section 47641(a). Audeo Charter School is one of the founding partners of the El Dorado County Charter SELPA and is in good standing.

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

Audeo Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by Audeo Charter School shall be accessible for all students with disabilities.

Audeo Charter School is strongly committed to serving the needs of all students enrolled in its program. Students with an IEP are welcomed and supported. The Charter School will work closely with the El Dorado County Charter SELPA in order to coordinate services locally. Audeo representatives attend El Dorado County Charter SELPA organizational meetings on a monthly basis. These meetings are designed to assure compliance in the administration of the program, delivery of service, and fiscal management. Fully credentialed Education Specialists and Resource Specialists are be hired locally and as direct Audeo employees, they provide Specialized Academic Instruction (“SAI”) to students who have been identified as requiring the service as part of their Free and Appropriate Public Education (“FAPE”). Special Education related services is contracted locally. Related services include, and are not limited to, Speech and Language services, Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services, Vision Therapy, and Social Work services. These services are provided by CDE-certified Non-public Agencies (“NPA”) and Non-public Schools. Contracts with these providers will assure adherence to all federal, state, and local requirements for special education compliance during the term of the agreement. El Dorado County Charter SELPA training and professional development for special educations staff will be conducted in San Diego County. Facilities will be compliant with IDEA requirements.

Audeo will exercise the flexibility to design a program based on the inclusive model that incorporates serving students with disabilities. Audeo will engage the SELPA in the IEP placement of students who are identified as requiring an education placement that Audeo is unable to provide.

Section 504 of the Rehabilitation Act

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

A 504 team shall be assembled by the School Coordinator and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature

of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The School Coordinator will ensure that teachers include 504 Plans with instructional planning for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA"

The following description regarding how special education and related services is provided and funded is included in the charter for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter, and is not binding on the District. The specific manner in which special education and related services is provided and funded will be set forth in a MOU, delineating the respective responsibilities of Audeo Charter School and the SELPA. A copy of the MOU will be made available to the District upon execution.

Audeo Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

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

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

Staffing

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

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

Notification and Coordination

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

Identification and Referral

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

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

Assessments

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

IEP Meetings

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

IEP Development

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

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

Audeo Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a

period not to exceed thirty (30) days, by which time Audeo shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA Representation

Audeo Charter School shall represent itself at all SELPA meetings.

Funding

Audeo Charter School is subject to the allocation plan of the SELPA.

Element B: Measurable Pupil Outcomes

Governing Law: *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).*

As a public charter school, Audeo Charter School recognizes and accepts a heightened level of accountability for reaching ambitious standards for student achievement. The Charter School has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(c)(5)(B) and 52060(d).

Audeo Charter School will continue to examine and refine its list of student outcomes over time to reflect the Charter School’s mission and any changes to state or local standards that support this mission.

STUDENT OUTCOMES

Audeo Charter School, by teaching a challenging and clearly defined core of shared content, grade by grade, will raise students’ academic achievements and abilities across a wide range of subject matters and skills.

It is a goal of Audeo Charter School for graduates to demonstrate appropriate age or grade-level mastery of the following core academic skills:

English/Language Arts. Students will demonstrate strong reading, writing, listening, speaking and presentation skills, with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.

Mathematics. Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects aligned with the state standards.

Science. Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, astronomy, and earth sciences.

History and Social Studies. Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today’s world of diverse cultures.

World Language. Students will be given the opportunity to gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to their native tongue.

Students will understand key aspects of the culture, both past and present, of the second language.

Visual and Performing Arts. Students will study the various arts disciplines and careers related to those disciplines. Classes will demonstrate the influence of the arts across the curriculum and generate in the students an appreciation for visual and performing arts in their daily lives.

Physical Education. Students will be offered courses that are consistent with the expectations established under charter law and each student's personalized education plan.

Underlying and utilized throughout each of the subject areas will be other core skills such as:

- Critical thinking skills, e.g. problem-solving, analyzing, and applying knowledge.
- The ability to effectively use technology consistent with the International Society for Technology in Education ("ISTE").
- Knowledge of pertinent issues of health and the development of physical fitness.
- Life-long learning skills: study skills and habits, planning, initiating and completing a project, and the ability to reflect and evaluate one's own learning.
- Social skills: citizenship and leadership as demonstrated by the planning and implementing of community service, conflict resolution as demonstrated by the responsible and compassionate interaction with peers, and the ability to work effectively with others in cooperative groups.
- Life skills: financial management, job readiness and career development, higher education continuance skills and appreciation for the arts.

In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress toward graduation readiness through a series of performance measurements at various points throughout their experience at Audeo Charter School.

CHARTER SCHOOL GOALS, ACTIONS, AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of all student subgroups who will attend the Charter School, including low-income students, English Learners, and foster youth. The metrics associated with these goals will help Audeo Charter School to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Each of the Charter School's goals, actions, and measurable outcomes are listed below, along with the specific metrics that will be used to monitor progress toward achieving these goals.

Local Control and Accountability Plan

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan ("LCAP") pursuant to regulations and a

template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Goal 1: Increase Student Achievement in Areas Appropriate for a School Participating in the Dashboard Alternative School Status (DASS) Program.

Aligned to State Priorities 4 (Student Achievement) and 5 (Student Engagement)

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

1.1 Data and Measures of Student Achievement

Applicable Student Groups: All

- a. Implement, monitor, and update a PPEP for every student based on assessments and post-secondary goals
- b. Collect, analyze, and disseminate key performance measures aligned to student achievement and publish in The Storybook (monthly, annually)
- c. Utilize the Data Integration Systems Department to best inform Curriculum, Instruction, and Professional Learning Systems of multiple measures of student achievement data
- d. Implement the web-based NWEA system, administer Pre- and Post- Assessments, analyze and report student group results to best inform Curriculum, Instruction and Professional Learning Systems and close the achievement gaps
- e. Utilize Illuminate to assess, disaggregate and report student group (English Learners, Low Income, Foster Youth, Special Ed, Pregnant/Parenting) data in order to make timely data-driven decisions to close the achievement gap
- f. Use Naviance Program to support the successful post-secondary planning of students who are high risk and/or disadvantaged

1.2 Intervention and Student Support

Applicable Student Groups: English Learners, Homeless and Foster Youth

- a. Recruit, hire, and train high quality teachers to engage high risk students and support their achievement
- b. Refine the implementation of the Intervention and Diversion Program (MTSS) to include additional training and monitoring to increase high –risk student engagement in school

- c. Provide training on computer-based ELPAC administration, result analysis, and best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems
- d. Utilize English Learner Achievement Department (ELAD) to support the increased achievement of English Learners
- e. Provide multiple paths to earn a high school diploma or equivalent to increase successful outcomes for high-risk students
- f. Designate Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students
- g. Designate Homeless and Foster Youth Liaison who will facilitate partnerships and coordinate programs that promote Foster Youth achievement
- h. Provide Homeless and Foster Youth School Engagement Trainings for teachers
- i. Monitor academic progress and attendance rates for Foster Youth

1.3 Intervention and Support for Low Income Students

Applicable Student Groups: Economically Disadvantaged Students

- a. Provide supplemental tutoring in Math to qualifying students to close the achievement gap
- b. Enhance the SIS Parent Portal to create Score Reports to increase parent access to Assessment data, Instructional results, and student progress
- c. Increase counselor role to provide additional monitoring and intervention for students
- d. Enhance School Pathways SIS system features to effectively monitor student progress

1.4 Intervention and Support for Students with Disabilities

Applicable Student Groups: Students with Disabilities (SWD)

- a. Provide additional academic and inclusion support with Certificated Teacher Resources (CTRs)
- b. Monitor school engagement and academic progress indicators for SWD through the Monthly Storybook and quarterly Pathways Personalized Education Planning process
- c. Provide effective Specialized Academic Instruction and related services to improve academic progress and proficiency for SWD
- d. Develop and implement school wide Instructional Plan (scope and sequence) based upon the needs of the current student populations including Exceptional Learners (Special Education, Gifted and Talented (GATE))

Expected Annual Measurable Outcomes:

- **CAASPP Smarter Balanced Assessments (SBA) – Math** – Audeo will improve its DFS by 3 points annually or exceed the county DASS schools average or state DASS schools average DFS and proficiency rate in SBA Math for grades 3-8 and 11.
- **CAASPP Smarter Balanced Assessments (SBA) – ELA** – Audeo will improve its DFS by 3 points annually or exceed the county DASS schools average or state DASS schools average DFS and proficiency rate in SBA ELA for grades 3-8 and 11.
- **NWEA MAP Growth** – NWEA MAP growth targets will maintain at 60% or higher; or the lowest performing student group will increase by 2%.
- **English Learner (EL) Reclassification Rate** – Maintain baseline rate or exceed statewide average.
- **English Learner Progress Indicator (ELPI)** – Audeo will achieve a medium performance status or higher; or, exceed the county DASS schools or state DASS schools average on the ELPI.
- **Participation Rate** (attendance rate) – The cumulative student participation rate, including for all unduplicated student groups (LI, EL, FY) and Special Education will meet or exceed 84%.
- **Dropout Rate** – Maintain a dropout rate of 5% or less.
- **DASS Graduation Rate** – Audeo will achieve a medium performance status or higher; or increase its rate by 3% or more; or, exceed the county DASS schools or state DASS schools average on the Graduation Rate.
- **Student Confidence** – 90% of students reporting confidence in their ability and skills to learn and succeed in school within 90 days of enrollment.
- **Chronic Absenteeism Rate** – Audeo will decrease its chronic absenteeism rate by 0.5% or more annually for Grades K-8; or, exceed the county DASS schools or state DASS schools average on Chronic Absenteeism rate.

Goal 2: Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning, Aligned to CCSS

Aligned to State Priorities 1 (Basic Services), 2 (Implementation of State Standards), 4 (State Achievement), 7 (Access to Broad Course of Study), and 8 (Outcomes in Broad Course of Study)

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

2.1 Personalized Pathways Educational Plan & College and Career Readiness

Applicable Student Groups: All

- Maintain alignment of CTE Curriculum to CTE Model Standards
- Create Work Based Learning-School Curriculum Crosswalk
- Create digital portfolios in capstone courses

- d. Provide CTE Certifications in Adobe, Hospitality, and Workforce Readiness
- e. Promote 21st century learning and digital literacy with Pathways E-Portfolio graduation requirement
- f. Enhance ELD program to include course offerings and instructional practices that promote literacy development
- g. Enrich blended learning opportunities for students utilizing online curriculum and resources that features embedded tools and scaffolded supports to enhance learning opportunities for ELs and SWD

2.2 Standards aligned Course of Study and Curriculum

Applicable Student Groups: All

- a. Review, update, and monitor course of stud to fully align with Common Core State Standards, English Language Development Standards, Next Generation Science Standards, UC/CSU a-g requirements, and NCAA requirements
- b. Provide access to advanced courses and learning opportunities (Advanced Placement Courses, Honors Courses, Accelerated Courses)
- c. Provide customized course curriculum based on Universal Design for Learning (UDL) to increase access to learning for SWD and students with multiple learning styles
- d. Expand online course offerings to include CCSS, ELD, NGSS, UC/CSU a-g, NCAA approved courses to enhance learning opportunities for all students
- e. Create ELD ELA course pathway that is UC a-g approved

2.3 Instructional Program Development

Applicable Student Groups: All

- a. Provide CTE course offerings aligned to key sectors
- b. Develop Internship program, establish partnerships with key industries, and develop a Work Experience Education (WEE) program
- c. Provide Naviance program to students to facilitate post high school planning and career exploration
- d. Develop a data collection, segmentation and reporting process, as needed

2.4 Support for English Learners, Low Income, Homeless and Foster Youth

Applicable Student Groups: English Learners, Low Income, Homeless and Foster Youth

- a. School Coordinator to implement Pathways Program that ensures accessibility, equity, and achievement for high risk student groups and historically underserved students

- b. Offer Credit Recovery (CR) courses for high transition students as a 2nd course attempt in order to promote recovery of instructional time and increase pacing towards high school graduation
- c. Provide curriculum enhancements for EL students: Achieve 3000, BrainPOP ESL
- d. Increase student access to online curriculum and resources through technology devices and internet: Connect Program
- e. Implement WRITE INSTITUTE- The school will integrate literacy instruction, including the six high-leverage research-based academic literacy practices, across all core curriculum. Students will engage in relevant, rigorous curriculum that builds academic literacy and serves as a foundation for 21st Century Learning Skills.
- f. Provide supplemental curriculum for ELs and LI students through “MyPath” and assign Individual Learning Plans (ILPs) to support student skill development and close the achievement gap

2.5 Supports for Students with Disabilities

Applicable Student Groups: Students with Disabilities

- a. Provide customized course curriculum options based on Universal Design for Learning (UDL) to increase access to learning for students with disabilities and students with multiple learning styles
- b. Customize curriculum with supplemental resources to increase student access to the core curriculum.
- c. Increase accessibility features for accommodations, designated supports, and universal tools

Expected Annual Measurable Outcomes:

- **English** - Maintain 100% of English courses aligned to CCSS and ELD
- **Math** - Maintain 100% of Math courses aligned to CCSS
- **Science** - Maintain 100% of Science courses aligned to NGSS
- **History/Social Science** - Maintain 100% of ELD aligned to History/Social Science
- **High Quality, Credentialed Teachers** - Maintain 100% of teachers in core courses are credentialed and high quality
- **UC a-g Courses** - Maintain 100% UC a-g approval for core courses
- **NCAA approved Courses** - Maintain 100% NCAA approval rate for core courses
- **Honors and AP Courses** - Maintain 5 Honors courses and 5 AP courses
- **Work Experience Education Program** - Maintain a Work Experience Education Program
- **CTE Pathways** - Maintain CTE Career Pathways

College/Career Indicator (CCI) – Audeo will increase its rate by 2% or more; or, exceed the county DASS schools or state DASS schools average on the CCI

Goal 3: Provide a Targeted and Data Informed Professional Learning System to Increase Teacher Effectiveness and High Quality Instruction

Aligned to State Priorities 1 (Basic Services), 2 (Implementation of State Academic Standards), and 8 (Outcomes in a Broad Course of Study)

Actions: In order to achieve this goal, in alignment to these state priorities, the following actions and services will be provided:

3.1 Instructional Capacity through Professional Development and Training

Applicable Student Groups: All

- a. Altus University course offerings and teacher trainings provided to increase teacher effectiveness in implementing CCSS, NGSS, ELD standards
- b. Increase teachers' mastery of differentiation of instruction for all learners, including SWD through trainings
- c. Provide CTE Professional Development in key Industry Sectors and Externships
- d. Altus University courses provided to increase capacity through Leadership Studies and Fellows Project
- e. New Teacher Training Program includes Youth Mental Health First Aid Training and Certification
- f. Increase teachers' educational technology competency through Leading Edge Certification and trainings to enhance capacity to effectively facilitate blended learning
- g. Increase teachers' competency in instructional methodology and differentiation of instruction for all learners through GATE training and Certification
- h. Math specialist to provide additional support & professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups
- i. ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment
- j. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-Informed Practices for Schools (TIPS)
- k. Participate in The WRITE (Writing Reform and Innovation for Teaching Excellence) Institute two-day institute for K-12 teacher leaders and administrators. The school will collaborate with San Diego County Office of Education to implement systemic integrative literacy. The WRITE Institute provides ongoing professional development to raise student achievement by improving the teaching of writing in grades K-12.

- l. Expand Altus University to include a specialized branch of “Parent University” to provide accessible, relevant, and engaging courses and training opportunities for parent partners
- m. Provide professional development focused on graduation strategies and supporting successful student outcomes

3.2 Professional Development- Curriculum and Instruction

Applicable Student Groups: All

- a. Provide course offerings and teacher training programs to increase teacher effectiveness in implementing CCSS, NGSS, ELD state standards, advanced courses, and post-secondary Pathways.
- b. Provide teacher participation opportunities in County Office of Education Professional Development offerings to increase teacher effectiveness in implementing CCSS, NGSS, ELD state standards, and Leading Edge Certification.

3.3 Professional Development- Curriculum, Instruction, and Support for EL

Applicable Student Groups: English Learners, Redesignated fluent English proficient

- a. Provide teacher training on implementation of ELD standards
- b. Promote teacher trainings at County Office of Education EL trainings

3.4 Professional Development- Curriculum, Instruction, and Support for Low-Income Students and Foster Youth

Applicable Student Groups: Economically Disadvantaged Students, Homeless, and Foster Youth

- a. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-Informed Practices for Schools (TIPS)
- b. Homeless and Foster Youth Liaison to coordinate trainings for legal and best practices for schools serving homeless and Foster Youth.
- c. Enhance parent trainings with information and support with post-secondary planning for low income families

3.5 Professional Development- Curriculum, Instruction, and Support for Low Income Students and Foster Youth for Students with Disabilities

Applicable Student Groups: Students with Disabilities

- a. Integrate principals of Universal Design for Learning into core curriculum and instruction trainings increase access to learning for students with disabilities and students will multiple learning styles

Expected Annual Measurable Outcomes:

- **Subject Matter Competency** – Within 3 years of hire, 100% of teachers will demonstrate subject matter competency in Math and ELA
- **Professional Development hours** – 100% of teachers will participate in at least 60 hours professional development per year
- **Relevant Professional Development** – 90% of staff will report an average rating of 4 (1-5 scale) on evaluation of training sessions
- **Teacher Satisfaction Rate** – Audeo students and parents will reflect a 90% or higher teacher satisfaction rate

Goal 4: Provide a Safe Environment and Supportive School Culture

Aligned to State Priorities 1 (Basic Services), 3 (Parent/Family Engagement), 6 (School Climate)

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

4.1 Safe Schools**Applicable Student Groups:** All

- a. Update and monitor an effective School Safety Plan
- b. School Safety Committee to implement the School Safety Plan
- c. Training and resources provided to ensure staff are informed, prepared, and compliant
- d. Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc.)
- e. Provide nursing services to support student social-emotional health and well-being
- f. Provide parents and students with opportunities for input into safety planning
- g. Collaborate with El Dorado Charter SELPA to provide Behavior Intervention Planning and Behavior Goal Writing trainings for Special Education staff.

4.2 Social, Emotional, and Behavioral Support Systems**Applicable Student Groups:** All

- a. Expand Healthy Youth Program (“HYP”) and build capacity for: coordinating agencies, providing services, and facilitating referrals to support student academic and social/emotional goals
- b. Expand the leadership and character development program, Cadet Corps, to promote student achievement and increase student engagement

- c. Provide small group learning environment at each Resource Center that promotes positive behavior and accountability
- d. Provide a Nutrition Program to qualifying students
- e. Utilize the Backboard System as a safety communication tool

4.3 Social, Emotional, and Behavioral Support Systems for Low Income Students and Foster Youth

Applicable Student Groups: Economically Disadvantaged Students, Homeless and Foster Youth

- a. Provide School Counselor Services to coordinate agencies and facilitate referrals for low/no fee community services to support student academic and social/emotional goals
- b. Increase capacity for Trauma-Informed Practices for Schools by training trainers

4.4 Social, Emotional, and Behavioral Support Systems for Students with Disabilities

Applicable Student Groups: Students with Disabilities

- a. Provide Educationally Related Mental Health Services (ERMHS) referrals, evaluations, and services to support social/emotional and behavioral goals

Expected Annual Measurable Outcomes:

- **Suspension Rate** – Maintain a suspension rate at 1.5% or less
- **Expulsion Rate** – Maintain an expulsion rate at 1% or less
- **Safety Satisfaction Rate** – Maintain 90% or higher satisfaction rate from students/parents on safety from Annual Surveys
- **Compliant School Safety Plan** – Audeo will maintain a compliant rating on its School Safety Plan

Goal 5: Provide Innovative, Engaging, Community-Based Resource Centers

Aligned to State Priorities 1 (Basic Services), 3 (Parent/Family Engagement), 5 (Student Engagement), 6 (School Climate)

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

5.1 Student, Parent and Community Engagement

Applicable Student Groups: All

- a. Maintain or expand formal partnerships for CTE Advisory Committees and CTE Industry Partners (Externships)

- b. Provide opportunities for students, parents, and community members to receive information/ resources and provide input into the school program through Open House Events, Senior Night Events, Surveys, and Communication Systems
- c. Establish formal opportunities for parent engagement on a monthly basis (multiple methods)
- d. Design innovative Resource Centers, enhanced with technology, that engage students in 21st century learning environments to inspire achievement
- e. Design facilities to meet the “best practices” standards for NGSS lab work
- f. Enhance website features and content to provide accurate and timely information to parents and community members.
- g. Utilize web-based programs to increase parental engagement (Naviance, School Pathways Parent Portal)
- h. Effective English Language Advisory Committee (ELAC) practices to increase parent participation and input into the instructional program
- i. Provide translated materials and resources for parents/guardians of ELs
- j. Designate translators and/or bi-lingual staff for parents of ELs
- k. Collaborate with the EL Dorado Charter SELPA to provide Community Advisory Committee participation opportunities for parents of SWD

5.2 Community Relations and Partnerships

Applicable Student Groups: All

- a. Maintain community partnerships to support student and family engagement and learning
- b. Implement a marketing plan, utilizing strategies to inform parents and the community about enrollment options and resources at Audeo available to them
- c. Increase access to Resource Center supports and services by providing bus passes to qualifying students

5.3 English Learner Parents Engagement

Applicable Student Groups: English Learners, Re-designated fluent English proficient

- a. Maintain an effective English Learner Advisory Committee for parents of EL students to provide input into Instructional Program
- b. Provide translation and interpretation services to facilitate effective communication and participation

5.4 Community Relations and Partnerships

Applicable Student Groups: All, Economically Disadvantaged

- a. Leverage community partnerships to provide low income families with access to technology, transportation, food, and shelter in order to remove barriers to learning

5.5 Students with Disabilities' Parent Engagement

Applicable Student Groups: Students with Disabilities

- a. Provide information on the SELPA Community Advisory Committee (CAC) to parents at each IEP meeting
- b. Monitor and report the rate of parent response in IEP meetings regarding their satisfaction and level of engagement in the development of the plan for their student's success

Expected Annual Measurable Outcomes:

- **Partnerships** – Maintain formal partnerships with community-based organizations
- **Facilities** – Receive School Facility Good Repair Status of “good” or “exemplary”
- **Parent Engagement** – Promote monthly formal opportunities for parent engagement
- **Student Engagement** – 90% of parents surveyed will report the Resource Center engages students in innovative learning opportunities

Element C: Methods of Assessment and Other Uses of Data

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

OVERVIEW

Audeo Charter School will meet all statewide standards and conduct pupil state assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Audeo Charter School will utilize methods of assessments in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. Audeo Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in **Element B**, shall be consistent with the way information is reported on a school accountability report card as required by Education Code Section 47605(c)(5)(C).

ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

A comprehensive assessment program is imperative to measure student performance outcomes and maintain the vision of Audeo Charter School. No single assessment or data indicator can provide all the information needed to make informed decisions about every student's learning. A collection of measures that is focused on academic standards mastery and promotes positive student outcomes can provide meaningful insights about each student's achievement and the Charter School's effectiveness.

Audeo utilizes a variety of assessments, both formative and summative, and key indicators to demonstrate achievement of academic standards and schoolwide learning outcomes. These measures are utilized to demonstrate student achievement and engagement as it aligns to the Eight State Priorities. These will include, but will not be limited to:

State-Mandated Assessments

- CAASPP assessment system (e.g., the Smarter Balanced Summative Assessments (SBA) in English Language Arts/Literacy (ELA) and Mathematics, California Science Test (CAST), and the California Alternate Assessments (CAA))
- ELPAC – Initial and Summative Assessments, including Alternate Assessments
- Physical Fitness Test - FITNESSGRAM

Local Assessments

- NWEA MAP Growth Assessments (Reading, Language Usage, and Mathematics) – Grades 6-12
- MobyMax Diagnostic Assessments (Reading, Language and Mathematics) – Grades TK-5
- CAASPP Smarter Balanced Interim Assessments in English Language Arts/Literacy and Mathematics
- End-of-course examinations aligned to State Standards
- Unit tests, quizzes and learning checks

- Lexile scores
- Portfolios
- Exhibitions
- Oral presentations
- Rubrics
- Student/parent/mentor observations
- Performance-based and skill demonstrations
- Surveys

Other Key Performance Measures

- Course Completions (including UC a-g and CTE completions)
- Academic Grade Point Averages
- Suspension and expulsion rates
- Participation Rate (Attendance)
- Dropout Rate (1 year)
- Graduation Rate (1 year)

Optional Assessments

- PSAT
- ACT
- SAT
- AP
- CHSPE
- HiSET

Audeo Charter School is an active DASS School and complies with all applicable requirements under the state accountability system, including the California School Dashboard. Due to the special target population that Audeo serves, the focus is reengaging and motivating students to continue towards the achievement of their PPEP which focuses on positive student outcomes.

The evaluation and analysis of the assessments and measures above are embedded in each student's PPEP. Student performance and progress on state mandated assessments, including the SBA in ELA and Math, the CAST, Alternative Assessments (as applicable), and the Summative ELPAC are measured annually. Local assessments (MAP Growth, Moby Max, and Smarter Balanced Interim Assessments) are used throughout the year to determine progress towards standards mastery. End-of-course exams, unit tests and learning checks on State Standards, portfolios, exhibitions, surveys and other measures are monitored daily, weekly and/or monthly through the student's PPEP in order to individualize and target each student's learning needs based on strengths and deficiencies. As part of the PPEP, students complete surveys through Naviance that teachers can utilize to enhance engagement opportunities to keep students on track towards their post-high school plans. Optional assessment results through the PSAT, SAT, ACT and APs are also evaluated to demonstrate performance and proficiency towards a student's post-high school pathway.

The School Coordinator meets with teachers three times throughout the school year to conduct a thorough analysis of individual student progress on key measures aligned to State Priorities. These progress reviews are shared with the student and parent(s) to determine any additional curricular and

instructional supports and services that are necessary to support positive student outcomes. In addition, students' self-reflection on strengths and challenges are a valuable tool that guides teachers' instructional decisions. When students are asked to reflect on their own performance, they become empowered to recognize their progress and become responsible for their own learning.

USE AND REPORTING OF DATA

Use of assessment data and measures of academic outcomes allow teachers to differentiate instruction based on students' strengths, interests, and talents; and set goals and plans for students. Assessment data and key measures allow Audeo to evaluate programs for continuous improvement and instructional strategies implemented to increase student outcomes. Data is also used to target professional development for teachers.

Audeo Charter School uses a systematic process whereby numerous data points pertaining to student performance are measured, monitored, evaluated, and reported. Data is made available through the Student Information System (SIS) known as School Pathways. School Pathways contains data on student achievement, programs, student history, enrollment, demographics, and attendance. Support staff has broad access to School Pathways' SIS and teachers have access to student data. The system generates reports that are circulated to the administration, faculty, support staff, students, and parents. Many of these reports can be found in The Storybook. The Storybook is a tool used to report data monthly and annually on key performance measures aligned to the State Priorities. Audeo publishes the Storybook for the purpose of evaluating student outcomes and informing instructional teams and curricular departments. Teachers and Instructional Leaders evaluate data including: school participation (attendance), credit completion rates, MAP or MobyMax scores, dropout rates, graduation rates, CAASPP results, ELPAC results and other measures of student achievement and engagement during monthly instructional meetings to improve the instructional and operational programs within the Charter School. Data is also disaggregated by student groups and special populations to closely monitor the progress of socioeconomically disadvantaged students, EL students, homeless and foster youth, and students in special education programs. At the end of the year, each monthly Storybook is compiled into an Annual Storybook document used to demonstrate success and identify areas of improvement for each school year. Teachers also utilize Illuminate's Data and Assessment platform to review learning checks and unit assessments to identify continued areas of growth to assist students with standards mastery. End of course exam data in Illuminate is used to evaluate instructional strategies and curriculum for any revision or enhancement needs.

Information on the educational performance and progress of students is regularly provided to all stakeholders. Data is shared with parents and other community stakeholders in a variety of ways. Parents receive ongoing updates through the PPEP process from the resource center teacher in the form of phone calls, progress reports, letters, home visits, e-mails, intervention meetings, and Master Agreement signings. Formal assessment results are shared on the Charter School's website, at parent trainings, during Open House, and at ELAC meetings. Results are also sent home to inform parents and students of their performance on assessments such as CAASPP, ELPAC and Fitnessgram. Parents and the community have access to the school's California School Dashboard outcomes, the annual School Accountability Report Card ("SARC") posted on the Audeo website, the CDE's DataQuest system, and Board of Director meetings.

SARC and LCAP

Audeo Charter School complies with state mandated requirements applicable to charter schools regarding the SARC and LCAP each year. Outcomes on assessments and key measures above are aligned to State Priorities and are reported annually in the SARC and the LCAP Annual Update.

Element D: Governance Structure

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

NON-PROFIT PUBLIC BENEFIT CORPORATION

Audeo Charter School is a directly funded independent charter school, and is operated by Student Success Programs, a California non-profit public benefit corporation pursuant to California law. The corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code. The corporation is responsible for Audeo Charter School's operational management and shall operate within the terms and conditions specified in this charter and its governing documents.

Student Success Program corporation operates the following charter schools: (1) *Audeo Charter School*, authorized by the San Diego Unified School District and located in the geographical boundaries of the District; (2) *The Charter School of San Diego*, authorized by San Diego Unified School District and located in the geographical boundaries of the District.

The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Attached, please find the corporation's Articles of Incorporation as **Appendix H**, Proof of "Active" Status for Corporation as **Appendix I**, Bylaws as **Appendix J**, and Conflict of Interest Code as **Appendix K**.

BOARD OF DIRECTORS

The Charter School is governed by a nonprofit Board of Directors ("Board," or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

All directors, except for the representative that may be appointed by the District, shall be nominated and appointed by a majority of the Board of Directors. The Board of Directors shall consist of at least five (5) directors or more than eleven (11), unless changed by amendment to the bylaws. Any representative of the chartering authority body of a charter school operated by the Corporation who is appointed to be a director shall be a voting member of the Board. For so long as the Corporation operates one (1) or more duly authorized California charter schools, the Board shall appoint a Parent Representative to the Board. The Parent Representative must have a primary caregiver relationship to a student enrolled in a charter school operated by the Corporation. Each director shall serve for a term of two years and may serve three consecutive terms. The Parent Representative shall hold office for no more than two (2) years.

Board Meetings and Duties

The Board of Directors will meet regularly, at least three times per year and in accordance with the Brown Act and Education Code Section 47604.1(c). 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 (as defined by Education Code Section 47604.1(c)) 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 Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of Audeo Charter School including, but not limited to, the following:

- Approving all substantive policy issues. Substantive policy issues are major educational and operational policy issues which include, but are not limited to, curricular focus, student outcomes, program evaluation, school size and growth, special events, budget and audit approvals, and compliance with federal, state and charter requirements. The Board may identify additional substantive policy issues.
- Approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs.
- Contracting with outside sources for operations oversight and audit.
- Solicitation and oversight of grants and donations consistent with the mission of the Charter School.
- Approving the Charter School's personnel policies and monitoring their implementation.
- All other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, or this charter necessary to ensure the proper operation of the Charter School.

The Board may delegate any of these roles and responsibilities to any committee, officer, or other person(s) to the extent permitted by law, provided that the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised under, the ultimate direction of the Board.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

Conflict of Interest Code and Compliance with Laws

The Board has adopted a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and which shall be updated with any charter school-specific conflict of interest laws or regulations applicable in the future. As noted above, the Conflict of Interest Code is attached as **Appendix K**.

The Charter School shall comply with all applicable federal, state, and local laws that pertain to independent public charter schools. In addition, the corporation shall comply with all applicable federal, state, and local laws including, but not limited to the Ralph M. Brown Act, the California Public Records Act, and the Conflict of Interest Code pursuant to the requirements of the Political Reform Act of 1974. It shall retain its own legal counsel when necessary.

Board Training

The Board of Directors shall conduct annual training for individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act to ensure compliance with the Board's fiduciary duty.

SCHOOL COORDINATOR

The School Coordinator is the instructional leader of Audeo Charter School. The School Coordinator ensures that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all students at the Charter School. The School Coordinator reports directly to the Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School. The School Coordinator is assigned to perform tasks to ensure the Charter School enacts its mission and achieves its stated goals and objectives. The School Coordinator communicates and report to the Board of Directors as needed.

The School Coordinator shall perform assigned tasks as directed by the Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks shall include, but are not limited to, the following:

- Ensure Audeo Charter School enacts its mission and vision
- Hires, supervise and evaluate teachers and staff
- Communicate and report to the Board of Directors
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any school committees of Audeo Charter School
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the District
- Identify the staffing needs of the Charter School and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff

- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the resource centers
- Promote Audeo Charter School in the community and promote positive public relations and interact effectively with media
- Encourage and support teacher professional development
- Attend District administrative meetings upon request by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District
- Provide all necessary financial reports as required for proper attendance reporting
- Develop the Audeo Charter School annual performance report, SARC, and LCAP
- Manage student discipline and, as necessary, implement the suspension and expulsion process
- Participate in IEP meetings as necessary

PARENT INVOLVEMENT IN GOVERNANCE

Audeo Charter School's philosophy is that students are best able to reach their full potential when there is a high level of involvement by their parents in their education. Moreover, research has shown that stakeholder involvement is important to the success of a program and to the satisfaction of the participants. The means for encouraging parent involvement include:

- Parent representative on Board of Directors
- Parent/Student/Teacher Master Agreement for students participating in independent study (See **Element A: Educational Program**)
- Regular and frequent verbal, print, and electronic communication
- Home School Compact in the form of Acknowledgement of Responsibilities
- Sharing of positive student outcomes and accomplishments
- Teachers receive professional development oriented to the engagement of parents in student learning

As noted above, part of the Charter School's educational plan for students participating in independent study is an agreement between parents and the School known as the Parent/Teacher/Student Master Agreement that is intended to encourage parental involvement and cooperation that ensures success of the Charter School's educational program and full compliance with all applicable legal requirements. Such a contract is designed to empower parents with respect to their children's education by strengthening the partnership among parents, students, and teachers.

An important tenet of the Charter School's philosophy is that parents choose to send their children to Audeo because they have high expectations of the Charter School and the benefits that they and their children will receive. In turn, the Charter School has high expectations of parents to contribute to the team effort needed to fulfill all expectations. Excellence in a charter school cannot be accomplished nor maintained without the active participation of the parents of enrolled students.

Parent participation may include weekly meetings with their student's teacher, regularly scheduled open houses, and field trips. Pursuant to Education Code Section 47605(n), Audeo Charter School shall encourage, but not require, volunteer parent participation in the Charter School, and shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

In addition, parents are frequently surveyed for input relating to the Charter School's academic program, learning environment, student support services and safety. Samples of instructional materials across the curriculum shall always be on display and accessible to parents for review.

Information regarding Board of Director meetings shall be readily available to parents on the school website and posted at entrances to resource centers and administrative offices. Portals to the student information system are made available to 100% of parents for access to student assignments, grades, and special notifications. The Charter School shall strive to ensure that annual parent survey results indicate high parent satisfaction with multiple opportunities for involvement.

Element E: Employee Qualifications

Governing Law: *The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).*

OVERVIEW

Audeo Charter School (“Audeo”) shall not discriminate against any applicant on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

All Charter School staff shall operate under contracts with Student Success Programs corporation and be evaluated on an annual basis using a process developed by the Charter School.

QUALIFICATIONS FOR ALL STAFF

The Board of Directors is responsible for defining specific employee minimum qualifications that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing the Charter School’s program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment to working with parents/guardians as educational partners.
- Strong written and verbal communication skills.
- Knowledge about the developmental needs of students.
- Awareness of the social and emotional as well as academic needs of the students.
- Ability to plan cooperatively with other staff.
- Continuing education through additional courses and training, workshops, seminars and staff development.
- Active participation in monthly staff meetings.
- Work closely with the Charter School staff to provide any necessary information regarding a student's behavior change, attitude and/or classroom performance.
- Take a leadership role in some aspect of the Charter School’s development.

All individuals employed by the Charter School must possess qualifications, the personal characteristics, knowledge base, and successful experiences in the responsibilities identified in the posted position. All employees must comply with the employee processing policies and procedures including, but not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and tuberculosis risk assessment.

ADMINISTRATOR QUALIFICATIONS

The School Coordinator and any other administrator at the Charter School shall possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School's mission and educational program. In addition, the School Coordinator shall possess skills in hiring and supervising excellent teachers, technological and data-analysis experience, and, if possible, business experience. The School Coordinator shall possess the experience and expertise appropriate for the position with the Charter School.

Accordingly, the minimum qualifications for School Coordinator are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold a valid Commission on Teacher Credentialing certificate, permit or other document.
- Hold a valid administrative credential and have teaching experience in an independent study program.
- Have knowledge of current research and best practices in use in secondary and alternative schools, current curriculum and State Standards, secondary school administrative practices, school budgeting, administration of applicable policies and supervision of personnel and possess the skills to collaboratively build consensus in groups and to maximize resources to achieve results.
- Knowledge of State Standards, including CCCS and NGSS.
- Caring about students and their success in learning.
- Demonstrated expertise in teaching pedagogy.
- Knowledge and awareness of instructional best practices for diverse student populations.
- Innovative leader capable of following a plan/process, yet coming up with new ways to get results.
- Experience in managing and synthesizing data.
- Team player capable of coaching and working alongside teachers and staff.
- Project management skills, ideally demonstrated in a high-needs school setting.

TEACHER QUALIFICATIONS

The Charter School shall retain or employ teaching staff that holds appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. The Charter School shall comply with Education Code Section 47605(l), which states:

Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver

from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

All teachers at Audeo are required to hold a CLAD or BCLAD certification, or an equivalent recognized by the California Commission on Teacher Credentialing. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the District.

Accordingly, the minimum qualifications for teachers of core, college preparatory subjects are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. (Education Code Sections 47605(l) and 47605.4(a)).
- Demonstrate subject-matter competence in the core areas in which they teach.

The Charter School works with teachers to provide professional development opportunities, intense supervision and/or structured mentoring to assist teachers to further develop in their respective positions.

Each student participating in independent study will be assigned to a teacher of record who is responsible for overseeing the student's academic progress and who monitors all grading and matriculation decisions as specified in the Charter School's operational policies.

The Charter School may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve students work assignments without the approval of the teacher of record.

The most important qualifications for our teachers are:

- Appropriate certifications/credentials and subject-matter expertise.
- Strong instructional leadership.
- Caring about students and their success in learning.
- Familiarity with or willingness to be training in the Charter School's curriculum, instructional methodology, and procedural compliance.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Commitment to the philosophy of the Charter School and the mission.
- Accepting the parent/guardian as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents/guardians and community or online participants.
- Deep commitment to student achievement.
- Accepting responsibility for instruction and to be held accountable.

OFFICE PERSONNEL QUALIFICATIONS

Office Personnel are selected by the School Coordinator on an application and interview basis in consultation with other staff members and teachers as appropriate. Selection is based on experience, professional attitude, skills and ability to perform the job duties for the position.

Minimum qualifications:

- High school diploma; AA degree or two years of college preferred.
- Minimum of two years' experience in a similar position.
- Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multi-task.

Data and Assessment Coordinator Qualifications:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Experience collecting, analyzing, and reporting data, associated with public education.
- Experience with student information systems.
- Demonstrated knowledge with various computer information and data management systems (i.e. Microsoft Excel), in addition to general proficiency and problem solving regarding information.
- Excellent oral and written communication skills, including listening.
- Demonstrated ability to collaborate with others on team projects.
- Ability to establish timelines and consistently meet deadlines.
- Experience designing or maintaining relational databases
- Ability to think creatively about complex problems
- Ability to think of both the big picture and operational details simultaneously
- Ability to multitask with ease, prioritizing appropriately
- Proven track record of delivering accurate, comprehensive results within tight deadlines
- Excellent problem-solving and superior interpersonal and collaboration skills
- Able and willing to work extended school day hours

Curriculum and Professional Development Coordinator Qualifications:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold a valid Commission on Teacher Credentialing certificate, permit or other document.
- Hold a Master's Degree in Curriculum or Certificate for Curriculum and Instruction required, or the equivalent.
- Knowledge of State Standards, including CCCS and NGSS.
- Demonstrated expertise in teaching pedagogy.
- Knowledge and awareness of instructional best practices for diverse student populations.
- Innovative leader capable of following a plan/process, yet coming up with new ways to get results.
- Experience in managing and synthesizing data.

- Team player capable of coaching and working alongside teachers and staff.
- Project management skills, ideally demonstrated in a high-needs school setting.
- Strong follow-through skills and attention to detail, especially under deadline pressure.
- The ability to prioritize competing demands in a changing, highly collaborative environment.
- A record of setting and achieving ambitious goals.
- Outstanding interpersonal and teamwork skills.
- Excellent facilitation and meeting management skills.
- Public-speaking abilities, including the ability to inspire others.
- Excellent verbal and written communication skills.
- Flexibility and comfort with ambiguity.

Operations Administrator Qualifications:

- Bachelor's degree in Business Administration or related field from an accredited institution of higher education.
- Working knowledge of Microsoft Office and database management.
- Strong written and verbal communications skills.
- Strong interpersonal skills and adept at employee relations including conflict resolution.
- Student and workforce focused; strong customer service disposition.
- Demonstrated ability to prioritize multiple projects simultaneously and exercise confidentiality.
- Highly organized and self-motivated.
- Demonstrated commitment to working with a diverse staff.
- Knowledge of Inventory tracking systems
- Knowledge of payroll software, a plus.

Finance Administrator Qualifications

- Bachelor's Degree in Accounting or Finance from an accredited institution of higher education.
- Experience in public school finance and operations.
- Knowledge of advanced accounting theory, practice, and procedures with emphasis in governmental accounting.
- Knowledge of the provisions of the California School Accounting Manual as it relate to income, appropriations, expenditures, and fiscal responsibilities of a public school system.
- Knowledge and abilities of advanced budgetary, technical aspects of budgetary or accounting analyses.

Chief Business/Chief Financial Officer Qualifications

- Bachelor's Degree in Accounting or Finance and Master's in Business Administration or related field from an accredited institution of higher education.
- Over 10 years of broad finance experience, ideally beginning in audit and school finance, followed by experience gathering and evaluating financial information and making actionable

recommendations to senior leadership. S/he will ideally have experience managing finance (accounting, budgeting, control, and reporting), HR, and IT for a national nonprofit.

- Demonstrated excellence in managing finance, accounting, budgeting, control, and reporting.
- Skill in examining, developing, reengineering, and recommending financial, HR, and technology policies and procedures.
- Strong analytical skills and experience interpreting a strategic vision into an operational model.
- A collaborative and flexible style, with a strong service mentality. Needs to be seen as a team player who is committed to lifelong learning.
- A hands-on manager with integrity and a desire to work in a dynamic, mission-driven environment.
- An effective communicator, with strong oral and written skills.
- Strong commitment to developing team members.
- Demonstrated commitment to the social sector with a passion for the organization's mission is essential.

Element F: Health and Safety Procedures

Governing Law: *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following*

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).

In order to provide safety for all students and staff, Audeo Charter School has adopted and implemented a comprehensive set of health, safety and risk management policies and procedures at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated as appropriate into the Charter School's student and employee handbooks and will be reviewed on an ongoing basis by the School Coordinator and Board of Directors, and during the Charter School's staff development efforts. A full draft will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the District and Charter School.

The following is a summary of the health and safety policies and procedures of Audeo Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School shall be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The School Coordinator shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the School Coordinator. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

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

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment or initiating a voluntary

assignment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

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

Medication in School

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

Vision, Hearing, and Scoliosis

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

Diabetes

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

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

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

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

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday. The Charter School shall provide this meal for any eligible student on any schoolday that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a schoolsite, resource center, meeting space, or other satellite facility operated by the Charter School.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

The Charter School shall adhere to a School Safety Plan, as described above, drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshal. This School Safety Plan shall include, but is not limited to, the following: disaster response, emergency lockdown procedures, loitering law, going to and from school safely, and evacuation maps.

Staff is provided training on emergency and first aid response.

Blood Borne Pathogens

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

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

Drug Free, Alcohol Free, Smoke Free Environment

The Charter School functions as a drug-, alcohol-, and smoke-free environment.

Facility Safety

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

Comprehensive Discrimination and Harassment Policies and Procedures

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

A copy of the policy is provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty

member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School has created a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and prominently and conspicuously displays the poster in each bathroom at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School has adopted procedures for preventing acts of bullying, including cyberbullying. The Charter School annually makes available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Element G: Means to Achieve Student Population Balance

Governing Law: *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).*

Audeo Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The Charter School shall implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic, English Learner, and special education balance among students that is reflective of the general population residing within the territorial jurisdiction of the District:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The development of appropriate promotional and informational materials in languages other than English to appeal to limited-English proficient populations. The development of the promotional and information materials that appeal to all the various and ethnic groups in *Element A: Educational Program under Target Student Population, Figure 37*. The goal is to build brand awareness, direct target populations to the school's website, and create leads for enrollment. Marketing platforms will target parents with children between ages of 5-17 years old with a household annual income of under \$50,000, and Spanish-speaking parents with children between the ages of 5-17 years old and with a household annual income of under \$50,000. The language delivery of 30% of the marketing platforms will be in Spanish. Some of the platforms are Display Ad Placements, Google Ad Search, and Social Media.
- Outreach meetings in several areas of the District for prospective students and parents. Based on San Diego and connected community demographics, Audeo has identified a media strategy to various organizations such as San Diego Chamber of Commerce, Adaptive Sports & Rec, Catholic Charities of San Diego, San Diego Big Brothers Big Sisters, YMCA, San Diego Youth Services, etc.

- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District. Communication tools may include content for social media, newsletters, banner ads for websites, and flyers to be posted in high-traffic areas of the organization such as front desks, information kiosks, etc.

Audeo Charter School shall monitor the diversity of the Charter School's student population on an annual basis.

Ethnicity	Audeo Charter School	San Diego Unified School District
African American	9.0%	7.9%
American Indian/Alaskan Native	0.4%	0.3%
Asian	0.8%	8.5%
Filipino	0.4%	4.7%
Hispanic or Latino	51.6%	46.2%
Pacific Islander	0.4%	0.4%
White	29.6%	23.2%
Two or More Races	7.6%	7.9%
Other Student Groups		
Socioeconomically Disadvantaged	57.3%	58.4%
Students with Disabilities	17.3%	11.3%
English Learners	7.8%	19.5%
Foster Youth	0.2%	0.2%
Homeless Youth	3.5%	5.7%
Migrant Education	0.0%	0.1%

Figure 39. 2019-2020 Audeo Student Demographics compared to SDUSD

*Source: CDE DataQuest, 2019-2020 California Longitudinal Pupil Achievement Data System (CALPADS), accessed August 19, 2020.

Element H: Admission Policies and Procedures

Governing Law: *Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).*

Audeo Charter School shall be nonsectarian in its programs, admission policies, and all other operations, and shall not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School shall not require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's regular educational activities and shall comply with the "free schools" guarantee as set forth in state law.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. Audeo will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state except as required for non-classroom-based/independent study schools in accordance with Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Audeo Charter School Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at the Charter School. Within the scope of the approved charter, the Board shall have the sole authority to determine the size and grade-level breakdown of the student body at the Charter School. The determination of school capacity shall be based on the Charter School's academic program, the Charter School's fiscal viability, the educational needs of currently enrolled students, the capacity of the Charter School, and the level of interest shown by students who want to attend the Charter School.

Admission of a pupil to the Charter School's independent study program shall be consistent with state laws and regulations governing independent study programs.

The Charter School application process is comprised of the following:

- Completion of a student application form, comprised of basic contact information and grade level

After admission, the Charter School shall have the following requirements that must be met by each student and their family before beginning classes at the Charter School:

- Attend an orientation to receive an enrollment packet
- Complete enrollment forms including emergency information cards
- Complete Home Language Survey
- Provide records documenting immunizations required by charter schools including tuberculosis risk assessment
- Signed Parent/Teacher/Student Master Agreement for students participating in independent study
- Release of school records and test results¹
- Voluntarily choose to enroll in the Charter School

Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications will be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School shall hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Residents of the District
3. All other students

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

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the School Coordinator). Separate lotteries shall be conducted for each grade in which there are fewer

¹ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waiting list according to their draw in the lottery. This waiting list shall allow students the option of enrollment if an opening occurs during the current school year at their grade level. In no circumstance shall a waiting list carry over to the following school year.

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

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Element I: Financial Audits

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

An annual independent financial audit of the books and records of the Charter School shall be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School shall be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

An audit committee of the Student Success Programs Board of Directors will oversee the selection of an independent auditor each fiscal year and the completion of an annual audit of the Charter School's financial affairs. The auditor shall have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider.

The annual audit shall be completed and forwarded to the District, the San Diego County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Board of Directors shall receive and review the audit each year. The Charter School shall strive to maintain the highest level of internal control and complies with all laws applicable to the organization. In the event that there is an audit finding or exception, the audit committee will develop a specific remediation plan which focuses on the issue(s) identified and presents a timeline for rectifying the concern, which shall be submitted to the Audeo Charter School Board of Directors with recommendations on how to address the concern. A remediation plan shall be developed that identifies the specific use of funds/resources and/or policies/procedures needed for improvement. This plan shall be submitted to the District. Open communication with all parties involved in the resolution will be maintained until it is determined that the Charter School has sufficiently responded to the exception and has met the requirements as applicable under state law.

Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed using the dispute resolution process contained in this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element J: Pupil Suspension and Expulsion Procedures

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

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(j).*

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook that will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the School Coordinator's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. **Discretionary Suspension Offenses:** Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.

- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 6 to 12, inclusive.

- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.
 - u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has

reasonably believed, that the student was or is the student who was impersonated.

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

- iii. An act of cyber sexual bullying.

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

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

- v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee’s concurrence.

2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion when it is determined the student:

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

- b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.
3. **Discretionary Expellable Offenses:** Students may be recommended for expulsion when it is determined the student:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 6 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and

invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee’s concurrence.
- 4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee’s concurrence.
 - b) Brandished a knife at another person.

- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Coordinator or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon

the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

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

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

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way.

Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation from the Administrative Panel and/or the Board's decision to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

I. Expulsion Decision

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

If the Administrative Panel decides not to recommend expulsion, or if Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

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

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

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the School Coordinator or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Coordinator or designee shall make a recommendation to the Board of Directors following the meeting regarding the School Coordinator or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities

in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

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

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

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

Element K: Employee Retirement Systems

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

Eligible employees of the Charter School shall be members of the California State Teachers' Retirement System ("CalSTRS") and eligible employees of the Charter School shall be members of the California Public Employees' Retirement System ("CalPERS") and federal Social Security. The Charter School shall inform all applicants for positions within the Charter School of the retirement system options for employees of the Charter School. The Chief Business Officer shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

The Charter School shall make all required employee contributions to the respective retirement systems on behalf of its employee members.

Element L: Public School Attendance Alternatives

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).*

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

Element M: Employee Return Rights

Governing Law: *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).*

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

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element N: Dispute Resolution Procedures

Governing Law: *The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to the provisions of the charter. Education Code Section 47605(c)(5)(N).*

DISPUTES BETWEEN THE CHARTER SCHOOL AND THE DISTRICT

The Audeo Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District. The intent of this dispute resolution process is to (1) resolve internal disputes within Audeo Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on the District, and (3) ensure a fair and timely resolution to disputes between the Charter School and the District.

The Charter School and the District are encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Audeo Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent or designee and the Audeo School Coordinator, or their respective designees. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The School Coordinator and District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute at the earliest mutually convenient date from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two representatives from their respective organizations who shall jointly meet with the District Superintendent and the School Coordinator, or their respective designees, at the earliest mutually convenient date and attempt to resolve the dispute.

If this joint meeting fails to resolve the dispute, the District Superintendent and School Coordinator, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the District Superintendent and the School Coordinator, or their respective designees. Mediation shall be held at the earliest mutually convenient date. The costs of the mediator shall be split equally between the District and Audeo Charter School. Audeo Charter School shall be solely responsible for its attorney's fees, if any, and any other costs or expenses arising from a dispute. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and Audeo Charter School.

INTERNAL DISPUTES

Disputes arising from within Audeo Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members of the Charter School, shall be resolved pursuant to internal dispute resolution policies and processes developed by Audeo Charter School. The Charter School also maintains a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall refer any complaints or reports regarding such disputes not related to a possible violation of the charter or law to the Charter School for resolution pursuant to the Charter School's policies.

Element O: School Closure Procedures

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

Closure of the Charter School shall be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify the Chief Business Officer as the person responsible for closure-related activities.

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

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

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

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

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant

selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds (except any leaseholds over District-owned property), personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the non-profit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property, including but not limited to any leaseholds over District-owned property, will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

The Charter School will utilize all net asset balances to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

1. BUDGET AND FINANCIAL REPORTING

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

Attached, as **Appendix A and B**, please find Audeo Charter School's multi-year budget projections, budget assumptions, and cash flow for four years (FY 2021-22 through FY 2024-25). These documents are based upon the best data available to the Charter School at this time.

The Charter School shall provide reports to the District and San Diego County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(h) will satisfy this requirement.
2. By July 1, an LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and the San Diego County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

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

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

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

The Charter School shall maintain a number of internal financial controls and bookkeeping practices and policies. Internal controls shall be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. The Charter School shall maintain an accounting system separate from the District and other charter schools. It shall establish and maintain its own funds to account for resources segregated according to the purpose for which they are used. The Charter School shall ensure a high level of fiscal accountability. The Charter School shall adopt an annual budget prior to July 1 of each year. The Charter School shall prepare appropriate interim financial statements and reports of financial position, operating results, and other pertinent information to facilitate management control of financial operations, legislative oversight, and for external reporting purposes.

2. INSURANCE AND INDEMNIFICATION

The Charter School shall maintain and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer.

The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

3. ADMINISTRATIVE SERVICES

Governing Law: *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(b).*

The Charter School provides or procures its own administrative services including, but not limited to, human resources, business and fiscal services, curriculum development, professional development, property management and operational administration either through its own staff or through an appropriately qualified third-party contractor.

At any time the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of the operations agreement between the Charter School and the District and subject to District availability and willingness to provide such services.

4. FACILITIES

Governing Law: *The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(b).*

Following is a list of Audeo Charter School resource center locations it plans to operate during the charter term:

- Kearny Mesa Resource Center
7520 Mesa College Drive
San Diego, CA 92111
- La Jolla Resource Center
7456 Girard Avenue
La Jolla, CA 92037
- Mission Valley Resource Center
3420 & 3430 Camino del Rio North
San Diego, CA 92108
- Pacific Beach Resource Center
959 Hornblend Drive
San Diego, CA 92019
- Tierrasanta Resource Center
10725 Tierrasanta Boulevard
San Diego, CA 92124

The following locations are designated as administrative offices:

- Sorrento Mesa Administrative Office (Principal Office of the Corporation)
10170 Huennekens Street
San Diego, CA 92121
- Mission Valley Office
3420 & 3430 Camino del Rio North
San Diego, CA 92108
- Old Town Office
2243 San Diego Avenue, Suite 115
San Diego, CA 92110
- Paradise Hills Office
6907 & 6915 Paradise Valley Road
San Diego, CA 92139

5. TRANSPORTATION

Audeo Charter School does not provide transportation to and from school, except as required by law.

6. ATTENDANCE ACCOUNTING

Audeo Charter School implements an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

7. OVERSIGHT

Pursuant to Education Code Section 47604.32, the District is required to provide oversight including the following:

- (a) Identify at least one staff member as a contact person for the charter school.
- (b) Visit each charter school at least annually.
- (c) Ensure that each charter school under its authority complies with all reports required of charter schools by law, including the annual update required pursuant to Section 47606.5.
- (d) Monitor the fiscal condition of each charter school under its authority.
- (e) Provide timely notification to the department if any of the following circumstances occur or will occur with regard to a charter school for which it is the chartering authority: (1) a renewal of the charter is granted or denied; (2) the charter is revoked; (3) the charter school will cease operation for any reason.
- (f) The cost of performing the duties required by this section shall be funded with supervisorial oversight fees collected pursuant to Section 47613.

In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), “revenue of the charter school” is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

8. POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: *Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(b).*

Audeo Charter School is operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the

charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, Audeo Charter School and the District shall enter into an operations agreement, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of Student Success Programs shall provide for indemnification of the Board, officers, agents, and employees, and Student Success Programs shall purchase and maintain general liability insurance, Board Members' and Officers' insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Student Success Programs Board of Directors shall institute appropriate health, safety and risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By approving this charter for the renewal of Audeo Charter School, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. Audeo Charter School is eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, Audeo Charter School pledges to work cooperatively with the District to answer any concerns concerning this charter and to present the District with the strongest possible proposal requesting a five-year charter renewal from July 1, 2021 through June 30, 2026.

4-YEAR BUDGET PROJECTIONS AND ASSUMPTIONS



Multiple Year Operational Budget FY 2021-2022 to FY 2024-2025

REVENUES

DESCRIPTION	ACCOUNT CODES	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025
LOCAL CONTROL FUNDING FORMULA - LCFF					
LCFF State Aid	8011	\$ 1,494,201.00	\$ 1,537,276.00	\$ 1,581,907.00	\$ 1,628,079.00
Education Protection Account	8012	87,760.00	90,392.00	93,104.00	95,892.00
In Lieu of Property Tax	8096	2,938,227.00	3,026,347.00	3,117,145.00	3,210,488.00
TOTAL, LCFF ENTITLEMENT		\$ 4,520,188.00	\$ 4,654,015.00	\$ 4,792,156.00	\$ 4,934,459.00
FEDERAL REVENUES					
Federal IDEA	8181	\$ 63,750.00	\$ 52,750.00	\$ 54,375.00	\$ 55,875.00
Title I, Part A - Basic Grants Low-Income & Neglected	8290	68,941.00	68,941.00	68,941.00	68,941.00
Title II, Part A - Improving Teacher Quality Program	8290	9,366.00	9,366.00	9,366.00	9,366.00
Title III - Limited English Proficient Study Program	8290	3,648.00	3,648.00	3,648.00	3,648.00
Title IV Part A-Student Support & Academic Enrichment	8290	10,000.00	10,000.00	10,000.00	10,000.00
TOTAL, FEDERAL REVENUES		\$ 155,705.00	\$ 144,705.00	\$ 146,330.00	\$ 147,830.00
STATE REVENUES OTHER THAN LCFF					
Mandate Block Grant	8550	\$ 23,238.00	\$ 16,178.00	\$ 16,664.00	\$ 17,163.00
Lottery Unrestricted - Non Prop-20	8560	93,433.00	68,746.00	70,808.00	72,933.00
Lottery Unrestricted - Non Prop-20 PY	8560		(24,687.00)		
Lottery Restricted - Prop 20	8560	30,521.00	22,457.00	23,131.00	23,825.00
Lottery Restricted - Prop 20 PY	8560		(8,064.00)		
Career Technical Education Incentive	8590	348,030.00	212,298.00	212,298.00	212,298.00
Special Education - Mental Health Level 2	8590	98,010.00	100,950.00	103,979.00	107,098.00
Special Education	8792	274,250.00	282,475.00	290,950.00	299,663.00
TOTAL, STATE REVENUES		\$ 867,482.00	\$ 670,353.00	\$ 717,830.00	\$ 732,980.00
LOCAL REVENUES					
Interest Income	8660	\$ 45,000.00	\$ 50,000.00	\$ 55,000.00	\$ 60,000.00
All Other Local Revenue	8699	3,000.00	3,500.00	3,600.00	3,700.00
TOTAL, LOCAL REVENUES		\$ 48,000.00	\$ 53,500.00	\$ 58,600.00	\$ 63,700.00
TOTAL, REVENUES		\$ 5,591,375.00	\$ 5,522,573.00	\$ 5,714,916.00	\$ 5,878,969.00

Multiple Year Operational Budget FY 2021-2022 to FY 2024-2025

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025
CERTIFICATED SALARIES					
Teachers' Salaries	1100	\$ 1,707,179.00	\$ 1,707,179.00	\$ 1,707,179.00	\$ 1,737,178.00
Certificated Pupil Support Salaries	1200	\$ 160,973.00	\$ 160,973.00	\$ 160,973.00	\$ 160,973.00
Certificated Supervisor & Adm. Salaries	1300	\$ 333,060.00	\$ 333,060.00	\$ 333,060.00	\$ 333,060.00
Other Certificated Salaries	1900	\$ 195,854.00	\$ 195,854.00	\$ 195,854.00	\$ 226,454.00
TOTAL, CERTIFICATED SALARIES		\$ 2,397,066.00	\$ 2,397,066.00	\$ 2,397,066.00	\$ 2,457,665.00
CLASSIFIED SALARIES					
Classified Support Salaries	2200	\$ 8,700.00	\$ 8,700.00	\$ 8,700.00	\$ 8,700.00
Classified Supervisor and Administrator Salaries	2300	\$ 125,633.00	\$ 125,633.00	\$ 125,633.00	\$ 125,633.00
Clerical, Technical and Office Salaries	2400	\$ 173,560.00	\$ 147,560.00	\$ 147,560.00	\$ 147,560.00
Other Classified Salaries	2900	\$ 10,358.00	\$ 10,358.00	\$ 10,358.00	\$ 10,358.00
TOTAL, CLASSIFIED SALARIES		\$ 318,251.00	\$ 292,251.00	\$ 292,251.00	\$ 292,251.00
EMPLOYEE BENEFITS					
STRS Retirement	3100	\$ 434,316.00	\$ 484,654.00	\$ 484,654.00	\$ 490,191.00
PERS Retirement	3200	\$ 72,495.00	\$ 75,732.00	\$ 83,189.00	\$ 86,361.00
Social Security/Medicare	3300	\$ 59,293.00	\$ 58,224.00	\$ 58,224.00	\$ 58,112.00
Health and Welfare	3400	\$ 581,282.00	\$ 573,218.00	\$ 573,218.00	\$ 573,218.00
Unemployment Insurance	3500	\$ 1,361.00	\$ 1,354.00	\$ 1,354.00	\$ 1,370.00
Workers Compensation	3600	\$ 30,336.00	\$ 30,105.00	\$ 30,105.00	\$ 30,429.00
TOTAL EMPLOYEE BENEFITS		\$ 1,179,083.00	\$ 1,223,287.00	\$ 1,230,744.00	\$ 1,239,681.00
TOTAL PERSONNEL COST		\$ 3,894,400.00	\$ 3,912,604.00	\$ 3,920,061.00	\$ 3,989,597.00

Audeo

Charter School

Multiple Year Operational Budget FY 2021-2022 to FY 2024-2025

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025
BOOKS AND SUPPLIES					
Textbooks	4100	\$ 25,428.00	\$ 10,740.00	\$ 28,644.00	\$ 32,000.00
Books other than Textbooks	4200	\$ 11,621.00	\$ 7,149.00	\$ 16,527.00	\$ 17,027.00
Instructional Materials and Supplies	4300	\$ 64,326.00	\$ 46,884.00	\$ 60,737.00	\$ 64,431.00
On Line Courses	4312	\$ 45,700.00	\$ 47,071.00	\$ 48,483.00	\$ 49,938.00
Noncapitalized Equipment	4400	\$ 41,766.00	\$ 11,235.00	\$ 46,000.00	\$ 50,000.00
Food	4700	\$ 5,000.00	\$ 5,150.00	\$ 5,305.00	\$ 5,500.00
TOTAL, BOOKS AND SUPPLIES		\$ 193,841.00	\$ 128,229.00	\$ 205,696.00	\$ 218,896.00
SERVICES, OTHER OPERATING EXPENSES					
Travel and Conference	5200	\$ 25,452.00	\$ 27,395.00	\$ 27,950.00	\$ 28,850.00
Dues and Memberships	5300	\$ 10,500.00	\$ 11,845.00	\$ 12,200.00	\$ 13,500.00
Liability Insurance	5400	\$ 24,688.00	\$ 25,182.00	\$ 25,938.00	\$ 28,490.00
Operations and Housekeeping Services	5500	\$ 117,627.00	\$ 119,778.00	\$ 129,880.00	\$ 144,340.00
Rental, Leases & Repairs	5600	\$ 297,639.00	\$ 291,118.00	\$ 314,854.00	\$ 331,067.00
Prof/Consulting Services/Oper. Expenses	5800	\$ 564,172.00	\$ 553,101.00	\$ 621,413.00	\$ 663,657.00
Marketing	5812	\$ 44,731.00	\$ 44,181.00	\$ 45,720.00	\$ 48,118.00
Communication	5900	\$ 37,700.00	\$ 38,831.00	\$ 39,995.00	\$ 42,100.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		\$ 1,122,509.00	\$ 1,111,431.00	\$ 1,217,950.00	\$ 1,300,122.00
CAPITAL OUTLAY					
Depreciation - Leasehold Improvements	6900	124,011.00	119,622.00	118,891.00	118,891.00
Depreciation - Equipment	6900	85,150.00	82,734.00	79,858.00	45,605.00
TOTAL, CAPITAL OUTLAY		\$ 209,161.00	\$ 202,356.00	\$ 198,749.00	\$ 164,496.00
OTHER OUTGO					
Debt Service Payment - Interest (Capitalized Le	7438	\$ 3,722.00	\$ 2,275.00	\$ 1,012.00	\$ 94.00
TOTAL, OTHER OUTGO		\$ 3,722.00	\$ 2,275.00	\$ 1,012.00	\$ 94.00
RESERVES					
Operation Reserve (Non-Payroll Exp.)	9780	\$ 83,871.00	\$ 82,839.00	\$ 85,724.00	\$ 102,882.00
Reserve for Economic Uncertainties	9789	\$ 83,871.00	\$ 82,839.00	\$ 85,724.00	\$ 102,882.00
TOTAL, RESERVES		\$ 167,742.00	\$ 165,678.00	\$ 171,448.00	\$ 205,764.00
%		3.00%	3.00%	3.00%	3.50%
TOTAL, EXPENDITURES		\$ 5,591,375.00	\$ 5,522,573.00	\$ 5,714,916.00	\$ 5,878,969.00

Non-Personnel Cost

Assumptions for Projected Multiple Year Operational Budgets FY 2021-22, FY 2022-23, FY 2023-24, FY 2024-2025

Audeo Charter School is an independent study program. Audeo takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study program like Audeo is 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 our program is expected to work 175 instructional days per regular school year; 375 minutes per day and 65,625 minutes annually. Audeo Charter School 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 a new way of funding public schools, including charter schools, in the 2013-14 school year called the Local control Funding Formula (LCFF). Since its implementation, LCFF Gap Funding has been provided to help bridge the gap between prior funding levels and target LCFF levels. Beginning with the 2018-19 year, LCFF funding targets have been achieved and gap funding is no longer needed. Future LCFF growth will be attributable to the application of the COLA to the base grant.

The new formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- * **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for Audeo is 57.63% for FY 21-22, 57.57% for FY 22-23, 57.52% for FY 23-24 and 57.48% for FY 24-25.
- * **Concentration Grant** equal to 50 percent of the adjusted base grant multiplied by ADA and the percentage of targeted pupils exceeding 55% of an LEA's enrollment.

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 is a three-year plan, which is reviewed and updated annually, as required. 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.

AB 1507 Impact

Effective January 1, 2020, Assembly Bill 1507 eliminates non-classroom based charter schools' current right to establish a resource center in an adjacent county. AB 1507 temporarily allows existing schools and resource centers located outside of district boundaries to continue to operate, but only until their current charter is up for renewal and, upon submission of a request for renewal, only with the permission of the district where the school is located. Such schools would need to seek a new charter with the district of location upon renewal or close.

Audeo Charter School operates an adjacent county non-classroom based resource center in Riverside County, which must be cured before its next renewal. Audeo's current charter is approved through June 30, 2021 meaning the adjacent county resource center, referred to as Moreno Valley, will no longer operate under Audeo Charter School as of July 1, 2021 or the start of the 2021-22 school year. This multi-year budget reflects the impact of the Moreno Valley resource center being removed from Audeo Charter school at the start of the 2021-22 school year.

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – Adopted State Budget for 2020-21 and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo's multi-year budgets.

Table #1:

Planning Factors for Multiple Year Projected Operational Budget				
Description	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25

Gr. K-3 Base Grant	7,702	7,702	7,702	7,702
Gr. 4-6 Base Grant	7,818	7,818	7,818	7,818
Gr. 7-8 Base Grant	8,050	8,050	8,050	8,050
Gr. 9-12 Base Grant	9,329	9,329	9,329	9,329
Estimated COLA	0.00%	0.00%	0.00%	0.00%
Audeo's Unduplicated Pupil Percentage (average)	57.63%	57.57%	57.52%	57.48%
District's Unduplicated Pupil Percentage (SDUSD)	60.50%	60.50%	60.50%	60.50%

Revenues were calculated based on the following enrollment and ADA projections.

Table #2:

ENROLLMENT AND ADA PROJECTIONS				
Description	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
Projected Enrollment	480	494	509	525
ADA:				
Grade K-3	75.00	77.25	79.57	81.95
Grade 4-6	25.08	25.83	26.61	27.40
Grade 7-8	46.14	47.53	48.95	50.41
Grade 9-12	292.58	301.35	310.39	319.70
Total Projected ADA	438.80	451.96	465.52	479.46

REVENUE PROJECTIONS

Table #3:

DESCRIPTION	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
LCFF Sources	\$4,520,188	\$4,654,015	\$4,792,156	\$4,934,459
Federal Revenues	\$155,705	\$144,705	\$146,330	\$147,830
State Revenues Other than LCFF	\$867,482	\$670,353	\$717,830	\$732,980
Local Revenues	\$48,000	\$53,500	\$58,600	\$63,700
Total Projected Revenues	\$5,591,375	\$5,522,573	\$5,714,916	\$5,878,969

- **In Lieu of Property Taxes** of \$6,696.05 per estimated current year (CY) P-2 ADA is based on actual P-2 rate for FY 2019-20.
- **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 last Nov. 6, 2012 and 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. These funds will be allocated on a quarterly basis through FY 2030-31.

- **Lottery revenues** are allocated based on CY (current year) Annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not yet available for the budget years, lottery revenues are projected based on estimated PY (prior year P-2 ADA. Rates used are based on the School Services of California's latest estimates: \$49 for Prop 20 (Lottery Restricted); \$150 for Non-Prop 20 (Lottery Unrestricted).
- **Federal funds** Title I, II, III and IV are based on the latest schedules provided by the California Department of Education for FY 2019-20. Reduction in ADA due to Moreno Valley RC closure resulted in decrease to Title I, II, and III funds by 39%.
- **Special Education funds** are based on the current projections of El Dorado Charter SELPA. State revenues are projected at \$625 per estimated CY (current year) P-2 ADA. **Federal IDEA** revenues are projected at \$125 per Prior Year (PY) California Basic Educational Data System (CBEDS) count
- **Mandated 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 Controller's Office. Audeo chose to receive the block grant which is based on PY P-2 ADA with funding rates of \$16.86 for Grades K-8 and \$46.87 for Grades 9-12.
- **Career Technical Education Incentive Grant Program (CTE)** 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. Pursuant to California Education Code 53070(c), "For the 2018-19 fiscal year and each fiscal year thereafter, one hundred fifty million dollars (\$150,000,000) shall be made available to the department, upon appropriation by the Legislature in the annual Budget Act or another statute, for the program established pursuant to this chapter." Audeo was granted a total amount of \$348,030 for FY 2020-21 and will continue to apply for these funds annually. Reduction in ADA due to Moreno Valley RC closure resulted in decrease to CTE funds by 39% in FY 22-23 to 24-25.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table #4:

POSITIONS	Object	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
Teachers (Gen. Ed, Special Education, Teacher Lead)*	1100	19.30	19.30	19.30	20.30
Cert. Pupil Support	1200	1.38	1.38	1.38	1.38

(Counselors/Nurse/Psychologist/Social Worker)					
Cert. Supervisor & Administrator	1300	2.07	2.07	2.07	2.07
Other Certificated Instructional Support	1900	7.0	7.0	7.0	8.0
Classified Support (Admin Support)	2200	.08	.08	.08	.08
Classified Supervisor & Administrator	2300	.80	.80	.80	.80
Clerical, Technical & Office Staff	2400	3.03	2.68	2.68	2.68
Other Classified (Administrative Support)	2900	.10	.10	.10	.10
TOTAL FTE POSITIONS BUDGETED		33.76	33.41	33.41	35.41

- To ensure compliance with Special Ed regulations, FTE positions for Special Ed is at 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. Currently, Audeo's Special Ed population is at 19.4%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table #5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-3112	Refer to Table 7	
PERS (Classified Retirement)	3211-3212		Refer to Table 7
OASDI (Social Security)	3311-3312		6.20%
MEDICARE	3321-3322	1.45%	1.45%
Health & Welfare – Self-Insured Plan <u>Monthly Rates</u> - Medical \$1,800 - Dental \$120 - Vision \$27 - Life Ins. .000082	3401-3402		
State Unemployment Insurance	3501-3601	0.05%	0.05%
Worker Compensation Insurance	3601-3602	1.06%	1.06%

CalSTRS and CalPERS Rates:

Table #6:

Description	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
CalSTRS (statutory)	16.00%	18.10%	18.10%	18.10%
CalPERS (projected)	22.84%	25.50%	26.20%	27.20%

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

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 SELPA Admin Fee, software licenses, and legal fees.

Below is the total budget amount for object code 5800 and its percentage to total budget:

Table #7:

Description	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
Professional/Consulting Services and Other Operating Expenses	\$608,903	\$597,282	\$667,133	\$711,775
% to total budget	10.89%	10.82%	11.67%	12.11%

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G) Audeo Charter School 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 the Audeo Charter School reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo has deployed an integrated marketing plan to support organizational growth. To reach Audeo's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Facebook Radio and Bus Ads. Audeo has allocated the following for its marketing expenditures:

Table #8:

Description	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
Marketing Expenses	\$44,731	\$44,181	\$45,720	\$48,118
% to total budget	0.8%	0.8%	0.8%	0.8%

PAYCHECK PROTECTION PROGRAM (PPP)

Nonprofit corporation are eligible to apply for the PPP loan. Audeo Charter School applied for the loan and was approved having gone to underwriting process. The amount of the loan for Audeo Charter School is \$894,982 that was received on May 11, 2020. The School highly anticipates the forgiveness of the loan. The loan will be accounted for in the financial records appropriately.

RESERVES

Audeo has allocated the following for reserves:

Table #9:

Description	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
Reserves	\$167,742	\$165,678	\$171,448	\$205,764
% to total budget	3%	3%	3%	3.5%

DISTRICT OVERSIGHT FEES

Audeo will pay its authorizing District (San Diego Unified School District) oversight fees of **3 percent**, for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **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

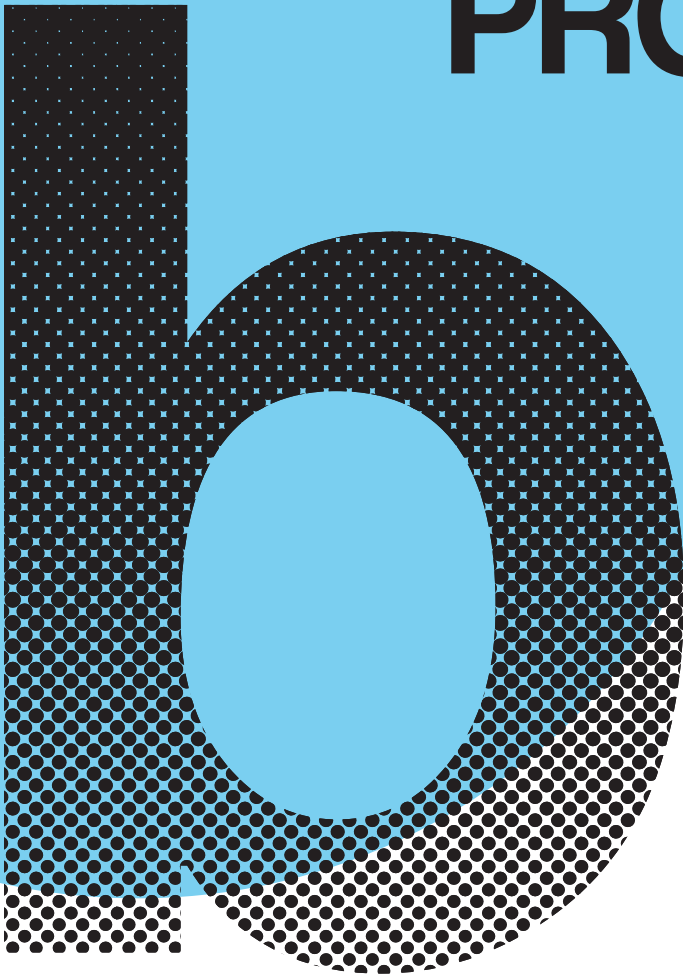
Table #10:

Description	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
Oversight Fees	\$135,606	\$139,620	\$143,765	\$148,034

FACILITIES

Audeo carries contract lease agreements with an annual cost of \$218,303 for FY 2021-22. The total cost of the current lease contracts from July 2020 thru the end of the lease term (Year 2022) is \$819,364. Audeo has allocated reserves for this amount. Per the Reserve Policy adopted by the Board, the School shall designate a Contingency/Strategic Reserve Fund in order 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.

4-YEAR CASH FLOW PROJECTIONS



AUDEO CHARTER SCHOOL
CASH FLOW
FY 2021-2022

Description	Projected Jul-21 (MO. 1)	Projected Aug-21 (MO. 2)	Projected Sep-21 (MO. 3)	Projected Oct-21 (MO. 4)	Projected Nov-21 (MO. 5)	Projected Dec-21 (MO. 6)	Projected Jan-22 (MO. 7)	Projected Feb-22 (MO. 8)	Projected Mar-22 (MO. 9)	Projected Apr-22 (MO. 10)	Projected May-22 (MO. 11)	Projected Jun-22 (MO. 12)	TOTAL
	1,917,408.12	2,119,402.47	2,612,396.08	3,121,979.70	3,475,820.32	3,716,456.33	3,876,759.33	4,028,659.33	4,002,284.33	3,994,450.33	3,777,633.33	3,533,058.33	1,917,408.12
BEG. CASH BALANCES													
ADD :													
AR/Prepaid Expense	557,776.35	228,172.62	205,597.62	250,960.62	118,267.01	17,016.00	17,016.00	17,016.00	17,016.00	17,016.00	17,016.00	20,738.00	1,483,608.21
LCFF Sources	106,192.00	345,791.00	692,285.00	510,612.00	510,612.00	532,552.00	510,612.00	384,683.00	294,523.00	168,900.00	168,900.00	103,683.00	4,329,345.00
Federal Revenue	-	-	22,989.00	-	-	22,989.00	-	-	54,864.00	-	-	22,988.00	123,830.00
Other State Revenue	18,637.00	366,667.00	33,546.00	33,546.00	56,784.00	33,546.00	56,904.00	13,849.00	62,854.00	37,207.00	13,849.00	-	727,389.00
Other Local Revenue	600.00	600.00	600.00	9,300.00	800.00	800.00	9,300.00	800.00	9,300.00	5,200.00	800.00	9,900.00	48,000.00
Total	683,205.35	941,230.62	955,017.62	804,418.62	686,463.01	606,903.00	593,832.00	416,348.00	438,557.00	228,323.00	200,565.00	157,309.00	6,712,172.21
LESS:													
APFA/Investments													-
Certificated Salaries	199,755.00	199,755.00	199,755.00	199,755.00	199,755.00	199,755.00	199,755.00	199,755.00	199,755.00	199,755.00	199,755.00	199,761.00	2,397,666.00
Classified Salaries	26,521.00	26,521.00	26,521.00	26,521.00	26,521.00	26,521.00	26,521.00	26,521.00	26,521.00	26,521.00	26,521.00	26,520.00	318,251.00
Employee Benefits	98,270.00	98,268.00	98,268.00	98,268.00	98,268.00	98,268.00	98,268.00	98,268.00	98,268.00	98,268.00	98,268.00	98,132.00	1,179,082.00
Books and Supplies	25,425.00	16,879.00	12,637.00	11,364.00	15,694.00	18,073.00	14,405.00	14,405.00	14,405.00	14,405.00	14,405.00	18,076.00	193,841.00
Serv. other Operating Exp.	112,669.00	88,091.00	89,530.00	97,654.00	88,573.00	86,967.00	85,967.00	86,758.00	86,758.00	89,175.00	89,175.00	121,193.00	1,122,510.00
Capital Outlay	18,571.00	18,723.00	18,723.00	17,016.00	17,016.00	17,016.00	17,016.00	17,016.00	17,016.00	17,016.00	17,016.00	17,016.00	209,161.00
All Other Transfers Out	-	-	-	-	-	-	-	-	-	-	-	3,722.00	3,722.00
Total	481,211.00	448,237.00	445,434.00	450,578.00	445,827.00	446,600.00	441,932.00	442,723.00	446,391.00	445,140.00	445,140.00	484,420.00	5,423,633.00
ENDING CASH BALANCES	2,119,402.47	2,612,396.08	3,121,979.70	3,475,820.32	3,716,456.33	3,876,759.33	4,028,659.33	4,002,284.33	3,994,450.33	3,777,633.33	3,533,058.33	3,205,947.33	3,205,947.33
REVENUE													
LCFF Sources:	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
State Aid	106,192.00	106,192.00	191,146.00	191,146.00	191,146.00	191,146.00	191,146.00	65,217.00	65,217.00	65,217.00	65,217.00	-	1,428,982.00
Education Protection Account			21,940.00	21,940.00	21,940.00	21,940.00	21,940.00	20,940.00	20,940.00	103,683.00	103,683.00	-	65,820.00
Education Property Taxes		239,599.00	479,199.00	319,466.00	319,466.00	319,466.00	319,466.00	384,683.00	294,523.00	168,900.00	168,900.00	103,683.00	2,834,543.00
Sub-total	106,192.00	345,791.00	692,285.00	510,612.00	510,612.00	532,552.00	510,612.00	384,683.00	294,523.00	168,900.00	168,900.00	103,683.00	4,329,345.00
Federal Revenues:													
Federal IDEA													
Title I Part A			17,235.00	17,235.00	17,235.00	17,235.00			31,875.00			17,236.00	68,941.00
Title II Part A			2,342.00	2,342.00	2,342.00	2,342.00			17,235.00			2,340.00	9,366.00
Title III LEP			912.00	912.00	912.00	912.00			912.00			912.00	3,648.00
Title IV			2,500.00	2,500.00	2,500.00	2,500.00			2,500.00			2,500.00	10,000.00
ESSA CSI School Improvement													-
Sub-total	-	-	22,989.00	-	-	22,989.00	-	-	54,864.00	-	-	22,988.00	123,830.00
State Revenues:													
Mandated Block Grant													
State Lottery					23,238.00								23,238.00
State Lottery - Inst.							23,358.00			23,358.00			46,716.00
CREIGP													-
State IDEA	18,637.00	18,637.00	33,546.00	33,546.00	33,546.00	33,546.00	33,546.00	13,849.00	13,849.00	13,849.00	13,849.00	-	348,030.00
Mental Health Level II									49,005.00				260,400.00
Sub-total	18,637.00	366,667.00	33,546.00	33,546.00	56,784.00	33,546.00	56,904.00	13,849.00	62,854.00	37,207.00	13,849.00	-	49,005.00
Local Revenue:													
Interest Income	500.00	500.00	500.00	9,000.00	500.00	500.00	9,000.00	500.00	9,000.00	5,000.00	500.00	9,500.00	45,000.00
All Other Local Revenue	100.00	100.00	100.00	300.00	300.00	300.00	300.00	300.00	300.00	200.00	300.00	400.00	3,000.00
Sub-total	600.00	600.00	600.00	9,300.00	800.00	800.00	9,300.00	800.00	9,300.00	5,200.00	800.00	9,900.00	48,000.00
EXPENSES													5,228,564.00
Certificated Salaries	199,755.00	199,755.00	199,755.00	199,755.00	199,755.00	199,755.00	199,755.00	199,755.00	199,755.00	199,755.00	199,755.00	199,761.00	2,397,066.00
Classified Salaries	26,521.00	26,521.00	26,521.00	26,521.00	26,521.00	26,521.00	26,521.00	26,521.00	26,521.00	26,521.00	26,521.00	26,520.00	318,251.00
Employee Benefits	98,270.00	98,268.00	98,268.00	98,268.00	98,268.00	98,268.00	98,268.00	98,268.00	98,268.00	98,268.00	98,268.00	98,132.00	1,179,082.00
Books and Supplies	25,425.00	16,879.00	12,637.00	11,364.00	15,694.00	18,073.00	14,405.00	14,405.00	14,405.00	14,405.00	14,405.00	18,076.00	193,841.00
Serv. other Operating Exp.	112,669.00	88,091.00	89,530.00	97,654.00	88,573.00	86,967.00	85,967.00	86,758.00	86,758.00	89,175.00	89,175.00	121,193.00	1,122,510.00
Capital Outlay	18,571.00	18,723.00	18,723.00	17,016.00	17,016.00	17,016.00	17,016.00	17,016.00	17,016.00	17,016.00	17,016.00	17,016.00	209,161.00
Debt Service Payment-Interest												3,722.00	3,722.00
TOTALS	481,211.00	448,237.00	445,434.00	450,578.00	445,827.00	446,600.00	441,932.00	442,723.00	446,391.00	445,140.00	445,140.00	484,420.00	5,423,633.00

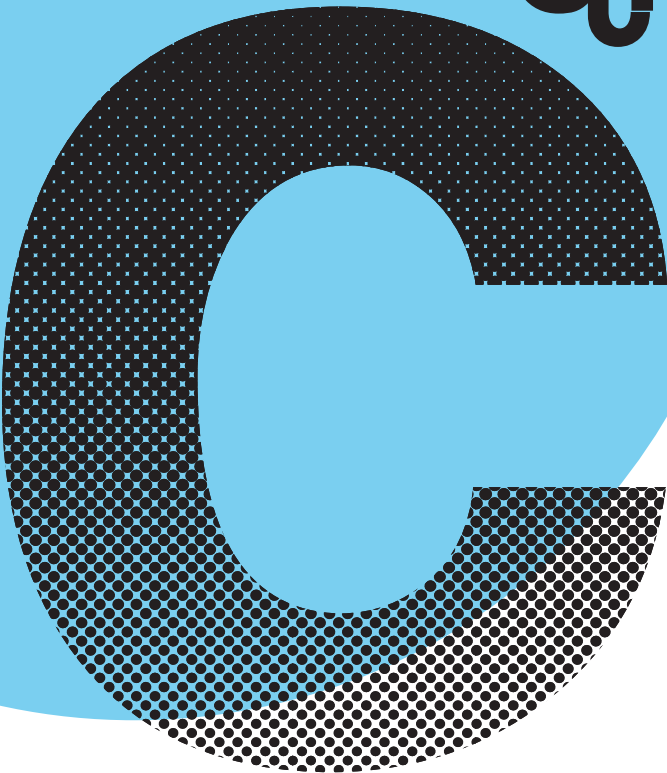
AUDEO CHARTER SCHOOL
CASH FLOW
FY 2022-2023

Description	Projected Jul-22 (MO. 1)	Projected Aug-22 (MO. 2)	Projected Sep-22 (MO. 3)	Projected Oct-22 (MO. 4)	Projected Nov-22 (MO. 5)	Projected Dec-22 (MO. 6)	Projected Jan-23 (MO. 7)	Projected Feb-23 (MO. 8)	Projected Mar-23 (MO. 9)	Projected Apr-23 (MO. 10)	Projected May-23 (MO. 11)	Projected Jun-23 (MO. 12)	
	3,205,947.33	3,040,581.88	3,141,999.93	3,305,998.02	3,353,032.11	3,340,687.36	3,357,724.45	3,323,354.54	3,624,598.54	3,612,892.54	3,579,563.54	3,579,563.54	
BEG. CASH BALANCES													TOTAL
ADD :													
AR/Prepaid Expense	221,556.00	65,868.00	48,738.00	94,101.00	16,863.00	16,863.00	16,863.00	16,863.00	16,863.00	16,863.00	16,863.00	19,138.00	567,442.00
LCFF Sources	74,710.05	251,004.05	509,663.09	369,536.09	369,536.25	392,134.09	369,536.09	378,151.00	606,416.00	363,456.00	363,456.00	220,363.00	4,267,961.71
Federal Revenue	-	-	22,989.00	-	-	22,989.00	-	-	49,364.00	-	-	22,988.00	118,330.00
Other State Revenue	13,712.50	226,011.00	24,683.00	24,683.00	40,861.00	24,683.00	9,119.00	26,327.00	76,802.00	43,514.00	26,327.00	-	536,722.50
Other Local Revenue	700.00	700.00	700.00	10,300.00	800.00	800.00	10,300.00	4,300.00	7,800.00	5,300.00	900.00	10,900.00	53,500.00
Total	310,678.55	543,583.05	606,773.09	498,620.09	428,060.25	457,469.09	405,818.09	425,641.00	757,245.00	429,133.00	407,546.00	273,389.00	5,543,956.21
LESS:													
AP/FM/Investments													-
Certificated Salaries	199,769.00	199,769.00	199,769.00	199,769.00	199,769.00	199,769.00	199,769.00	199,769.00	199,769.00	199,769.00	199,769.00	199,607.00	2,397,066.00
Classified Salaries	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,356.00	292,250.00
Employee Benefits	102,054.00	102,054.00	101,680.00	101,552.00	101,420.00	101,420.00	102,070.00	102,207.00	102,207.00	102,207.00	102,243.00	102,035.00	1,223,286.00
Books and Supplies	11,739.00	10,590.00	10,502.00	10,047.00	10,167.00	10,740.00	10,740.00	10,740.00	10,740.00	10,740.00	10,740.00	10,743.00	128,228.00
Serv. other Operating Exp.	121,265.00	88,535.00	89,607.00	99,001.00	87,832.00	87,286.00	86,255.00	86,888.00	86,888.00	86,906.00	86,906.00	104,064.00	1,111,433.00
Capital Outlay	16,863.00	16,863.00	16,863.00	16,863.00	16,863.00	16,863.00	16,863.00	16,863.00	16,863.00	16,863.00	16,863.00	16,864.00	202,356.00
All Other Transfers Out	-	-	-	-	-	-	-	-	-	-	-	2,275.00	-
Total	476,044.00	442,165.00	442,775.00	451,586.00	440,405.00	440,432.00	440,188.00	440,821.00	440,821.00	440,839.00	440,875.00	459,943.00	5,356,894.00
ENDING CASH BALANCES	3,040,581.88	3,141,999.93	3,305,998.02	3,353,032.11	3,340,687.36	3,357,724.45	3,323,354.54	3,308,174.54	3,624,598.54	3,612,892.54	3,579,563.54	3,393,009.54	3,393,009.54
REVENUE													
LCFF Sources:	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
State Aid	74,710.05	74,710.05	134,478.09	134,478.09	134,478.09	134,478.09	134,478.09	143,093.00	143,093.00	143,093.00	143,093.00	-	1,394,182.55
Education Protection Account			22,598.00	22,598.00	22,598.00	22,598.00	22,598.00	22,598.00	22,598.00	22,598.00	22,598.00	220,363.00	67,794.00
In Lieu of Property Taxes			352,587.00	235,058.00	235,058.16	235,058.00	235,058.00	235,058.00	440,725.00	220,363.00	220,363.00	220,363.00	2,805,985.16
Sub-total	74,710.05	176,294.00	352,587.00	235,058.00	235,058.16	235,058.00	235,058.00	235,058.00	606,416.00	363,456.00	363,456.00	220,363.00	4,267,961.71
Federal Revenues:													
Federal IDEA													
Title I Part A			17,235.00	17,235.00	17,235.00	17,235.00	17,235.00	17,235.00	17,235.00	17,235.00	17,235.00	17,236.00	68,941.00
Title II Part A			2,342.00	2,342.00	2,342.00	2,342.00	2,342.00	2,342.00	2,342.00	2,342.00	2,342.00	2,340.00	9,366.00
Title III LEP			912.00	912.00	912.00	912.00	912.00	912.00	912.00	912.00	912.00	912.00	3,648.00
Title IV			2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	10,000.00
ESSA CSI School Improvement			22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,988.00	-
Sub-total	-	-	22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,988.00	118,330.00
State Revenues:													
Mandated Block Grant													
State Lottery													
State Lottery PY													
State Lottery - Inst.													
State Lottery - Inst. PY													
CTEIGP													
State IDEA	13,712.50	13,713.00	24,683.00	24,683.00	24,683.00	24,683.00	24,683.00	24,683.00	24,683.00	24,683.00	24,683.00	24,683.00	212,298.00
Mental Health Level II													256,148.50
Sub-total	13,712.50	226,011.00	24,683.00	24,683.00	40,861.00	24,683.00	9,119.00	26,327.00	76,802.00	43,514.00	26,327.00	-	50,475.00
Local Revenue:													
Interest Income	500.00	500.00	500.00	10,000.00	500.00	500.00	10,000.00	4,000.00	7,500.00	5,000.00	900.00	10,500.00	50,000.00
All Other Local Revenue	200.00	200.00	200.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	400.00	400.00	3,500.00
Sub-total	700.00	700.00	700.00	10,300.00	800.00	800.00	10,300.00	4,300.00	7,800.00	5,300.00	900.00	10,900.00	53,500.00
EXPENSES													
Certificated Salaries	199,769.00	199,769.00	199,769.00	199,769.00	199,769.00	199,769.00	199,769.00	199,769.00	199,769.00	199,769.00	199,769.00	199,607.00	2,397,066.00
Classified Salaries	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,356.00	292,250.00
Employee Benefits	102,054.00	102,054.00	101,680.00	101,552.00	101,420.00	101,420.00	102,070.00	102,207.00	102,207.00	102,207.00	102,243.00	102,035.00	1,223,286.00
Books and Supplies	11,739.00	10,590.00	10,502.00	10,047.00	10,167.00	10,740.00	10,740.00	10,740.00	10,740.00	10,740.00	10,740.00	10,743.00	128,228.00
Serv. other Operating Exp.	121,265.00	88,535.00	89,607.00	99,001.00	87,832.00	87,286.00	86,255.00	86,888.00	86,888.00	86,906.00	86,906.00	104,064.00	1,111,433.00
Capital Outlay	16,863.00	16,863.00	16,863.00	16,863.00	16,863.00	16,863.00	16,863.00	16,863.00	16,863.00	16,863.00	16,863.00	16,864.00	202,356.00
Debt Service Payment-Interest												2,275.00	-
TOTALS	476,044.00	442,165.00	442,775.00	451,586.00	440,405.00	440,432.00	440,188.00	440,821.00	440,821.00	440,839.00	440,875.00	459,943.00	5,356,894.00

AUDEO CHARTER SCHOOL
CASH FLOW
FY 2024-2025

Description	Projected Jul-24 (MO. 1)	Projected Aug-24 (MO. 2)	Projected Sep-24 (MO. 3)	Projected Oct-24 (MO. 4)	Projected Nov-24 (MO. 5)	Projected Dec-24 (MO. 6)	Projected Jan-25 (MO. 7)	Projected Feb-25 (MO. 8)	Projected Mar-25 (MO. 9)	Projected Apr-25 (MO. 10)	Projected May-25 (MO. 11)	Projected Jun-25 (MO. 12)	TOTAL
	3,747,921.14	3,780,255.68	3,870,942.03	4,035,364.16	4,062,732.29	4,044,713.02	4,055,031.15	4,052,320.28	4,035,556.28	4,366,614.28	4,352,849.28	4,315,451.28	3,747,921.14
BEG. CASH BALANCES													
ADD :													
AR/Prepaid Expense	438,361.69	65,697.50	40,895.00	72,243.00	13,708.00	13,708.00	13,708.00	13,708.00	13,708.00	13,708.00	13,708.00	13,802.00	726,955.19
LCFF Sources	79,095.35	266,124.35	540,401.63	391,743.63	391,743.23	415,716.63	391,743.63	400,978.00	643,093.00	385,363.00	385,363.00	233,757.00	4,525,122.45
Federal Revenue	-	-	22,989.00	-	-	22,989.00	-	-	50,927.00	-	-	22,988.00	119,893.00
Other State Revenue	14,547.50	226,845.50	26,185.50	26,185.50	43,348.50	26,185.50	44,418.50	27,928.00	81,477.00	46,161.00	27,928.00	-	591,210.50
Other Local Revenue	700.00	700.00	700.00	11,800.00	800.00	800.00	11,800.00	5,900.00	10,800.00	6,300.00	900.00	12,500.00	63,700.00
Total	532,704.54	559,367.35	631,171.13	501,972.13	449,599.73	479,399.13	461,670.13	448,514.00	800,005.00	451,532.00	427,899.00	283,047.00	6,026,881.14
LESS:													
AP/FM/Investments													-
Certificated Salaries	204,805.00	204,805.00	204,805.00	204,805.00	204,805.00	204,805.00	204,805.00	204,805.00	204,805.00	204,805.00	204,805.00	204,810.00	2,457,665.00
Classified Salaries	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,357.00	292,251.00
Employee Benefits	103,306.00	103,306.00	103,306.00	103,306.00	103,306.00	103,306.00	103,306.00	103,306.00	103,306.00	103,306.00	103,306.00	103,316.00	1,239,682.00
Books and Supplies	16,503.00	19,948.00	15,800.00	15,009.00	18,361.00	21,135.00	17,466.00	17,466.00	21,135.00	17,466.00	17,466.00	21,141.00	218,896.00
Serv. other Operating Exp.	137,694.00	102,560.00	104,776.00	113,422.00	103,085.00	101,773.00	100,742.00	101,639.00	101,639.00	101,658.00	101,658.00	129,475.00	1,300,121.00
Capital Outlay	13,708.00	13,708.00	13,708.00	13,708.00	13,708.00	13,708.00	13,708.00	13,708.00	13,708.00	13,708.00	13,708.00	13,708.00	164,496.00
All Other Transfers Out	-	-	-	-	-	-	-	-	-	-	-	94.00	94.00
Total	500,370.00	468,681.00	466,749.00	474,604.00	467,619.00	469,081.00	464,381.00	465,278.00	468,947.00	465,297.00	465,297.00	496,901.00	5,673,205.00
ENDING CASH BALANCES	3,780,255.68	3,870,942.03	4,035,364.16	4,062,732.29	4,044,713.02	4,055,031.15	4,052,320.28	4,035,556.28	4,366,614.28	4,352,849.28	4,315,451.28	4,101,597.28	4,101,597.28
REVENUE													
LCFF Sources:	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
State Aid	79,095.35	79,095.35	142,371.63	142,371.63	142,371.63	142,371.63	142,371.63	151,606.00	151,606.00	151,606.00	151,606.00	-	1,476,472.85
Education Protection Account			23,973.00	23,973.00	23,973.00	23,973.00	23,973.00	23,973.00	23,973.00	23,973.00	23,973.00	-	297,973.00
Taxes			540,401.63	391,743.63	391,743.23	415,716.63	391,743.63	400,978.00	643,093.00	385,363.00	385,363.00	233,757.00	2,976,730.60
Sub-total	79,095.35	266,124.35	540,401.63	391,743.63	391,743.23	415,716.63	391,743.63	400,978.00	643,093.00	385,363.00	385,363.00	233,757.00	4,525,122.45
Federal Revenues:													
Federal IDEA													27,938.00
Title I Part A			17,235.00	17,235.00	17,235.00	17,235.00	17,235.00	17,235.00	17,235.00	17,235.00	17,235.00	17,236.00	68,941.00
Title II Part A			2,342.00	2,342.00	2,342.00	2,342.00	2,342.00	2,342.00	2,342.00	2,342.00	2,342.00	2,342.00	9,366.00
Title III LEP			912.00	912.00	912.00	912.00	912.00	912.00	912.00	912.00	912.00	912.00	3,648.00
Title IV			2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	10,000.00
ESSA CSI School Improvement			22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,988.00	119,893.00
Sub-total	-	-	22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,989.00	22,988.00	119,893.00
State Revenues:													
Mandated Block Grant													17,163.00
State Lottery				17,163.00			18,233.00			18,233.00			36,466.00
State Lottery - Inst.													-
CTE/IGP		212,298.00											212,298.00
State IDEA	14,547.50	14,547.50	26,185.50	26,185.50	26,185.50	26,185.50	26,185.50	27,928.00	27,928.00	27,928.00	27,928.00	-	271,734.50
Mental Health Level II									53,549.00				53,549.00
Sub-total	14,547.50	226,845.50	26,185.50	26,185.50	43,348.50	26,185.50	44,418.50	27,928.00	81,477.00	46,161.00	27,928.00	-	591,210.50
Local Revenues:													
Interest Income	500.00	500.00	500.00	11,500.00	500.00	500.00	11,500.00	5,500.00	10,500.00	6,000.00	500.00	12,000.00	60,000.00
All Other Local Revenue	200.00	200.00	200.00	300.00	300.00	300.00	300.00	400.00	300.00	300.00	400.00	500.00	3,700.00
Sub-total	700.00	700.00	700.00	11,800.00	800.00	800.00	11,800.00	5,900.00	10,800.00	6,300.00	900.00	12,500.00	63,700.00
EXPENSES													5,299,925.95
Certificated Salaries	204,805.00	204,805.00	204,805.00	204,805.00	204,805.00	204,805.00	204,805.00	204,805.00	204,805.00	204,805.00	204,805.00	204,810.00	2,457,665.00
Classified Salaries	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,354.00	24,357.00	292,251.00
Employee Benefits	103,306.00	103,306.00	103,306.00	103,306.00	103,306.00	103,306.00	103,306.00	103,306.00	103,306.00	103,306.00	103,306.00	103,316.00	1,239,682.00
Books and Supplies	16,503.00	19,948.00	15,800.00	15,009.00	18,361.00	21,135.00	17,466.00	17,466.00	21,135.00	17,466.00	17,466.00	21,141.00	218,896.00
Serv. other Operating Exp.	137,694.00	102,560.00	104,776.00	113,422.00	103,085.00	101,773.00	100,742.00	101,639.00	101,639.00	101,658.00	101,658.00	129,475.00	1,300,121.00
Capital Outlay	13,708.00	13,708.00	13,708.00	13,708.00	13,708.00	13,708.00	13,708.00	13,708.00	13,708.00	13,708.00	13,708.00	13,708.00	164,496.00
Debt Service Payment-Interest												94.00	94.00
TOTALS	500,370.00	468,681.00	466,749.00	474,604.00	467,619.00	469,081.00	464,381.00	465,278.00	468,947.00	465,297.00	465,297.00	496,901.00	5,673,205.00

PROJECTED 5-YEAR ENROLLMENTS BY GRADE LEVEL

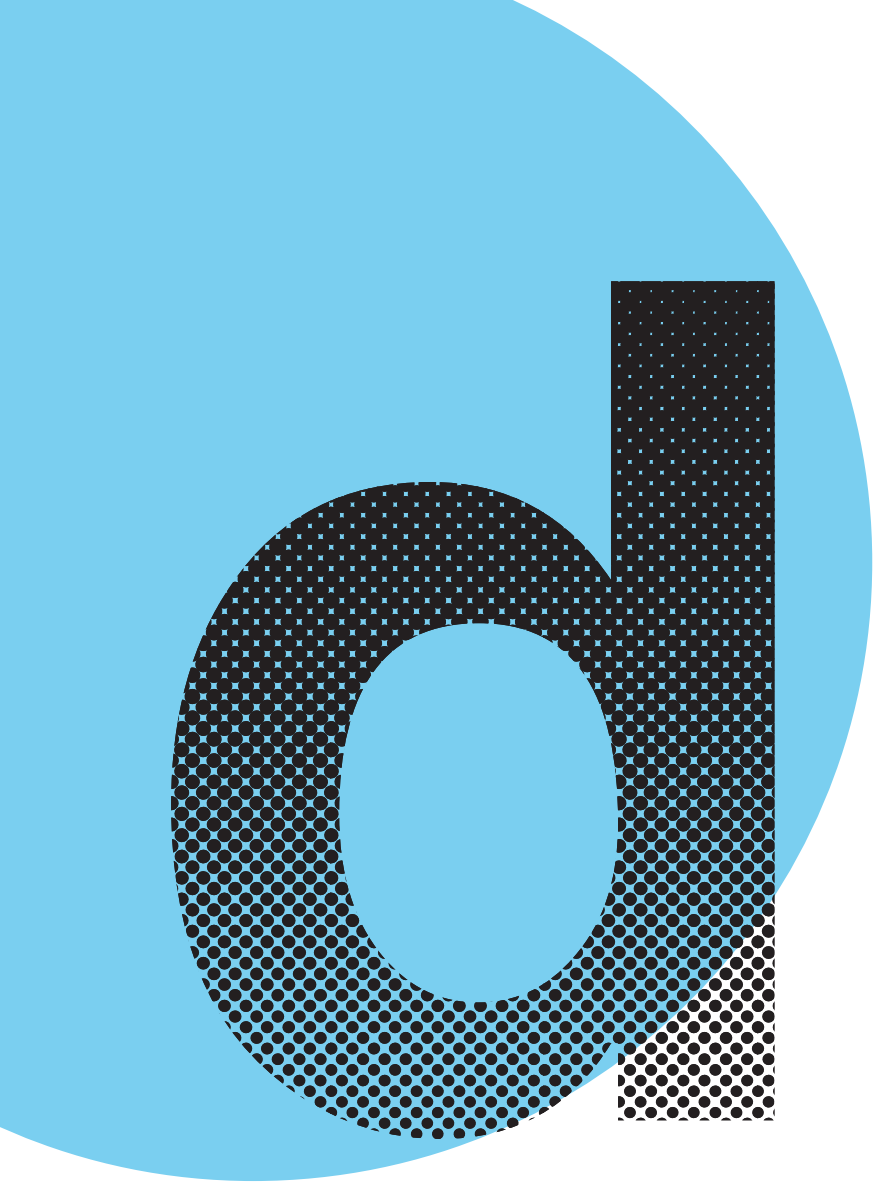


Audeo Charter School
Projected 5-Year Enrollments by Grade Level

Audeo Charter School Projected Enrollments					
Description	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	FY 2025-26
Grades TK-3	78	79	80	82	84
Grades 4-6	28	29	30	31	32
Grades 7-8	50	51	53	55	57
Grades 9-12	324	335	346	357	367
Total Projected Enrollment	480	494	509	525	540

LCAP

(LATEST VERSION)



LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

Audeo Charter School

Veronica Ballman, School
Coordinator

vballman@audeocharterschool.net

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Since 2001, Audeo Charter School (Audeo) has offered a free public school option to students in 6th-12th grades who are seeking an alternative learning experience to the traditional school setting. In 2015, Audeo expanded its grade levels to begin offering a homeschool program for students in grades k-5. Repeatedly recognized for a quality instructional program, high-caliber teaching, and strong operational performance, Audeo seeks to redefine how teachers teach and students learn. Our standards and expectations are high as we prepare our students for the future. Together—teacher, parent, and student—we can guide our students toward a successful future. At Audeo, our independent study and homeschooling model teaches our students to be self-motivated, self-disciplined, and accountable. Our teachers actively engage and support our students along the way, providing enrichment and one-on-one tutoring as needed. Audeo offers students an alternative to the traditional school setting. Our Resource Centers provide a safe and supportive environment that is centered on teaching and conducive to learning, and our flexible scheduling and around-the-year calendar better serves our students. Through an academically rigorous curriculum, Audeo students study one or two subjects/courses at a time. Our goal for every student is their mastery of state standards, as well as successful transition from high school to their post-secondary choice. This mastery and successful transition is accomplished through our understanding that every student is unique in their quest for college and career readiness! Whether their goal is to attend college or enter the workforce, Audeo students work one-on-one with their teachers to develop a personalized plan that will bring them closer to accomplishing their dreams. Audeo teachers work closely with every student to understand, identify, and establish a course of plan for their post-high school pathway of four-year college, community college, career readiness, or military service. It is only through a successful transition from high school, that we consider ourselves successful in transforming lives!

Audeo is identified by the California Department of Education (CDE) as participating in the Dashboard Alternative School Status (DASS) program. 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. Audeo served a 71 % of high-risk student groups in 2017-18. The high-risk groups include the following:

- Expelled students
- Student suspended more than 10 days in one school year
- Wards of the Court or dependents of the court
- Pregnant and/or Parenting students
- Recovered Dropouts
- Habitually Truant
- Students retained more than once during grades K-8
- Students who are credit deficient
- Students with a gap in enrollment
- Students with high level transiency
- Foster Youth
- Homeless Youth

Audeo has received continued support from the San Diego Unified School District Board of Education. The SDUSD Board of Education has unanimously renewed the charter every five years since 2001. In addition, the school has received several six-year terms of accreditation from the Western Association of Schools and Colleges (WASC). Currently Audeo is accredited with a coveted and rarely given six-year clear term. Despite having students enter Audeo on average 2 grade levels behind in reading and 3 grade levels behind in math, an overall increased number of Audeo students over the past 4 years have been meeting their NWEA growth targets. In the last five years, over 900 Audeo students (majority not on track to graduate) have completed their high school requirements. From 2010-2017 Audeo decreased its overall dropout rate from 5.3% to 1.4%. This is an outstanding achievement given that the majority of Audeo students enroll behind in credits, not on track to graduate within 4 years, 2 grade levels behind in English, and 3 grade levels behind in math. For the last three years, Audeo students are indicating a dramatic increase in self-confidence after just 90 days of enrollment. Overall, the results in 90 days yield on average a 25% increase in confidence from when students first start at Audeo. The University of California (UC) and The National Collegiate Athletic Association (NCAA) has approved several new and revised Audeo courses during the current charter term, and Audeo's Work Experience program has been approved by the California Department of Education to ensure that every Audeo student receives a rigorous, personalized education that will move them forward.

During the 2018-19 school year, Audeo has served over 613 students.

113 students have successfully achieved their high school completion goals this year!

Based on Month 10 student demographic data:

Percent of students who qualify for Special Education (SWD) 17.5%

Percent of students who qualify as Socially-Economically Disadvantaged (SED) 60.8%

Percent of students who qualify as English Learners (EL) 9.8%

Percent of students who qualify as Homeless and Foster Youth (FY) 3.3%

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The 2019 LCAP highlights the school's priority to transform student lives. The development of the LCAP aligns to the school's strategic planning process. Stakeholder input is analyzed, along with student demographics, achievement data and the Vision, Mission, and Values, to identify the key initiatives and goals that will guide the prioritization of all actions and services to meet the needs of our students in service of achievement.

Goal 1- Increase Student Achievement in Areas Appropriate for a School Participating in the Dashboard Alternative School Status (DASS) Program

Aligned to Strategic Initiatives 4,8 and State Priorities 4,5

Key Actions & Services for All

- Pathways Personalized Education Plan
- The Storybook
- Multi-Tiered System of Supports (MTSS): The Intervention and Diversion Program

Highlights of Increased/Improved Actions & Services

- Data Integration Systems (NWEA, Illuminate, Naviance)
- English Learner Achievement Department (ELAD)

Highlights of Supplemental Actions & Services

- Math Tutoring Focused on Standards & Key Claims and Targets
- CSI: ELA and Math Coaching and Tutoring for Grade 12 Students

Goal 2-Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning, Aligned to CCSS

Aligned to Strategic Initiatives 4, 8 and State Priorities 1, 2, 4, 7

Key Actions & Services for All

- Blended Learning Model with UC/CSU Approved Courses

- Customized Curriculum Design based on Universal Design for Learning (UDL)
- CTE Curriculum Alignment to CTE Model standards
- CTE Certification Programs
- Work-Based Learning Opportunities
- Comprehensive ELD Program
- UC a-g approved ELD ELA Course Pathway

Highlights of Increased/Improved Actions & Services

- Pathways Learning Lead
- Curriculum Enhancements: Achieve 3000, BrainPOP ESL
- Altus Connect Program
- LPSG: WRITE Institute

Highlights of Supplemental Actions & Services

- My Path Courses: Individual Learning Paths in ELA and Math to Address Skill Gaps

Goal 3- Provide a Targets and Data Informed Professional Learning System to Increase Teacher Effectiveness and High Quality Instruction

Aligned to Strategic Initiatives 5, 6 and State Priorities 1, 2, 8

Key Actions & Services for All

- Altus University
- CTE Professional Development in Key Industry Sectors and Externships
- Leadership Studies and Altus Fellow Project
- New Teacher Training: Youth Mental Health First Aid Certification
- Verification Process for Specialized Settings (VPSS)

Highlights of Increased/Improved Actions & Services

- Leading Edge Certification (LEC)
- Gifted and Talented Education (GATE) Certification
- Math Specialist
- Trauma Informed Practices (TIPS) Training
- LPSG: WRITE Institute Professional Learning

Highlights of Supplemental Actions & Services

- Altus University Parent University
- CSI: Train ELA and Math Coaches in SRSD principles

-CSI: Train Counselors in Check & Connect principles

Goal 4-Provide a Safe Environment and Supportive School Culture

Aligned to Strategic Initiatives 3, 10 and State Priorities 1, 3, 6

Key Actions & Services for All

- School Safety Committee and Safety Plan
- Health & Nursing Department

Highlights of Increased/Improved Actions & Services

- Social Work Department: Intern Program
- Leadership & Character Development: Cadet Corps
- Nutrition Program

Goal 5-Provide Innovative, Engaging, Community-Based Resource Centers

Aligned to Strategic Initiatives 1,2,3,9,11 and State Priorities 1, 3, 5, 6

Key Actions & Services for All

- CTE Advisory Committee and CTE Industry Partners
- Innovative, Technology-Rich Resource Centers
- Website Enhancements

Highlights of Increased/Improved Actions & Services

- Marketing Plan

Highlights of Supplemental Actions & Services

- Bus Pass Program

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Audeo has a fully integrated system of data collection, analysis, and reporting to inform Instructional teams, Curriculum Departments, and Professional Learning through a monthly and annual Storybook. The Storybook provides targeted, drilled down data that includes achievement and engagement indicators that relate directly to overall student success and that of student groups. As a **DASS School**, Audeo has the first published Dashboard for 2018-19 in which state indicators and local performance indicators are reported in LCFF Rubrics.

Based on Audeo's review and analysis of performance indicators and metrics aligned to LCAP goals, Audeo's data reflects a strong instructional program, a rigorous and assessable course of study, and an effective Professional Learning System. Multiple measures indicate a safe learning environment and a supportive school culture that supports student achievement with innovative Resource Centers and instructional practices.

Greatest Progress:

- High risk students are participating in school and earning credits towards a high school diploma: All students, including SEDA, EL, and SWD exceeded the school's participation rate goal of 84%:

All students: 89%, EL: 89%, SWD 90%

- As student enrollment changes from year to year, it is challenging to compare year-to-year results on standards-based proficiency assessments. The school assesses for grade level standard skill growth using the NWEA MAP assessments.

All students, including SEDA, EL, and SWD met or exceeded the school's NWEA MAP progress target of 60%

- As the majority of students who enroll at Audeo are age 16 or older, it is the school's mission to effectively engage English Learners in a comprehensive ELD program to increase their English language proficiency and to meet Reclassification standards prior to high school graduation.

Over 71% of English Learners met Level 3 and Level 4 proficiency in the first administration of the Summative ELPAC.

- Students are engaged their PPEP with a relevant and rigorous course of study:

100% of core courses are UC A-G approved and we continue to expand course offerings to include Honors and AP courses.

- Students are increasing their confidence and their ability to succeed in school within the first 3 months of enrollment:

94% of students reported confidence in their ability and skills to learn and succeed.

- Teachers receive high quality professional development that leads to meeting the needs of students:

100% of teachers participated in a minimum of 60 hours of professional development.

99% Students and 98%Parents reported high teacher satisfaction rates.

- Audeo is a safe place for students to learn and teachers to teach:

The Suspension rate (YTD) is 0% and the Expulsion rate (YTD) is 0%.

98% of students and 99% of parents report satisfaction with safety from Annual Surveys.

The 2019-2020 LCAP actions/ services are designed to build on these successes. The school is committed to continuous improvement and refinement of processes to ensure the most effective programs and services to support the LCAP Goals aligned to our vision of teaching and learning.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The California Dashboard reflects the following indicators as having overall performance in “Red”:

- Graduation Rate
- College/Career

The California Dashboard reflects the following indicators as having overall performance in “Orange”:

- ELA
- Math
- Chronic Absenteeism

Audeo meets the criteria for CSI under Graduation Rate criteria (has a two-year average graduation rate less than 67%) and has developed a comprehensive CSI Plan to address the areas of growth and improvement.

Similar to statewide trends, the school continues to see performance gaps in SBA achievement between all students, English Learners (EL), and Students with Disabilities (SWD) in math and ELA. In 2017-2018, All students (grades 3-8) Distance to Level 3 results in math reflected: -77.73 compared to:

EL: -154.43

SWD: -165.19

In 2017-2018, All students Distance to Level 3 results in ELA reflected: -36.83 compared to:

EL: -120.29

SWD: -116.69

The school has conducted a comprehensive needs assessment that incorporates data analysis, program evaluation, and stakeholder input. The school has updated metrics, actions, and services within the 2019-2020 LCAP to address the greatest needs of students and ensure successful outcomes for all students.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Audeo has identified the “Lowest Performing Student Group” as the African American student group based on the 2017-2018 Smarter Balanced Assessment Results in English Language Arts and Math. The results are consistent with California state averages and national trends that demonstrate the need to close the achievement gap. The African American student group results reflect: -79.9 in ELA, -144.1 in Math. The school has developed a plan describing how The Lowest- Performing Students Block Grant (LPSG) funds will be used to increase or improve evidence-based services for the identified pupils to accelerate increases in academic achievement, and how the effectiveness of the services will be measured. The LPSG plan is embedded in the 2019-2020 LCAP:

LCAP Goal 1: To Increase Student Achievement in Areas Appropriate for a School Participating in the Dashboard Alternative School Status (DASS) Program.

The school will utilize the data integration systems to inform curriculum and instructional decisions and monitor the effectiveness of the program. The school will align target outcomes with the specific LCAP metrics of increasing student achievement as demonstrated through SBA results and NWEA MAP Growth results.

LCAP Goal 2: Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning Skills that Align to California Content Standards that is Accessible to All Students.

The school will integrate literacy instruction, including the six high-leverage research-based academic literacy practices, across all core curriculum. Students will engage in relevant, rigorous curriculum that builds academic literacy and serves as a foundation for 21st Century Learning Skills.

LCAP Goal 3: Provide a Targeted and Data Informed Professional Learning System to Increase Teacher Effectiveness and High Quality Instruction.

The WRITE (Writing Reform and Innovation for Teaching Excellence) Institute offers a two-day institute for K-12 teacher leaders and administrators. The school will partner with SCDOE to implement systemic integrative literacy. SDCOE WRITE provides ongoing professional development to raise student achievement by improving the teaching of writing in grades k-12.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Audeo operates as a single-school district charter school. The school is identified as a Dashboard Alternative School Status (DASS) program. This status replaces the previous Alternative Schools

Accountability Model (ASAM) status. DASS schools are held accountable for all state indicators currently reported in the Dashboard. However, “modified methods” are used for select state indicator in order to accurately evaluate the success and progress of alternative schools that serve high-risk students. The methodology for evaluating student graduation rate is based on a Grade 12 Graduation Rate for DASS Schools as opposed to a Four-Year Cohort Graduation Rate. Audeo meets the criteria for CSI under Graduation Rate criteria (has a two-year average graduation rate less than 67%) and has partnered with stakeholders to develop and implement a plan to improve student outcomes.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Stakeholder Engagement

All stakeholders of the school have representatives involved in the development of the 2019-2020 LCAP and embedded CSI Plan. The design of the school allows for teachers, students, parents, counselors, and leadership team members to meet, discuss, and plan for the needs of each individual student. Each student has a Pathways Personalized Education Plan (PPEP) to engage each student in their academic goals. In addition to the weekly and monthly PPEP meetings, stakeholders of the school have many opportunities, and are encouraged, to be involved and participate in the decision-making process of the school and the development of the LCAP/CSI Plan. Stakeholder involvement contributes to the LCAP/CSI Plan development in several important ways: identification and refinement of needs based on data analysis, creation of goals, establishment of targets, designation of activities, and resource allocation. The following stakeholder groups have contributed to the development of this plan with corresponding methods:

- School Leadership Team: Quarterly Meetings
- School Teachers: Quarterly Instructional Meetings, Annual Survey
- Students: Monthly PPEP Meetings, Annual Survey
- Parents: Semester School Events, Annual Survey
- School Staff: Quarterly Staff Meetings, Annual Survey
- School Site Council: Semester Meetings
- English Language Advisory Council: Semester Meetings

Data Analysis

Each Stakeholder group examined data related to the school’s eligibility in CSI based on the graduation rate category: High schools with a graduation rate less than 67 percent averaged over two years. The key performance data* reviewed and analyzed by stakeholders include:

- Student participation rates
- Student credit completion rates
- Graduation rates
- Course enrollment rates
- Average credit deficiency upon enrollment
- Average skill deficiencies (ELA and math) upon enrollment

- Student, parent, teacher, staff survey results

*includes historical and trend data for all student group and unduplicated student groups

The stakeholder groups followed an Improvement Science protocol to determine the gaps between the current state of student graduation rates and the school's ideal rates of growth. Based on the results of the Needs Assessment, the school developed a plan of action to address the needs of students and staff to increase student graduation rates.

As part of the Needs Assessment, the stakeholder groups analyzed resource allocation by category. The stakeholder groups were presented with visual displays of data (Pareto Chart) to identify any resource inequities as a result of the Needs Assessment. The school groups came to a consensus that school resources are appropriately allocated to supporting the implementation of the Pathways Personalized Education Plan (PPEP) for each and every student. The PPEP is a systematic approach to customizing an educational plan unique to each student to ensure academic, social-emotional, and postsecondary success.

Summary of Findings

Based on the examination of key performance data within the Improvement Science protocol, the following major themes emerged from stakeholder groups as influencing the school's graduation rate:

- Grade 12 students exceed the expected enrollment time in math courses; math courses take students, on average, two-three times as long to complete than other core courses.
- Grade 12 students exceed the expected enrollment time in the Pathways Exhibition course; this course takes students, on average, two-three times as long to complete than other practical courses.
- Grade 12 progress monitoring systems can be improved with targeted assistance from staff.
- The student information system has optional additional features that can be used as tools for 12th grade progress monitoring.

Evidence Based Interventions & Action Items

- Train math and ELA coaches in the Self-Regulated Strategy Development (SRSD) model. SRSD is an intervention designed to improve students' academic skills through a six-step process that teaches students specific academic strategies and self-regulation skills. The intervention begins with teacher direction and ends with students independently applying the strategy, such as planning and organizing ideas before writing an essay.
- Provide additional math coaching and tutoring for students in grade 12 to increase progress and completion rates in core math courses required for graduation.
- Provide ELA coaching and tutoring for students in grade 12 to increase progress and completion rates in Pathways Exhibition course required for graduation.
- Provide Counselors with training in the Check & Connect program to increase student progress in grade 12 coursework. The Check & Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports.

- Provide staff professional development to implement graduation strategies and build capacity for systems supporting successful student outcomes.
- Increase Counselor responsibilities to include utilization of Check & Connect, using student information systems to identify and monitor grade 12 student progress on a weekly and monthly basis.
- Update student information systems to include enhanced features that allow for focused monitoring of grade 12 student progress.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Audeo will monitor and evaluate the implementation and effectiveness of the school's CSI plan to support student and school improvement through the following methods:

The School Counselor will use School Pathways Student Information System to monitor both programs on a monthly basis. The effectiveness will be measured by credit completion rates and participation rates.

The School Coordinator will use Data Reports and Storybook Report to monitor the programs data monthly. The effectiveness will be measured by the Percent of 12th Grade Students "on track" to graduate, coaching/tutoring hours, and grades issued in Math and Pathways Portfolio Courses.

Teachers will use Student Goal Reports to monitor the coaching/tutoring program monthly. The effectiveness will be measured by the rates of tutoring goal attainment.

The Leadership team will monitor and evaluate the effectiveness of the CSI plan on a quarterly basis by analyzing comprehensive data at Leadership team Meetings:

- Credit Completion Rates
- Participation Rates
- Percent of 12th Grade Students "on track" to graduate
- Coaching/Tutoring hours
- Grades Issued in Math and Pathways Portfolio Courses
- Rate of Tutoring Goal Attainment

Annual Update

LCAP Year Reviewed: 2018-2019

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

To Increase Student Achievement in Areas Appropriate for a School Participating in the Dashboard Alternative School Status (DASS) Program.

State and/or Local Priorities addressed by this goal:

State Priorities: 4 & 5

Local Priorities: Strategic Initiatives 4 & 8

Annual Measurable Outcomes

Expected

Actual

Establish a baseline for 1- Year Graduation Rate

All: 62.7% SEDA: 58.3% EL: 59.1% FY: n/a SWD: 54.5%

The cumulative student participation rate, including for all unduplicated student groups (LI, EL, FY) and Special Education will meet or exceed 84%

All: 89.0% SEDA: 87.2% EL: 89.8% FY: 62.2% SWD: 90.0%

Grades 3-8 SBA in Math Distance to Level 3 overall and unduplicated student groups will maintain status or increase by 3 points

All: -77.73 SEDA: -103.89 EL: -154.43 FY: N/A SWD: -165.19

Grade 11 SBA in Math Distance to Level 3 overall and unduplicated student groups will maintain status or increase by 3 points

All: -31.23 SEDA: -54.67 EL: N/A FY: N/A SWD: -60.60

Expected	Actual
Grades 3-8 SBA in ELA Distance to Level 3 overall and unduplicated student groups will maintain status or increase by 3 points	All: -36.83 SEDA: -62.00 EL: -120.29 FY: N/A SWD: -116.69
Grade 11 SBA in ELA Distance to Level 3 overall and unduplicated student groups will maintain status or increase by 3 points	All: 64.77 SEDA: 41.56 EL: N/A FY: N/A SWD: 65.00
NWEA Measures of Academic Performance (MAP) progress results will maintain at 60% or the lowest performing student group will increase by 2%	All: R: 78%/L: 73%/M: 73% SEDA: R: 80%/L: 71%/M: 74% EL: R: 86%/L: 67%/M: 79% FY: N/A SWD: R: 72%/L: 87%/M: 79%
EI Reclassification: Maintain baseline rate or exceed statewide average	0%* Transition Year
Establish baseline for EL Progress and Proficiency on ELPAC	ELPAC: L4+L3: 71.5% L4: 30.4% L3: 41.1% L2: 21.4% L1: 7.1%
Maintain a dropout rate of 5% or less	1.4% (16-17 Verified Drop Out Rate)
90% of students will gain in their ability to learn and succeed in school within 90 days of enrollment	94% of students reported gain in their ability to learn and succeed in school within 90 days of enrollment

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Data and Measures of Student Achievement

- Collect, analyze and disseminate key performance measures aligned to student achievement and publish in The Storybook (monthly, annually)
- Utilize the Data Integration Systems Department to best inform Curriculum, Instruction, and Professional Learning Systems of multiple measures of student achievement data
- Provide training on ELPAC and/or CELDT administration, result analysis, and best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems

Intervention and Student Support

- Recruit, hire, and train high quality teachers to engage high risk students and support their achievement
- Implement, monitor, and update a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals

Actual Actions/Services

Data and Measures of Student Achievement

98.6% of teachers report they have the tools to use data to improve instructional decision making and adjust curriculum and instruction for all students

- The Storybook was published monthly and provided Instructional teams with actionable, timely data by student group.
- The Data Integration Systems Department used multiple methods to inform the school's systems approach to Curriculum, Instruction, and Professional Learning.
- Provided training on summative ELPAC and initial CELDT administration, result analysis, and best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems.

Intervention and Student Support

98.6% of teachers report they have the training and coaching they need

Budgeted Expenditures

- \$1,623,066
- \$143,098
- \$671,609
- \$5000

Estimated Actual Expenditures

Source	Object Code	Total
CRBG	1000-1999	\$ 10,804
	3000-3999	\$ 3,690
CRBG Total		\$ 14,494
CSIBG	5000-5999	\$ 576
CSIBG Total		\$ 576
LCFF Base	1000-1999	\$1,352,618
	2000-2999	\$ 84,330
	3000-3999	\$ 591,335
	5000-5999	\$ 1,740
LCFF Base Total		\$2,030,023
LCFF S/C	1000-1999	\$ 198,402
	2000-2999	\$ 61,598
	3000-3999	\$ 13,775
LCFF S/C Total		\$ 273,775
Lottery NonP	1000-1999	\$ 50,263
	3000-3999	\$ 19,586
Lottery NonProp Total		\$ 69,849
SPED	1000-1999	\$ 20,179
	2000-2999	\$ 26,311
	3000-3999	\$ 21,692
	5000-5999	\$ 65
SPED Total		\$ 68,247
Title II	5000-5999	\$ 5,000
Title II Total		\$ 5,000
Title IV	1000-1999	\$ 7,001
	3000-3999	\$ 2,257
Title IV Total		\$ 9,258
Grand Total		\$2,471,222

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>c. Develop and implement school wide Instructional Plan (scope and sequence) based upon the needs of the current student populations including Exceptional Learners (Special Education, Gifted and Talented (GATE))</p> <p>d. Refine the implementation of the Intervention and Diversion Program (MTSS) to include additional training and monitoring to increase high – risk student engagement in school and reduce school absences</p>	<p>to use data to drive instructional decisions for all student groups</p> <p>a. Recruited for high quality teachers to engage high risk students and support their achievement</p> <p>b. School Coordinator oversaw the integrated implementation of the Pathways Personalized Education Plan (PPEP) process.</p> <p>c. The annual Instructional Plan's (scope and sequence) focus was developed around math and ELA goals for all students and student groups</p> <p>d. Refined the data collection of the Intervention and Diversion Program (MTSS) to closely monitor high –risk student engagement in school and reduce school absences</p>		
		<p>a. LCFF Base</p> <p>b. LCFF Base</p> <p>c. LCFF Base</p> <p>d. LCFF Base</p>	Included in table above
		<p>a. 1000-1999</p> <p>b. 2000-2999</p> <p>c. 3000-3999</p>	Included in table above

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>e. Use Naviance Program to support the successful post secondary planning of students who are high risk and/or disadvantaged</p> <p>f. Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students</p>	<p>Diploma (Option 1, Option 2) and HiSet.</p> <p>e. Naviance surveys, resources, and features were integrated into the PPEP of each student from enrollment through graduation.</p> <p>f. The School Social Worker assigned as the Homeless and Foster Youth Liaison- coordinated with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students</p>		
		<p>a. LCFF, S/C</p> <p>b. SPED</p> <p>c. LCFF, S/C</p> <p>d. SPED</p> <p>e. Title I</p> <p>f. LCFF, S/C</p>	Included in table above
		<p>a. 1000-1999</p> <p>b. 1000-1999</p> <p>c. 3000-3999</p> <p>d. 3000-3999</p> <p>e. 5000-5999</p> <p>f. 5000-5999</p>	Included in table above

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																											
<div>a. Provide supplemental tutoring in ELA and Math to qualifying students to close the achievement gap</div> <div>b. Resource Center Associates (RCAs) to provide supplemental instructional supports</div>	<div>a. Provided supplemental tutoring in Math in partnership with The Ed Ladder to qualifying students</div> <div>b. Resource Center Associates (RCAs) to provided supplemental instructional tutoring and support</div>	<div>a. \$99,165</div> <div>b. \$152,172</div> <div>c. \$26,459</div> <div>d. \$53,932</div> <div>e. \$32,000</div>	<table><tr><th colspan="3">Sum of Estimated Actuals</th></tr><tr><th>Source</th><th>Object Code</th><th>Total</th></tr><tr><td rowspan="2">SPED</td><td>2000-2999</td><td>\$ 16,656</td></tr><tr><td>3000-3999</td><td>\$ 4,326</td></tr><tr><td colspan="2">SPED Total</td><td>\$ 20,982</td></tr><tr><td rowspan="3">Title I</td><td>2000-2999</td><td>\$ 58,640</td></tr><tr><td>3000-3999</td><td>\$ 17,451</td></tr><tr><td>5000-5999</td><td>\$ 38,900</td></tr><tr><td colspan="2">Title I Total</td><td>\$ 114,991</td></tr><tr><td colspan="2">Grand Total</td><td>\$ 135,973</td></tr></table>	Sum of Estimated Actuals			Source	Object Code	Total	SPED	2000-2999	\$ 16,656	3000-3999	\$ 4,326	SPED Total		\$ 20,982	Title I	2000-2999	\$ 58,640	3000-3999	\$ 17,451	5000-5999	\$ 38,900	Title I Total		\$ 114,991	Grand Total		\$ 135,973
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		<div>a. 2000-2999</div> <div>b. 2000-2999</div> <div>c. 3000-3999</div> <div>d. 3000-3999</div> <div>e. 5000-5999</div>	Included in table above																											

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school has supported the achievement of all students through a data-driven instructional program that is primarily focused on the personalization of education plans for each and every student. The Pathways Personalized Education Plan (PPEP) is the process by which all instructional decisions are made, monitored, and adjusted by the student's education team. The Data & Assessment departments inform all levels of the school of student achievement measures through The Storybook, published monthly and annually. The Storybook disseminates data based on key performance measures and LCAP metrics in order to inform processes of each school system. The school will continue the processes of continuous improvement and implementation of the resulting Instructional Plan based on student achievement results.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on the analysis of LCAP metrics, the school is meeting the overall objectives of this goal. Systems are in place to increase student achievement in ELA and math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal is succinct and will continue to focus on increasing student achievement in all areas appropriate for a DASS school. Additional actions/services are added to continue to improve systems to meet the needs of all stakeholders.

Goal 2

Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning Skills that Align to California Content Standards that is Accessible to All Students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4 & 7

Local Priorities: Strategic Initiatives 4 & 8

Annual Measurable Outcomes

Expected	Actual
Maintain percentage of CCSS aligned courses at 100%	Percentage of CCSS aligned courses: 100%
Increase the percentage of NGSS aligned courses to 60%	Percentage of NGSS aligned courses: 50%
Maintain percentage of ELD aligned ELA courses at 100%	Percentage of ELD aligned ELA courses: 100%
Increase percentage of ELD aligned History/Social Science courses to 75%	Percentage of ELD aligned History/Social Science courses: 100%
Maintain 100% of core courses are supervised by high quality, credentialed teachers	Percentage of core courses are supervised by high quality, credentialed teachers: 100%
Maintain 100% UC A-G approval rate for core courses	UC A-G approval rate for core courses: 100%
Maintain 100% NCAA approval rate for core courses	NCAA approval rate for core courses: 100%
Maintain the Work Experience Education Program	Work Experience Education Program Implementation: 100%
Maintain advanced course offerings including Honors and AP courses	Advanced course offering list (Honors and AP courses): 100%
Maintain state approval status of established CTE Pathways	State approval status of established CTE Pathways: 100%
Maintain percentage of CCSS aligned courses at 100%	Percentage of CCSS aligned courses: 100%

Expected

Actual

Action 1

Planned
Actions/ServicesActual
Actions/ServicesBudgeted
ExpendituresEstimated Actual
ExpendituresPathways and College and Career
Readiness

- Expand course offerings for 4-year College & University, Career Readiness, and Military Pathway programs
- Implement CTE Certification Programs aligned to key sectors and student PPEP results
- Provide comprehensive work-based learning opportunities for students that include: service learning, internships, job shadowing, and Work Experience Education Program
- Continue to offer CTE courses aligned to CTE Model Framework
- Promote 21st century learning and digital literacy with Pathways E-Portfolio graduation requirement
- Enhance ELD program to include course offerings and instructional practices that promote literacy development

Pathways and College and Career
Readiness

98.6% of teachers report all students have access to Pathways course offerings that prepare them for college and career

- Expanded course offerings to include Designing Careers, Child Development, Career and Life Management
- Implemented CTE Certification Programs in Hospitality
- Provided comprehensive work-based learning opportunities for students that include: service learning, internships, job shadowing, and Work Experience Education Program
- Continued to offer CTE courses aligned to CTE Model Framework
- Updated Pathways E-Portfolio graduation requirement course to align to CTE Anchor

- \$67,088
- \$13,458
- \$23,770
- \$4,366
- \$10,000

Sum of Estimated Actuals		
Source	Object Code	Total
CRBG	1000-1999	\$ 3,098
	3000-3999	\$ 1,011
	5000-5999	\$ 9,600
CRBG Total		\$ 13,709
LCFF Base	1000-1999	\$ 112,915
	3000-3999	\$ 40,364
	4000-4999	\$ 78,737
		5000-5999 \$ 798
LCFF Base Total		\$ 232,814
Lottery Prop 4000-4999		\$ 26,513
Lottery Prop Total		\$ 26,513
SPED	1000-1999	\$ 11,027
	3000-3999	\$ 4,134
SPED Total		\$ 15,161
Grand Total		\$ 288,197

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>g. Enrich blended learning opportunities for students utilizing online curriculum and resources that features embedded tools and scaffolded supports to enhance learning opportunities for ELs</p> <p>Standards Aligned Course of Study and Curriculum</p> <p>a. Review, update, and monitor course of student to fully align with Common Core State Standards (CCSS), English Language Development Standards (ELD), Next Generation Science Standards (NGSS), UC/CSU a-g requirements, and NCAA requirements</p> <p>b. Provide access to advanced courses and learning opportunities (Advanced Placement Courses, Honors Courses, Accelerated Courses)</p> <p>c. Provide customized course curriculum based on Universal Design for Learning (UDL) to increase access to learning for students with disabilities and students will multiple learning styles</p> <p>d. Expand online course offerings to include CCSS, ELD, NGSS, UC/CSU a-g, NCAA approved</p>	<p>Standards for Career Ready Practice</p> <p>f. Enhanced ELD program to include course offerings and instructional practices that promote literacy development</p> <p>g. Enriched blended learning opportunities for students utilizing online curriculum and resources that features embedded tools and scaffolded supports to enhance learning opportunities for ELs</p> <p>Standards Aligned Course of Study and Curriculum</p> <p>95.7% of teachers report English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Homeless and Foster Youth have access to advanced courses (Honors and AP)</p> <p>a. Reviewed, updated, and monitored course of study to fully align with Common Core State Standards (CCSS), English Language Development Standards (ELD), Next Generation Science Standards (NGSS), UC/CSU a-g requirements, and NCAA requirements</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
courses to enhance learning opportunities for all students	<ul style="list-style-type: none"> b. Provided full access to advanced courses and learning opportunities (Advanced Placement Courses, Honors Courses, Accelerated Courses) c. Provide customized course curriculum based on Universal Design for Learning (UDL) to increase access to learning for students with disabilities and students will multiple learning styles d. Expanded online course offerings (Intro to Coding and French 5/6) 		
		<ul style="list-style-type: none"> a. LCFF Base b. SPED c. LCFF Base d. SPED e. Lottery 	Included in table above
		<ul style="list-style-type: none"> a. 1000-1999 b. 1000-1999 c. 3000-3999 d. 3000-3999 e. 	Included in table above

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																																					
<div>a. Pathways Learning Lead to implement Pathways Program that ensures accessibility, equity, and achievement for high risk student groups and historically underserved students</div> <div>b. Offer Credit Recovery (CR) courses for high transition students as a 2nd course attempt in order to promote recovery of instructional time and increase pacing towards high school graduation</div> <div>c. Provide curriculum enhancements for EL students: Achieve 3000, BrainPOP ESL</div> <div>d. Increase student access to online curriculum and resources through technology devices and internet: Connect Program</div>	<div>98.6% of teachers report blended learning opportunities provide tools and supports for English Learners to make progress</div> <div>a. Pathways Learning Lead implemented Pathways Program that ensures accessibility, equity, and achievement for high risk student groups and historically underserved students</div> <div>b. Offered Credit Recovery (CR) courses for high transition students as a 2nd course attempt in order to promote recovery of instructional time and increase pacing towards high school graduation</div> <div>c. Provided curriculum enhancements for EL students: Achieve 3000, BrainPOP ESL</div> <div>d. Implemented Connect Program pilot program, full program deployment expected for 19-20.</div>	<div>a. \$8,156</div> <div>b. \$2,675</div> <div>c. \$12,500</div> <div>d. \$5,000</div> <div>e. \$2,500</div>	<table><tr><th colspan="3">Sum of Estimated Actuals</th></tr><tr><th>Source</th><th>Object Code</th><th>Total</th></tr><tr><td rowspan="2">CRBG</td><td>1000-1999</td><td>\$ 2,806</td></tr><tr><td>3000-3999</td><td>\$ 915</td></tr><tr><td colspan="2">CRBG Total</td><td>\$ 3,721</td></tr><tr><td rowspan="4">LCFF S/C</td><td>1000-1999</td><td>\$ 25,257</td></tr><tr><td>3000-3999</td><td>\$ 8,237</td></tr><tr><td>4000-4999</td><td>\$ 14,393</td></tr><tr><td>5000-5999</td><td>\$ -</td></tr><tr><td colspan="2">LCFF S/C Total</td><td>\$ 47,887</td></tr><tr><td rowspan="2">Title III</td><td>4000-4999</td><td>\$ 947</td></tr><tr><td>5000-5999</td><td>\$ 2,457</td></tr><tr><td colspan="2">Title III Total</td><td>\$ 3,404</td></tr><tr><td colspan="2">Grand Total</td><td>\$ 55,012</td></tr></table>	Sum of Estimated Actuals			Source	Object Code	Total	CRBG	1000-1999	\$ 2,806	3000-3999	\$ 915	CRBG Total		\$ 3,721	LCFF S/C	1000-1999	\$ 25,257	3000-3999	\$ 8,237	4000-4999	\$ 14,393	5000-5999	\$ -	LCFF S/C Total		\$ 47,887	Title III	4000-4999	\$ 947	5000-5999	\$ 2,457	Title III Total		\$ 3,404	Grand Total		\$ 55,012
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		e. LCFF S/C	
		a. 1000-1999 b. 3000-3999 c. 4000-4999 d. 5000-5999 e. 5000-5999	Included in table above

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																						
<p>a. Provide supplemental curriculum for ELs and LI students though “MyPath” and assign Individual Learning Plans (ILPs) to support student development and close the achievement gap</p> <p>b. Customize curriculum with supplemental resources to increase student access to the core curriculum</p>	<p>a. Provided supplemental curriculum for ELs and LI students though “MyPath” and assign Individual Learning Plans (ILPs) to support student skill development and close the achievement gap</p> <p>b. Customized curriculum with supplemental resources to increase student access to the core curriculum.</p>	<p>a. \$3,500</p>	<table><tr><th colspan="2">Sum of Estimated Actuals</th></tr><tr><th>Source</th><th>Object Code Total</th></tr><tr><td rowspan="2">LCFF S/C</td><td>4000-4999 \$ 8,000</td></tr><tr><td>5000-5999 \$ 390</td></tr><tr><td colspan="2">LCFF S/C Total</td></tr><tr><td rowspan="2">Title II</td><td>1000-1999 \$ 2,435</td></tr><tr><td>3000-3999 \$ 825</td></tr><tr><td colspan="2">Title II Total</td></tr><tr><td rowspan="2">Title III</td><td>4000-4999 \$ 3,098</td></tr><tr><td></td></tr><tr><td colspan="2">Title III Total</td></tr><tr><td rowspan="2">Grand Total</td><td></td></tr><tr><td>\$ 14,748</td></tr></table>	Sum of Estimated Actuals		Source	Object Code Total	LCFF S/C	4000-4999 \$ 8,000	5000-5999 \$ 390	LCFF S/C Total		Title II	1000-1999 \$ 2,435	3000-3999 \$ 825	Title II Total		Title III	4000-4999 \$ 3,098		Title III Total		Grand Total		\$ 14,748
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school has provided a broad and rigorous course of study, aligned to CCSS, NGSS, ELD and CTE. Curriculum is developed and systems are in place to ensure alignment to standards and high rigor for UC A-G approval.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on the analysis of LCAP metrics, the school is meeting the overall objectives of this goal. Systems are in place to increase CTE Participation and NGSS aligned science curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Total Expenditures increased by 133.94% due to College Readiness Block Grant expenditures in FY 18-19 which were not fully used in FY 17-18 and was not part of the projected LCAP budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal is succinct and will continue to focus on rigor, quality, and equitable access of the course of study. Additional actions/services are added to continue to improve systems to meet the needs of all stakeholders.

Goal 3

Provide a Targeted and Data Informed Professional Learning System to Increase Teacher Effectiveness and High Quality Instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2 & 8
Local Priorities: Strategic Initiatives: 5 & 6

Annual Measurable Outcomes

Expected	Actual
100% of teachers who have been employed for 3+years will demonstrate subject matter competency in ELA and Math	Teachers who have been employed for 3+years will demonstrate subject matter competency in ELA and Math: 88.2% ELA, 100% Math
100% of teachers will participate in at least 60 hours of professional development	Average teacher Professional Development Hours: 79
90% of staff will report high levels of relevance as indicated by an average 4 rating on training evaluations	97.4% of staff reported high levels of relevance with a minimum level 4 rating on training evaluations
95% Student/Parent Surveys will reflect high teacher satisfaction rate	Audeo Parent 99.2%, Student 99.1% reflect high teacher satisfaction on survey

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																											
<p>a. Increase teachers' educational technology competency through Leading Edge Certification and trainings to enhance capacity to effectively facilitate blended learning</p> <p>b. Increase teachers' competency in instructional methodology and differentiation of instruction for all learners through GATE training and Certification</p> <p>c. Math specialist to provide additional support & professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups</p> <p>d. ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment</p> <p>e. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-</p>	<p>a. Altus University course offerings and teacher trainings provided to increase teacher effectiveness in implementing CCSS, NGSS, ELD standards: ELA- 120 hours, ELD- 32 hours, Math- 270 hours, Social Science 56 hours, Social Studies 32</p> <p>b. Increase teachers' subject matter competency in ELA and math through Verification Process of Special Settings (VPSS): Math= 1 teacher, ELA= 1 teacher</p> <p>c. 100% of CTE Teachers are appropriately credentialed</p> <p>d. AU offered 3 Leadership Study courses and increased capacity with the Fellows Program (cohort of 9)</p> <p>e. New teachers participated in the SDCOE sponsored YMHFA 8 hour certification course in October 2018 and April 2019</p>	<p>a. \$14,128</p> <p>b. \$4,224</p> <p>c. \$2,550</p>	<table><tr><th colspan="3">Sum of Estimated Actuals</th></tr><tr><th>Source</th><th>Object Code</th><th>Total</th></tr><tr><td rowspan="2">CRBG</td><td>1000-1999</td><td>\$ 2,045</td></tr><tr><td>3000-3999</td><td>\$ 668</td></tr><tr><td colspan="2">CRBG Total</td><td>\$ 2,713</td></tr><tr><td rowspan="3">LCFF Base</td><td>1000-1999</td><td>\$ 40,617</td></tr><tr><td>3000-3999</td><td>\$ 1,716</td></tr><tr><td>5000-5999</td><td>\$ 2,410</td></tr><tr><td colspan="2">LCFF Base Total</td><td>\$ 44,743</td></tr><tr><td colspan="2">Grand Total</td><td>\$ 47,456</td></tr></table>	Sum of Estimated Actuals			Source	Object Code	Total	CRBG	1000-1999	\$ 2,045	3000-3999	\$ 668	CRBG Total		\$ 2,713	LCFF Base	1000-1999	\$ 40,617	3000-3999	\$ 1,716	5000-5999	\$ 2,410	LCFF Base Total		\$ 44,743	Grand Total		\$ 47,456
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Informed Practices for Schools (TIPS)			
		a. LCFF Base b. LCFF Base c. LCFF Base	Included in table above
		a. 1000-1999 b. 3000-3999 c. 5000-5999	Included in table above

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																																											
<div>a. Increase teachers' educational technology competency through Leading Edge Certification and trainings to enhance capacity to effectively facilitate blended learning</div> <div>b. Increase teachers' competency in instructional methodology and differentiation of instruction for all learners through GATE training and Certification</div> <div>c. Math specialist to provide additional support & professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups</div> <div>d. ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment</div> <div>e. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-</div>	<div>a. Increase teachers' educational technology competency through Altus University Tech Tools trainings.</div> <div>b. 1 teacher certified as GATE Instructor</div> <div>c. Math specialist to provide additional support & professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups (Number of RCs per school)</div> <div>d. ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment</div> <div>e. Provided 3 teacher trainings on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-Informed Practices for Schools (TIPS)</div>	<div>a. \$13,458</div> <div>b. \$15,990</div> <div>c. \$5,451</div> <div>d. \$4,366</div> <div>e. \$3,600</div>	<table><tr><th colspan="3">Sum of Estimated Actuals</th></tr><tr><th>Source</th><th>Object Code</th><th>Total</th></tr><tr><td rowspan="3">LCFF S/C</td><td>1000-1999</td><td>\$ 11,080</td></tr><tr><td>3000-3999</td><td>\$ 3,879</td></tr><tr><td>5000-5999</td><td>\$ 7,780</td></tr><tr><td colspan="2">LCFF S/C Total</td><td>\$ 22,739</td></tr><tr><td rowspan="2">SPED</td><td>1000-1999</td><td>\$ 4,578</td></tr><tr><td>3000-3999</td><td>\$ 1,467</td></tr><tr><td colspan="2">SPED Total</td><td>\$ 6,045</td></tr><tr><td rowspan="2">Title II</td><td>1000-1999</td><td>\$ 2,536</td></tr><tr><td>3000-3999</td><td>\$ 886</td></tr><tr><td colspan="2">Title II Total</td><td>\$ 3,422</td></tr><tr><td rowspan="2">Title III</td><td>5000-5999</td><td>\$ 500</td></tr><tr><td></td><td></td></tr><tr><td colspan="2">Title III Total</td><td>\$ 500</td></tr><tr><td colspan="2">Grand Total</td><td>\$ 32,706</td></tr></table>	Sum of Estimated Actuals			Source	Object Code	Total	LCFF S/C	1000-1999	\$ 11,080	3000-3999	\$ 3,879	5000-5999	\$ 7,780	LCFF S/C Total		\$ 22,739	SPED	1000-1999	\$ 4,578	3000-3999	\$ 1,467	SPED Total		\$ 6,045	Title II	1000-1999	\$ 2,536	3000-3999	\$ 886	Title II Total		\$ 3,422	Title III	5000-5999	\$ 500			Title III Total		\$ 500	Grand Total		\$ 32,706
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Informed Practices for Schools (TIPS)			
		a. SPED b. Title II c. LCFF S/C d. SPED e. LCFF S/C	Included in table above
		a. 1000-1999 b. 1000-1999 c. 3000-3999 d. 3000-3999 e. 5000-5999	Included in table above

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures			
a. Enhance parent trainings with information and support with post-secondary planning b. Promote parent participation in trainings and provide childcare and supports necessary to increase involvement	93.3% of teachers report that parents are provided resources and opportunities to support student learning a. Enhance parent trainings with financial aid sessions and postsecondary resources, cyberbullying trainings events b. Promoted parent participation in the Young Men’s Summit for Success and the Young Women’s Summit for Success	a. \$1,043 b. \$319	Sum of Estimated Actuals			
			Source	Object Code	Total	
			Title II	1000-1999	\$	2,435
				3000-3999	\$	793
			Title II Total		\$	3,228
			Title IV	1000-1999	\$	7,537
				3000-3999	\$	2,463
Title IV Total		\$	10,000			
Grand Total		\$	13,228			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		a. Title II b. Title II	Included in table above
		a. 1000-1999 b. 3000-3999	Included in table above

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school offers a targeted and data informed professional learning system. Through Altus University, the school provides development and training on curriculum, instruction, data and assessment, and leadership studies.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on the analysis of LCAP metrics, Altus University has been effective in providing teachers with at least 60 hours of professional development. Teachers report high levels of relevance of the trainings to affect their ability to increase student achievement. Students and parents report high levels of teacher satisfaction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Total expenditures increased by 56% due to CHIME strength-based approach to teaching and new Title IV expenditures which were not part of the projected LCAP budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The school will increase focused instructional training on best practices and research based strategies for student groups.

Goal 4

Provide a Safe Environment and Supportive School Culture for Students to Learn and Teachers to Teach.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3 & 6

Local Priorities: Strategic Initiatives: 3, 10

Annual Measurable Outcomes

Expected	Actual
Maintain a suspension rate at 1.5% or less	Suspension rate at 0%
Maintain an expulsion rate at 1% or less	Expulsion rate at 0%
Maintain 90% or higher satisfaction rate from students/parents on safety from Annual Surveys	Audeo Parent 98.6%, Student 98.3% satisfaction rate from students/parents on safety from Annual Surveys
Maintain a compliant School Safety Plan	School Safety Plan meets compliance standards

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																											
<p>Safe Schools</p> <p>a. Update and monitor effective School Safety Plan</p> <p>b. School Safety Committee to implement the School Safety Plan</p> <p>c. Training and resources provided to ensure staff are informed, prepared, and compliant</p> <p>d. Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc)</p> <p>e. Provide nursing services to support student social-emotional health and well-being</p> <p>f. Provide parents and students with opportunities for input into safety planning</p>	<p>Safe Schools</p> <p>98.5% of teachers report they are trained on safety preparedness and are updated on policies and procedures related to the safety of staff and students</p> <p>a. Update and monitor effective School Safety Plan</p> <p>b. School Safety Committee met quarterly to oversee the implementation of the School Safety Plan</p> <p>c. Training and resources provided: EpiPen, CPS and Mandated Reporting, Safety Procedures, AED Storage and Operation</p> <p>d. Updated Emergency safety items at all Resource Centers, updated First Aid Kits, installed AEDs at each Resource Center</p> <p>e. Provided health services to support student social-emotional health and well-being</p> <p>f. Provided parents and students with opportunities for input into safety planning</p>	<p>a. \$133,447</p> <p>b. \$49,508</p> <p>c. \$2,500</p> <p>d. \$1,000</p>	<table><tr><th colspan="3">Sum of Estimated Actuals</th></tr><tr><th>Source</th><th>Object Code</th><th>Total</th></tr><tr><td rowspan="4">LCFF Base</td><td>1000-1999</td><td>\$ 72,078</td></tr><tr><td>2000-2999</td><td>\$ 35,540</td></tr><tr><td>3000-3999</td><td>\$ 36,420</td></tr><tr><td>4000-4999</td><td>\$ 13,760</td></tr><tr><td colspan="2">LCFF Base Total</td><td>\$ 157,798</td></tr><tr><td>SPED</td><td>5000-5999</td><td>\$ 3,000</td></tr><tr><td colspan="2">SPED Total</td><td>\$ 3,000</td></tr><tr><td colspan="2">Grand Total</td><td>\$ 160,798</td></tr></table>	Sum of Estimated Actuals			Source	Object Code	Total	LCFF Base	1000-1999	\$ 72,078	2000-2999	\$ 35,540	3000-3999	\$ 36,420	4000-4999	\$ 13,760	LCFF Base Total		\$ 157,798	SPED	5000-5999	\$ 3,000	SPED Total		\$ 3,000	Grand Total		\$ 160,798
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		a. LCFF Base b. LCFF Base c. LCFF Base d. SPED	Included in table above
		a. 1000-1999 b. 3000-3999 c. 4000-4999 d. 5000-5999	Included in table above

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																											
Social, Emotional, and Behavioral Support Systems <div>a. Provide School Social Work Services or School Counselor Services to coordinate agencies, provide services, and facilitate referrals to support student academic and social/emotional goals</div> <div>b. Provide a leadership and character development program, Cadet Corps, to promote student achievement</div> <div>c. Provide small group learning environment at each Resource</div>	Social, Emotional, and Behavioral Support Systems 97.8% of teachers report they are trained and able to use resources to support the social-emotional needs of students <div>a. School Social Work Services and School Counselor coordinated agencies, provide services, and facilitate referrals to support student academic and social/emotional goals</div> <div>b. Provided a leadership and character development program, Cadet Corps, to promote student achievement</div>	<div>a. \$196,419</div> <div>b. \$68,128</div> <div>c. \$120,000</div>	<table><tr><th colspan="3">Sum of Estimated Actuals</th></tr><tr><th>Source</th><th>Object Code</th><th>Total</th></tr><tr><td rowspan="4">LCFF s/c</td><td>1000-1999</td><td>\$ 271,072</td></tr><tr><td>3000-3999</td><td>\$ 34,542</td></tr><tr><td>4000-4999</td><td>\$ 450</td></tr><tr><td>5000-5999</td><td>\$ 16,930</td></tr><tr><td colspan="2">LCFF s/c Total</td><td>\$ 322,994</td></tr><tr><td>SPED</td><td>5000-5999</td><td>\$ 138,000</td></tr><tr><td colspan="2">SPED Total</td><td>\$ 138,000</td></tr><tr><td colspan="2">Grand Total</td><td>\$ 460,994</td></tr></table>	Sum of Estimated Actuals			Source	Object Code	Total	LCFF s/c	1000-1999	\$ 271,072	3000-3999	\$ 34,542	4000-4999	\$ 450	5000-5999	\$ 16,930	LCFF s/c Total		\$ 322,994	SPED	5000-5999	\$ 138,000	SPED Total		\$ 138,000	Grand Total		\$ 460,994
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Center that promotes positive behavior and accountability d. Provide a Nutrition Program, partnering with The San Diego Food Bank, that includes healthy snacks, education, and outreach to qualifying students e. Utilize Backboard Systems as a safety communication tool	c. Provided small group learning environment at each Resource Center that promotes positive behavior and accountability d. Provided a Nutrition Program, partnering with The San Diego Food Bank, that includes healthy snacks, education, and outreach to qualifying students e. Utilized Backboard Systems as a safety communication tool		
		a. LCFF S/C b. LCFF S/C c. SPED	Included in table above
		a. 1000-1999 b. 3000-3999 c. 5000-5999	Included in table above

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school has provided a safe learning environment and supportive school culture. Students and parents continue to enroll based on a need for a safe learning environment and report high levels of satisfaction with the safety of the school. The school will continue to expand the Social Work Program to address the social, emotional, behavioral, and environmental needs of students and families.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on an analysis of LCAP metrics, the school is effectively providing a safe and supportive learning environment. The school has 0% suspension and 0% expulsion rates. The school has very high student and parent safety satisfaction rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The school will continue systems of improvement and refine actions/ services to ensure high levels of safety and supportive school culture.

Goal 5

Provide Innovative, Engaging and Community-Based Resource Centers to Serve Students and Parents.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5 & 6

Local Priorities: Strategic Initiatives: 1, 2, 3, 9, & 11

Annual Measurable Outcomes

Expected

Maintain formal partnerships with community based organizations
Receive School Facility Good Repair Status of “good” or “exemplary”
Promote monthly formal opportunities for parent engagement
90% of parents will report that Resource Centers engage students in innovative learning opportunities

Actual

20 Formal Partnerships
Receive School Facility Good Repair Status: Exemplary
12 Formal Parent Engagement Opportunities Promoted
99.2% Audeo Parents report that Resource Centers engage students in innovative learning opportunities

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																																											
Student, Parent, and Community Engagement <div>a. Provide opportunities for students, parents, and community members to receive information/ resources and provide input into the school program through Open House Events, Senior Night Events, Surveys, and Communication Systems</div> <div>b. Establish formal opportunities for parent engagement on a monthly basis (multiple methods)</div> <div>c. Design innovative Resource Centers, enhanced with technology, that engage students in 21st century learning environments to inspire achievement</div> <div>d. Design facilities to meet the “best practices” standards for NGSS lab work</div> <div>e. Enhance website features and content to provide accurate and timely information to parents and community members.</div> <div>f. Utilize web-based programs to increase parental engagement</div>	Student, Parent, and Community Engagement 98.5% of teachers report that Resource Centers are effectively designed to engage students in 21st century learning environments <div>a. Provided 22 events for students, parents, and community members to receive information/ resources and provide input into the school program</div> <div>b. Established an opportunity for parent meetings on a monthly basis (multiple methods)</div> <div>c. Enhanced Resource Centers with technology and tools that engage students in 21st century learning environments</div> <div>d. Designed facilities to meet the “best practices” standards for NGSS lab work</div> <div>e. Enhanced website features and content to provide accurate and timely information to parents and community members.</div>	<div>a. \$8,156</div> <div>b. \$38,798</div> <div>c. \$26,183</div> <div>d. \$96,250</div> <div>e. \$645,420</div> <div>f. \$1,800</div>	<table><tr><th colspan="3">Sum of Estimated Actuals</th></tr><tr><th>Source</th><th>Object Code</th><th>Total</th></tr><tr><td rowspan="2">CRBG</td><td>1000-1999</td><td>\$ 935</td></tr><tr><td>3000-3999</td><td>\$ 305</td></tr><tr><td colspan="2">CRBG Total</td><td>\$ 1,240</td></tr><tr><td rowspan="5">LCFF Base</td><td>1000-1999</td><td>\$ 8,419</td></tr><tr><td>2000-2999</td><td>\$ 37,463</td></tr><tr><td>3000-3999</td><td>\$ 27,289</td></tr><tr><td>4000-4999</td><td>\$ 81,601</td></tr><tr><td>5000-5999</td><td>\$ 642,060</td></tr><tr><td colspan="2">LCFF Base Total</td><td>\$ 796,832</td></tr><tr><td>SPED</td><td>5000-5999</td><td>\$ 300</td></tr><tr><td colspan="2">SPED Total</td><td>\$ 300</td></tr><tr><td>Title I</td><td>5000-5999</td><td>\$ 600</td></tr><tr><td colspan="2">Title I Total</td><td>\$ 600</td></tr><tr><td colspan="2">Grand Total</td><td>\$ 798,972</td></tr></table>	Sum of Estimated Actuals			Source	Object Code	Total	CRBG	1000-1999	\$ 935	3000-3999	\$ 305	CRBG Total		\$ 1,240	LCFF Base	1000-1999	\$ 8,419	2000-2999	\$ 37,463	3000-3999	\$ 27,289	4000-4999	\$ 81,601	5000-5999	\$ 642,060	LCFF Base Total		\$ 796,832	SPED	5000-5999	\$ 300	SPED Total		\$ 300	Title I	5000-5999	\$ 600	Title I Total		\$ 600	Grand Total		\$ 798,972
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(Naviance, School Pathways Parent Portal) g. Effective English Language Advisory Committee (ELAC) practices to increase parent participation and input into the instructional program h. Provide translated materials and resources for parents/guardians of ELs i. Designate translators and/or bi-lingual staff at high EL enrollment Resource Centers	f. Utilized web-based programs to increase parental engagement (Naviance, School Pathways Parent Portal) g. English Language Advisory Committee (ELAC) increased parent participation by 100% h. Provided translated presentations, materials and resources for parents/guardians of ELs i. Designated translators and/or bi-lingual staff at high EL enrollment Resource Centers		
		a. LCFF Base b. LCFF Base c. LCFF Base d. LCFF Base e. LCFF Base f. Title I	Included in table above
		a. 1000-1999 b. 2000-2999 c. 3000-3999 d. 4000-4999 e. 5000-5999 f. 5000-5999	Included in table above

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures													
<div>a. Establish, sustain, and expand the role of community partnerships to support student and family engagement and learning</div> <div>b. Implement a Marketing Plan to inform parents and community about the school's instructional program and enrollment options</div>	<div>100% of teachers report that the school is able to promote its program to diverse populations seeking alternative educational outcomes</div> <div>a. Leveraged community partners to provide services and supports to staff, students, and families including mental health services, life skills, legal aid, health services, medical support and supplies, groceries, bus passes, computers, clothing.</div> <div>b. Implemented a Marketing Plan and continued to enroll a diverse student population</div>	<div>a. \$20,860</div> <div>b. \$25,000</div> <div>c. \$14,960</div> <div>d. \$15,000</div> <div>e. \$97,750</div>	<table><tr><th colspan="2">Sum of Estimated Actuals</th></tr><tr><th>Source</th><th>Object Code Total</th></tr><tr><td rowspan="4">LCFF S/C</td><td>2000-2999 \$ 32,781</td></tr><tr><td>3000-3999 \$ 13,538</td></tr><tr><td>4000-4999 \$ 2,864</td></tr><tr><td>5000-5999 \$ 83,090</td></tr><tr><td colspan="2">LCFF S/C Total \$ 132,273</td></tr><tr><td>Grand Total</td><td>\$ 132,273</td></tr></table>	Sum of Estimated Actuals		Source	Object Code Total	LCFF S/C	2000-2999 \$ 32,781	3000-3999 \$ 13,538	4000-4999 \$ 2,864	5000-5999 \$ 83,090	LCFF S/C Total \$ 132,273		Grand Total	\$ 132,273
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		e. 5000-5999	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																		
a. Increase access to Resource Center supports and services by providing bus passes to qualifying students	a. Increased access to Resource Center supports and services by providing bus passes to qualifying students	a. \$500	<table><tr><th colspan="2">Sum of Estimated Actuals</th></tr><tr><th>Source</th><th>Object Code Total</th></tr><tr><td>LCFF S/C</td><td>5000-5999 \$ 302</td></tr><tr><td colspan="2">LCFF S/C Total</td></tr><tr><td></td><td>\$ 302</td></tr><tr><td>Title I</td><td>4000-4999 \$ 2,422</td></tr><tr><td colspan="2">Title I Total</td></tr><tr><td></td><td>\$ 2,422</td></tr><tr><td>Grand Total</td><td>\$ 2,724</td></tr></table>	Sum of Estimated Actuals		Source	Object Code Total	LCFF S/C	5000-5999 \$ 302	LCFF S/C Total			\$ 302	Title I	4000-4999 \$ 2,422	Title I Total			\$ 2,422	Grand Total	\$ 2,724
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school provides innovative and engaging Resource Centers that are based in the communities in which students and families live and work. The school will continue to improve and increase opportunities for parent engagement in the instructional program. The school will continue to focus on innovation and Resource Center design to promote engagement.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students and families report opportunities to be involved in the instructional program. Student participation and retention rates reflect high levels of engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The school will focus on providing meaningful opportunities for parent and community engagement.

Stakeholder Engagement

LCAP Year: 2019-2020

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

All stakeholders of the school had representatives involved in the development of the 2019-20 LCAP. The design of the school allows for teachers, students, parents, counselors, and leadership team members to meet, discuss, and plan for the needs of each individual student. Each student has a Pathways Personalized Education Plan (PPEP) to engage each student in their academic goals. In addition to the weekly and monthly PPEP meetings, stakeholders of the school have many opportunities, and are encouraged, to be involved and participate in the decision making process of the school and the development of the LCAP. Stakeholder involvement contributes to the LCAP development in several important ways: identification and refinement of needs, goals, targets, activities and resource allocation.

Date(s)	Stakeholder Type	Involvement Method
July 24, 2018- July 26, 2018	Leadership Team	Leadership Team Strategic Planning Sessions
August 28, 2018- August 29, 2018	School Faculty and Staff	Annual Symposium
September 4, 2018- September 28, 2018	Parents	Parent Conferences & Home Visits (FSC)

September 13, 2018	Homeless and Foster Youth Community	Joint Homeless & AB Foster Care Liaison Meeting
September 21, 2018	School Faculty and Staff	Faculty & Office Meeting
October 2, 2018	Special Education Community: Parents	Community Advisory Committee (CAC) Meeting
October 2, 2018- October 10, 2018	Students and Parents	Open House Events
October 2, 2018- October 10, 2018	Students and Parents	Engagement Survey (Fall)
October 12, 2018	Special Education Community	Special Education Department Meeting
October 18, 2018	School Board and Community	School Board Meeting
October 25, 2018	Instructional Leadership Team	Leadership Team Meeting and Instructional Data Analysis
November 2, 2018	English Learner Community	ELAC Meeting and LCAP Needs Assessment

November 12, 2018	School Community: Parents, Students, Teachers, Staff	School Council Meeting
November 15, 2018	Instructional Staff	Instructional Meeting
December 7, 2018	School Faculty & Staff	Faculty Meeting & LCAP Needs Assessment
December 14, 2018	Special Education Community	Special Education Department Meeting and LCAP Needs Assessment
January 16, 2019	Instructional Staff	Instructional Meeting
January 22, 2019	Special Education Community: Parents	Community Advisory Committee (CAC) Meeting
January 22, 2019- January 31, 2019	Parents and Students	Parent Conferences and LCAP Needs Assessment
January 23, 2019	Leadership Team	Leadership Team Strategic Planning Sessions
January 29, 2019	Homeless and Foster Youth Community	Joint Homeless/Foster Youth Liaison Meeting and Needs Assessment

February 9, 2019	Teachers and Instructional Staff	Instructional Meeting
February 12, 2019- February 15, 2019	Parents and Students	LCAP Progress Report Posting/Mailing
February 21, 2019	School Board and Community	School Board Meeting and LCAP Progress Report
February 22, 2019	English Learner Community	ELAC Meeting and LCAP Needs Assessment
March 5, 2019- March 13, 2019	Parents and Students	Senior Night Events
March 5, 2019- March 21, 2019	Parents and Students	Engagement Survey (Spring)
March 15, 2019	Special Education Community	Special Education Department Meeting and LCAP Needs Assessment
April 2, 2019	School Community: Parents, Students, Teachers, Staff	School Council Meeting
April 9, 2019	Special Education Community: Parents	Community Advisory Committee (CAC) Meeting

April 17, 2019	Leadership Team	Leadership Team Meeting & LCAP Needs Assessment
May 20, 2019-June 25, 2019	Parents and Students	Parent Conferences and LCAP Survey Input
May 30, 2019-May 31, 2019	Leadership Team	LCAP Development Team Meetings
June 3, 2019- June 17, 2019	Parents and Community Members	LCAP Draft & Input Request and Outreach
June 20, 2019	School Board and Community	School Board Meeting

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Top Priorities Identified By Stakeholders and LCAP Goals Actions & Services

Curriculum and Instruction

Strengths: Pathways Personalized Education Plan (PPEP), Edgenuity courses, Achieve 3000, CTE Pathways, and My Path Courses
To Increase and Improve Services for Unduplicated Student Groups: Altus Connect Program, Math tutoring services
Addressed in LCAP: Goal 1 Actions and Services, Goal 2 Actions and Services

Professional Learning

Strengths: Altus University, Trauma Informed Practices, Career Week, Homeless & Foster Youth Liaison

To Increase and Improve Services for Unduplicated Student Groups: Math and Instructional Practices, Mental Health for Youth Addressed in LCAP: Goal 3 Actions and Services

Assessment and Accountability

Strengths: Illuminate, Data Integration Systems Department, Storybook, Flexible Testing Calendars

To Increase and Improve Services for Unduplicated Student Groups: ELPAC skill training for students, SBAC UDA training for students Addressed in LCAP: Goal 1 Actions and Services, Goal 3 Actions and Services

School Culture and Learning Environment

Strengths: Student- teacher relationships, One-on-One and small group learning, Resource Center design, home visits and intervention process

To Increase and Improve Services for Unduplicated Student Groups: Social Work Program, Bus Pass Program, and Nutrition Program Addressed in LCAP: Goal 4 Actions and Services, Goal 5 Actions and Services

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

To Increase Student Achievement in Areas Appropriate for a School Participating in the Dashboard Alternative School Status (DASS) Program.

State and/or Local Priorities addressed by this goal:

State Priorities: 4 & 5

Local Priorities: Strategic Initiatives 4 & 8

Identified Need:

More than 70% of students attending the school qualify as "high risk" based on the DASS criteria. The school's data also indicates that students who enroll are behind in ELA by an average of 2-3 grade levels and 3-4 grade levels behind in math.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Achieve graduation rate "medium" performance level or increase by 3%+	N/A	All: 62.7% SEDA: 58.3% EL: 59.1% FY: n/a SWD: 54.5%	Data Not Yet Available	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The cumulative student participation rate, including for all unduplicated student groups (LI, EL, FY) and Special Education will meet or exceed 84%	86.5% (2016-17)	87%	All: 89.0% SEDA: 87.2% EL: 89.8% FY: 62.2% SWD: 90.0%	
SBA in Math Distance to Level 3 overall and unduplicated student groups will achieve "medium" performance status or increase by 3 points	2016-17 Math: 21.66%	<u>Grades 3-8</u> All: -77.73 SEDA: -103.89 EL: -154.43 FY: N/A SWD: -165.19 <u>Grade 11</u> All: -31.23 SEDA: -54.67 EL: N/A FY: N/A SWD: -60.60	Data Not Yet Reported	
SBA Math proficiency rates will demonstrate school wide achievement that reflects \geq the math proficiency rates of schools	N/A	N/A	New Measure	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
students would otherwise attend (local DASS schools)				
SBA in ELA Distance to Level 3 overall and unduplicated student groups will achieve "medium" performance status or increase by 3 points	2016-17 ELA: 47.44%	<u>Grade 3-8</u> All: -36.83 SEDA: -62.00 EL: -120.29 FY: N/A SWD: -116.69 <u>Grade 11</u> All: 64.77 SEDA: 41.56 EL: N/A FY: N/A SWD: 65.00	Data Not Yet Reported	
SBA ELA proficiency rates will demonstrate school wide achievement that reflects ≥ the math proficiency rates of schools students would otherwise attend (local DASS schools)	N/A	N/A	New Measure	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
NWEA Measures of Academic Performance (MAP) progress results will maintain at 60% or the lowest performing student group will increase by 2%	Reading: 60% Language: 60% Math: 60%	Reading: 62% Language: 62% Math: 55%	All: R: 78%/L: 73%/M: 73% SEDA: R: 80%/L: 71%/M: 74% EL: R: 86%/L: 67%/M: 79% FY: N/A SWD: R: 72%/L: 87%/M: 79%	
Establish accurate baseline for EL Reclassification rates based on updated assessment model and timeline	N/A	N/A	0%* Transition year	
Maintain ELPAC Level 3 and Level 4 Performance Levels at or above 75% or <u>increase</u> percent of students scoring at level 4 by 3%	N/A	N/A	L4+L3: 71.5% L4: 30.4% L3: 41.1% L2: 21.4% L1: 7.1%	
Maintain a dropout rate of 5% or less	1.4% (16-17 Verified Drop Out Rate)	1.4% (16-17 Verified Drop Out Rate)	Data Not Yet Reported	
90% of students will gain in their ability to learn and	96%	96%	94%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
succeed in school within 90 days of enrollment				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

N/A

Modified: **Base Program** for All Students

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Data and Measures of Student Achievement

- Collect, analyze and disseminate key performance measures aligned to student achievement and

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<p>publish in The Storybook (monthly, annually)</p> <p>b. Utilize the Data Integration Systems Department to best inform Curriculum, Instruction, and Professional Learning Systems of multiple measures of student achievement data</p> <p>c. Provide training on computer-based ELPAC administration, result analysis, and best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems</p> <p>Intervention and Student Support</p> <p>d. Recruit, hire, and train high quality teachers to engage high risk students and support their achievement</p> <p>e. Implement, monitor, and update a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals</p> <p>f. Develop and implement school wide Instructional Plan (scope and sequence) based upon the needs of the current student populations including Exceptional Learners (Special Education, Gifted and Talented (GATE))</p> <p>g. Refine the implementation of the Intervention and Diversion</p>

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Program (MTSS) to include additional training and monitoring to increase high –risk student engagement in school h. Provide effective Specialized Academic Instruction and related services to improve academic progress and proficiency for SWD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	

Year

2017-18

2018-19

2019-20

Source	Object Code	Goal 1.1
LCFF BASE		\$ 2,838,664
Lottery NonProp	1000-1999	\$ 68,467
	3000-3999	\$ 26,760
Lottery NonProp Total		\$ 95,227
SPED	1000-1999	\$ 273,119
	2000-2999	\$ 50,652
	3000-3999	\$ 123,273
SPED Total		\$ 447,044
TITLE I	2000-2999	\$ 54,825
	3000-3999	\$ 14,733
TITLE I Total		\$ 69,558
TITLE IV	1000-1999	\$ 7,328
	3000-3999	\$ 2,363
TITLE IV Total		\$ 9,691
ESSA: CSI	1000-1999	\$ 5,518
	3000-3999	\$ 1,921
ESSA: CSI Total		\$ 7,439
CSEPDB	5000-5999	\$ 2,792
CSEPDB Total		\$ 2,792
Grand Total		\$ 3,470,415

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	Included in table above
Budget Reference	N/A	N/A	Included in table above

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Low Income, Foster Youth, English Learners

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

N/A

Modified: **Increased or Improved Services** for LI, Homeless & FY, EL

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- Implement the web-based NWEA system, administer Pre- and Post-Assessments, analyze and report student group results to best inform

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<p>Curriculum, Instruction and Professional Learning Systems and close the achievement gaps</p> <p>b. LPSG: Utilize Illuminate to assess, disaggregate and report student group (English Learners, Low Income, Foster Youth, Special Ed, Pregnant/Parenting) data in order to make timely data-driven decisions to close the achievement gap</p> <p>c. English Learner Achievement Department (ELAD) to support the increased achievement of English Learners</p> <p>d. Provide multiple paths to earn a high school diploma or equivalent to increase successful outcomes for high-risk students</p> <p>e. Use Naviance Program to support the successful post-secondary planning of students who are high risk and/or disadvantaged</p> <p>f. Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students</p>

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

Source	Object Code	Goal 1.2
LCFF S/C	1000-1999	\$ 48,604
	2000-2999	\$ 56,216
	3000-3999	\$ 50,526
	4000-4999	\$ 6,000
	5000-5999	\$ 2,500
LCFF S/C Total		\$ 163,846
LPSBG	5000-5999	\$ 3,364
LPSBG Total		\$ 3,364
SPED	1000-1999	\$ 7,435
	3000-3999	\$ 2,925
SPED Total		\$ 10,360
TITLE I	5000-5999	\$ 9,888
TITLE I Total		\$ 9,888
TITLE IV	1000-1999	\$ 852
	3000-3999	\$ 275
TITLE IV Total		\$ 1,127
ESSA: CSI	1000-1999	\$ 2,365
	3000-3999	\$ 823
ESSA: CSI Total		\$ 3,188
Grand Total		\$ 191,773

Source

N/A

N/A

Included in table above

Budget
Reference

N/A

N/A

Included in table above

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income, Foster Youth, English Learners

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

Modified: **Supplemental** Program for Socioeconomically Disadvantaged and Limited English Proficient Students

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- a. Provide supplemental tutoring in Math to qualifying students to close the achievement gap
- b. Enhance the SIS Parent Portal to create Score Reports to increase parent access to Assessment data, Instructional results, and student progress
- c. CSI: Provide Math and ELA coaching and tutoring for students in grade 12
- d. CSI: Increase counselor role to provide additional monitoring and intervention for students in grade 12
- e. CSI: Enhance School Pathways SIS system features to effectively monitor grade 12 student progress

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																																													
Amount	N/A	N/A	<table><tr><th>Source</th><th>Object Code</th><th>Goal 1.3</th></tr><tr><td>LCFF BASE</td><td></td><td>\$ 67,650</td></tr><tr><td>LCFF S/C</td><td>2000-2999</td><td>\$ 20,093</td></tr><tr><td></td><td>3000-3999</td><td>\$ 5,399</td></tr><tr><td>LCFF S/C Total</td><td></td><td>\$ 25,492</td></tr><tr><td>SPED</td><td>2000-2999</td><td>\$ 12,891</td></tr><tr><td></td><td>3000-3999</td><td>\$ 3,350</td></tr><tr><td>SPED Total</td><td></td><td>\$ 16,241</td></tr><tr><td>TITLE I</td><td>5000-5999</td><td>\$ 38,356</td></tr><tr><td>TITLE I Total</td><td></td><td>\$ 38,356</td></tr><tr><td>ESSA: CSI</td><td>1000-1999</td><td>\$ 3,579</td></tr><tr><td></td><td>3000-3999</td><td>\$ 948</td></tr><tr><td></td><td>5000-5999</td><td>\$ 120,995</td></tr><tr><td>ESSA: CSI Total</td><td></td><td>\$ 125,522</td></tr><tr><td>Grand Total</td><td></td><td>\$ 273,261</td></tr></table>	Source	Object Code	Goal 1.3	LCFF BASE		\$ 67,650	LCFF S/C	2000-2999	\$ 20,093		3000-3999	\$ 5,399	LCFF S/C Total		\$ 25,492	SPED	2000-2999	\$ 12,891		3000-3999	\$ 3,350	SPED Total		\$ 16,241	TITLE I	5000-5999	\$ 38,356	TITLE I Total		\$ 38,356	ESSA: CSI	1000-1999	\$ 3,579		3000-3999	\$ 948		5000-5999	\$ 120,995	ESSA: CSI Total		\$ 125,522	Grand Total		\$ 273,261
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ESSA: CSI Total		\$ 125,522																																														
Grand Total		\$ 273,261																																														
Source	N/A	N/A	Included in table above																																													
Budget Reference	N/A	N/A	Included in table above																																													

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning Skills that Align to California Content Standards that is Accessible to All Students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4 & 7

Local Priorities: Strategic Initiatives 4 & 8

Identified Need:

The school will provide equitable access to rigorous, standards aligned courses for all students with a quality post-secondary plan.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain percentage of CCSS aligned courses at 100%	100%	100%	Percentage of CCSS aligned courses: 100%	
Increase the percentage of NGSS aligned Science courses to 100%	0%	40%	Percentage of NGSS aligned courses: 50%	
Maintain percentage of ELD aligned ELA courses at 100%	100%	100%	Percentage of ELD aligned ELA courses: 100%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase percentage of ELD aligned History/Social Science courses to 100%	0%	40%	Percentage of ELD aligned History/Social Science courses: 100%	
100% of core courses are supervised by high quality, credentialed teachers	100%	100%	Percentage of core courses are supervised by high quality, credentialed teachers: 100%	
Maintain 100% UC A-G approval rate for core courses	100%	100%	UC A-G approval rate for core courses: 100%	
Maintain 100% NCAA approval rate for core courses	100%	100%	NCAA approval rate for core courses: 100%	
Maintain advanced course offerings including Honors and AP courses	8 HNR, 2 ACC, 10AP	8 HNR, 2 ACC, 10AP	Advanced course offering list (Honors and AP courses): 100%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain state approval status of established CTE Pathways	0	4	State approval status of established CTE Pathways: 100%	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

N/A

Modified: **Base Program** for All Students

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Pathways and College and Career Readiness

- Align CTE Curriculum to CTE Model Standards--Business Careers 1, 2 (exploratory)
-Service Learning 1, 2(exploratory)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<ul style="list-style-type: none"> -Work Experience 1, 2, 3, 4 (exploratory) -Intro to Parenting (child dev) -Parenthood Ed (child dev) -Psychology (child dev) -Intro to Military Science (pub services) <p>b. Create Work Based Learning-School Curriculum Crosswalk</p> <p>c. Create digital portfolios in capstone courses</p> <p>d. Provide CTE Certifications in Adobe, Hospitality, and Workforce Readiness</p> <p>e. Promote 21st century learning and digital literacy with Pathways E-Portfolio graduation requirement</p> <p>f. Enhance ELD program to include course offerings and instructional practices that promote literacy development</p> <p>g. Enrich blended learning opportunities for students utilizing online curriculum and resources that features embedded tools and scaffolded supports to enhance learning opportunities for ELs</p> <p>Standards Aligned Course of Study and Curriculum</p> <p>h. Review, update, and monitor course of student to fully align with Common Core State Standards (CCSS), English Language Development Standards (ELD),</p>

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<p>Next Generation Science Standards (NGSS), UC/CSU a-g requirements, and NCAA requirements</p> <ul style="list-style-type: none"> i. Provide access to advanced courses and learning opportunities (Advanced Placement Courses, Honors Courses, Accelerated Courses) j. Provide customized course curriculum based on Universal Design for Learning (UDL) to increase access to learning for SWD and students with multiple learning styles k. Expand online course offerings to include CCSS, ELD, NGSS, UC/CSU a-g, NCAA approved courses to enhance learning opportunities for all students l. Create ELD ELA course pathway that is UC a-g approved

Budgeted Expenditures

2019-20

2018-19

2017-18

Year

Amount

N/A

N/A

--

N/A

Source	Object Code	Goal 2.1
LCFF BASE		\$ 224,807
SPED	1000-1999	\$ 6,750
	3000-3999	\$ 2,792
SPED Total		\$ 9,542
TITLE II	1000-1999	\$ 1,525
	3000-3999	\$ 498
	5000-5999	\$ 5,000
TITLE II Total		\$ 7,023
Grand Total		\$ 241,372

Source

N/A

N/A

Included in table above

Budget
Reference

N/A

N/A

Included in table above

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income, Foster Youth, English Learners

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: Increased or Improved Services for LI, Homeless & FY, EL
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	<ul style="list-style-type: none"> a. Pathways Learning Lead to implement Pathways Program that ensures accessibility, equity, and achievement for high risk student groups and historically underserved students b. Offer Credit Recovery (CR) courses for high transition students as a 2nd course attempt in order to promote recovery of instructional time and increase pacing towards high school graduation c. Provide curriculum enhancements for EL students: Achieve 3000, BrainPOP ESL d. Increase student access to online curriculum and resources through technology devices and internet: Connect Program e. LPSG: Implement WRITE INSTITUTE- The school will integrate literacy instruction, including the six high-leverage research-based academic literacy practices, across all core curriculum. Students will engage in relevant, rigorous curriculum that builds academic literacy and

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		serves as a foundation for 21st Century Learning Skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																								
Amount	N/A	N/A	<table><tr><th>Source</th><th>Object Code</th><th>Goal 2.2</th></tr><tr><td>LCFF S/C</td><td>4000-4999</td><td>\$ 12,393</td></tr><tr><td></td><td>5000-5999</td><td>\$ 55,000</td></tr><tr><td>LCFF S/C Total</td><td></td><td>\$ 67,393</td></tr><tr><td>TITLE III</td><td>4000-4999</td><td>\$ 947</td></tr><tr><td></td><td>5000-5999</td><td>\$ 2,457</td></tr><tr><td>TITLE III Total</td><td></td><td>\$ 3,404</td></tr><tr><td>Grand Total</td><td></td><td>\$ 70,797</td></tr></table>	Source	Object Code	Goal 2.2	LCFF S/C	4000-4999	\$ 12,393		5000-5999	\$ 55,000	LCFF S/C Total		\$ 67,393	TITLE III	4000-4999	\$ 947		5000-5999	\$ 2,457	TITLE III Total		\$ 3,404	Grand Total		\$ 70,797
Source	Object Code	Goal 2.2																									
LCFF S/C	4000-4999	\$ 12,393																									
	5000-5999	\$ 55,000																									
LCFF S/C Total		\$ 67,393																									
TITLE III	4000-4999	\$ 947																									
	5000-5999	\$ 2,457																									
TITLE III Total		\$ 3,404																									
Grand Total		\$ 70,797																									
Source	N/A	N/A	Included in table above																								
Budget Reference	N/A	N/A	Included in table above																								

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Low Income, Foster Youth, English Learners		LEA-wide	
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20	
N/A	N/A	Modified: Supplemental Program for Socioeconomically Disadvantaged and Limited English Proficient Students	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services	
N/A	N/A	<div>a. Provide supplemental curriculum for ELs and LI students through “MyPath” and assign Individual Learning Plans (ILPs) to support student skill development and close the achievement gap</div> <div>b. Customize curriculum with supplemental resources to increase student access to the core curriculum.</div>	

Budgeted Expenditures

2019-20

2018-19

2017-18

Year

Amount

Source	Object Code	Goal 2,3
TITLE I	4000-4999	\$ 5,284
TITLE I Total		\$ 5,284
TITLE III	4000-4999	\$ 1,082
TITLE III Total		\$ 1,082
Grand Total		\$ 6,366

N/A

N/A

Source

Included in table above

N/A

Budget
Reference

Included in table above

N/A

N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Provide a Targeted and Data Informed Professional Learning System to Increase Teacher Effectiveness and High Quality Instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2 & 8

Local Priorities: Strategic Initiatives: 5 & 6

Identified Need:

Teachers need high quality professional development and training to facilitate and support the academic achievement of all students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of teachers who have been employed for 3+years will demonstrate subject matter competency in ELA and Math	100%	100%	Math: 88.2% ELA, 100%	
100% of teachers will participate in at least 60 hours of professional development	100%	100%	100% : Average teacher Professional Development Hours: 79	
90% of staff will report high levels of relevance as indicated by an average 4 rating on training evaluations	90%	90%	97.4%	
95% Student/Parent Surveys will reflect high teacher satisfaction rate	Students: 100% Parents: 100%	Students: 100% Parents: 100%	P: 99.2% S: 99.1%	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

N/A

Modified: **Base Program** for All Students

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

- Altus University course offerings and teacher trainings provided to increase teacher effectiveness in implementing CCSS, NGSS, ELD standards
- Increase teachers' subject matter competency in ELA and math through Verification Process of Special Settings (VPSS)
- Increase teachers' mastery of differentiation of instruction for all learners, including SWD through Neurodevelopmental Strengths

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Based Teaching and Learning Certification d. Provide CTE Professional Development in key Industry Sectors and Externships e. Altus University courses provided to increase capacity through Leadership Studies and Fellows Project f. New Teacher Training Program includes Youth Mental Health First Aid Training and Certification

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																											
Amount	N/A	N/A	<table><tr><th>Source</th><th>Object Code</th><th>Goal 3.1</th></tr><tr><td>LCFF BASE</td><td></td><td>\$ 72,638</td></tr><tr><td>LCFF S/C</td><td>5000-5999</td><td>\$ 10,000</td></tr><tr><td>LCFF S/C Total</td><td></td><td>\$ 10,000</td></tr><tr><td>TITLE II</td><td>1000-1999</td><td>\$ 799</td></tr><tr><td></td><td>3000-3999</td><td>\$ 269</td></tr><tr><td></td><td>5000-5999</td><td>\$ 1,585</td></tr><tr><td>TITLE II Total</td><td></td><td>\$ 2,653</td></tr><tr><td>Grand Total</td><td></td><td>\$ 85,291</td></tr></table>	Source	Object Code	Goal 3.1	LCFF BASE		\$ 72,638	LCFF S/C	5000-5999	\$ 10,000	LCFF S/C Total		\$ 10,000	TITLE II	1000-1999	\$ 799		3000-3999	\$ 269		5000-5999	\$ 1,585	TITLE II Total		\$ 2,653	Grand Total		\$ 85,291
Source	Object Code	Goal 3.1																												
LCFF BASE		\$ 72,638																												
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TITLE II Total		\$ 2,653																												
Grand Total		\$ 85,291																												
Source	N/A	N/A	Included in table above																											
Budget Reference	N/A	N/A	Included in table above																											

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Low Income, Foster Youth, English Learners

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

Modified: **Increased or Improved Services** for LI, Homeless & FY, EL

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- Increase teachers' educational technology competency through Leading Edge Certification and trainings to enhance capacity to effectively facilitate blended learning
- Increase teachers' competency in instructional methodology and differentiation of instruction for all learners through GATE training and Certification
- Math specialist to provide additional support & professional

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<p>development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups</p> <p>d. ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment</p> <p>e. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-Informed Practices for Schools (TIPS)</p> <p>f. Participate in The WRITE (Writing Reform and Innovation for Teaching Excellence) Institute two-day institute for K-12 teacher leaders and administrators. The school will collaborate with SCDOE to implement systemic integrative literacy. SDCOE WRITE provides ongoing professional development to raise student achievement by improving the teaching of writing in grades k-12.</p>

Budgeted Expenditures

2019-20

2018-19

2017-18

Year

Amount

N/A

N/A

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Source	Object Code	Goal 3.2
LCFF S/C	1000-1999	\$ 10,692
	3000-3999	\$ 3,573
	5000-5999	\$ 12,000
LCFF S/C Total		\$ 26,265
TITLE IV	1000-1999	\$ 170
	3000-3999	\$ 55
TITLE IV Total		\$ 225
TITLE II	1000-1999	\$ 1,875
	3000-3999	\$ 658
TITLE II Total		\$ 2,533
Grand Total		\$ 29,023

Source

N/A

N/A

Included in table above

Budget
Reference

N/A

N/A

Included in table above

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Low Income, Foster Youth, English Learners

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: Supplemental Program for Socioeconomically Disadvantaged and Limited English Proficient Students
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	<ul style="list-style-type: none"> a. Expand Altus University to include a specialized branch of "Parent University" to provide accessible, relevant, and engaging courses and training opportunities for parent partners b. CSI: Train Math and ELA Coaches in SRSD Model principles c. CSI: Train Counselors in Check & Connect Model principles d. CSI: Provide professional development focused on graduation strategies and supporting successful student outcomes

Budgeted Expenditures

Identified Need:

Parents, students, and staff's primary need is that the school to provide a safe, distraction free, professional learning environment that promotes student learning.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain a suspension rate at 1.5% or less	.13%	.1%	0%	
Maintain an expulsion rate at 1% or less	0%	0%	0%	
Maintain 90% or higher satisfaction rate from students/parents on safety from Annual Surveys	Students: 100% Parents: 100%	Students: 100% Parents: 100%	P: 99% S: 98%	
Maintain a compliant School Safety Plan	Compliant Rating	Compliant Rating	Compliant Rating	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
All, Students with Disabilities		All	
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20	
N/A	N/A	Modified: Base Program for All Students	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services	
N/A	N/A	Safe Schools <ul style="list-style-type: none">a. Update and monitor effective School Safety Planb. School Safety Committee to implement the School Safety Planc. Training and resources provided to ensure staff are informed, prepared, and compliantd. Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc)e. Provide nursing services to support student social-emotional health and well-beingf. Provide parents and students with opportunities for input into safety planningg. Collaborate with El Dorado Charter SELPA to provide Behavior Intervention Planning and Behavior	

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Goal Writing trainings for Special Education staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																		
Amount	N/A	N/A	<table><tr><th>Source</th><th>Object Code</th><th>Goal 4.1</th></tr><tr><td>LCFF BASE</td><td></td><td>\$ 182,935</td></tr><tr><td>SPED</td><td>2000-2999</td><td>\$ 230</td></tr><tr><td></td><td>3000-3999</td><td>\$ 183</td></tr><tr><td>SPED Total</td><td></td><td>\$ 413</td></tr><tr><td>Grand Total</td><td></td><td>\$ 183,348</td></tr></table>	Source	Object Code	Goal 4.1	LCFF BASE		\$ 182,935	SPED	2000-2999	\$ 230		3000-3999	\$ 183	SPED Total		\$ 413	Grand Total		\$ 183,348
Source	Object Code	Goal 4.1																			
LCFF BASE		\$ 182,935																			
SPED	2000-2999	\$ 230																			
	3000-3999	\$ 183																			
SPED Total		\$ 413																			
Grand Total		\$ 183,348																			
Source	N/A	N/A	Included in table above																		
Budget Reference	N/A	N/A	Included in table above																		

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income, Foster Youth, English Learners

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: Increased or Improved Services for LI, Homeless & FY, EL
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Social, Emotional, and Behavioral Support Systems <ul style="list-style-type: none"> a. Expand School Social Work Services to include intern program and build capacity for: coordinating agencies, providing services, and facilitating referrals to support student academic and social/emotional goals b. Expand the leadership and character development program, Cadet Corps, to promote student achievement and increase student engagement c. Provide small group learning environment at each Resource Center that promotes positive behavior and accountability d. Provide a Nutrition Program qualifying students e. Utilize Backboard Systems as a safety communication tool

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																														
Amount	N/A	N/A	<table><tr><th>Source</th><th>Object Code</th><th>Goal 4.2</th></tr><tr><td>LCFF S/C</td><td>1000-1999</td><td>\$ 138,499</td></tr><tr><td></td><td>3000-3999</td><td>\$ 49,990</td></tr><tr><td></td><td>4000-4999</td><td>\$ 50,900</td></tr><tr><td></td><td>5000-5999</td><td>\$ 5,200</td></tr><tr><td>LCFF S/C Total</td><td></td><td>\$ 244,589</td></tr><tr><td>ESSA: CSI</td><td>1000-1999</td><td>\$ 7,882</td></tr><tr><td></td><td>3000-3999</td><td>\$ 2,745</td></tr><tr><td>ESSA: CSI Total</td><td></td><td>\$ 10,627</td></tr><tr><td>Grand Total</td><td></td><td>\$ 255,216</td></tr></table>	Source	Object Code	Goal 4.2	LCFF S/C	1000-1999	\$ 138,499		3000-3999	\$ 49,990		4000-4999	\$ 50,900		5000-5999	\$ 5,200	LCFF S/C Total		\$ 244,589	ESSA: CSI	1000-1999	\$ 7,882		3000-3999	\$ 2,745	ESSA: CSI Total		\$ 10,627	Grand Total		\$ 255,216
Source	Object Code	Goal 4.2																															
LCFF S/C	1000-1999	\$ 138,499																															
	3000-3999	\$ 49,990																															
	4000-4999	\$ 50,900																															
	5000-5999	\$ 5,200																															
LCFF S/C Total		\$ 244,589																															
ESSA: CSI	1000-1999	\$ 7,882																															
	3000-3999	\$ 2,745																															
ESSA: CSI Total		\$ 10,627																															
Grand Total		\$ 255,216																															
Source	N/A	N/A	Included in table above																														
Budget Reference	N/A	N/A	Included in table above																														

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Provide Innovative, Engaging and Community-Based Resource Centers to Serve Students and Parents.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5 & 6

Local Priorities: Strategic Initiatives: 1, 2, 3, 9, & 11

Identified Need:

Meaningful stakeholder engagement and community connectedness are essential elements to transforming students, families, and communities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain formal partnerships with community based organizations	20	20	20	
Receive School Facility Good Repair Status of "good" or "exemplary"	Status of "good"	Status of "good"	Status of "good"	
Promote monthly formal opportunities for parent engagement	New measure	1 formal engagement event/opportunity each month = 12 for year	12	
90% of parents will report that Resource Centers engage students	New measure	100%	99%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
in innovative learning opportunities				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

N/A

Modified: [Base Program](#) for All Students

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Student, Parent, and Community Engagement

- Create formal partnerships for CTE Advisory Committees and CTE Industry Partners (Externships)
- Provide opportunities for students, parents, and community members

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<p>to receive information/ resources and provide input into the school program through Open House Events, Senior Night Events, Surveys, and Communication Systems</p> <ul style="list-style-type: none"> c. Establish formal opportunities for parent engagement on a monthly basis (multiple methods) d. Design innovative Resource Centers, enhanced with technology, that engage students in 21st century learning environments to inspire achievement e. Design facilities to meet the “best practices” standards for NGSS lab work f. Enhance website features and content to provide accurate and timely information to parents and community members. g. Utilize web-based programs to increase parental engagement (Naviance, School Pathways Parent Portal) h. Effective English Language Advisory Committee (ELAC) practices to increase parent participation and input into the instructional program i. Provide translated materials and resources for parents/guardians of ELs

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		j. Designate translators and/or bilingual staff at high EL enrollment Resource Centers k. Collaborate with the EL Dorado Charter SELPA to provide Community Advisory Committee participation opportunities for parents of SWD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																														
Amount	N/A	N/A	<table><tr><th>Source</th><th>Object Code</th><th>Goal 5.1</th></tr><tr><td rowspan="2">LCFF BASE</td><td>4000-4999</td><td>\$ 71,000</td></tr><tr><td>5000-5999</td><td>\$ 504,000</td></tr><tr><td colspan="2">LCFF BASE Total</td><td>\$ 575,000</td></tr><tr><td rowspan="3">LCFF S/C</td><td>1000-1999</td><td>\$ 114,385</td></tr><tr><td>2000-2999</td><td>\$ 68,233</td></tr><tr><td>3000-3999</td><td>\$ 57,488</td></tr><tr><td colspan="2">LCFF S/C Total</td><td>\$ 240,106</td></tr><tr><td>CLEAN ENERGY</td><td>5000-5999</td><td>\$ 48,511</td></tr><tr><td colspan="2">CLEAN ENERGY Total</td><td>\$ 48,511</td></tr><tr><td>Grand Total</td><td></td><td>\$ 863,617</td></tr></table>	Source	Object Code	Goal 5.1	LCFF BASE	4000-4999	\$ 71,000	5000-5999	\$ 504,000	LCFF BASE Total		\$ 575,000	LCFF S/C	1000-1999	\$ 114,385	2000-2999	\$ 68,233	3000-3999	\$ 57,488	LCFF S/C Total		\$ 240,106	CLEAN ENERGY	5000-5999	\$ 48,511	CLEAN ENERGY Total		\$ 48,511	Grand Total		\$ 863,617
Source	Object Code	Goal 5.1																															
LCFF BASE	4000-4999	\$ 71,000																															
	5000-5999	\$ 504,000																															
LCFF BASE Total		\$ 575,000																															
LCFF S/C	1000-1999	\$ 114,385																															
	2000-2999	\$ 68,233																															
	3000-3999	\$ 57,488																															
LCFF S/C Total		\$ 240,106																															
CLEAN ENERGY	5000-5999	\$ 48,511																															
CLEAN ENERGY Total		\$ 48,511																															
Grand Total		\$ 863,617																															
Source	N/A	N/A	Included in table above																														
Budget Reference	N/A	N/A	Included in table above																														

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Low Income, Foster Youth, English Learners

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

Modified: **Increased or Improved Services** for LI, Homeless & FY, EL

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- Establish, sustain, and expand the role of community partnerships to support student and family engagement and learning
- Implement a Marketing Plan to inform parents and community about the school's instructional program and enrollment options

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																		
Amount	N/A	N/A	<table><tr><th>Source</th><th>Object Code</th><th>Goal 5.2</th></tr><tr><td>LCFF S/C</td><td>2000-2999</td><td>\$ 18,359</td></tr><tr><td></td><td>3000-3999</td><td>\$ 7,904</td></tr><tr><td></td><td>5000-5999</td><td>\$ 90,403</td></tr><tr><td>LCFF S/C Total</td><td></td><td>\$ 116,666</td></tr><tr><td>Grand Total</td><td></td><td>\$ 116,666</td></tr></table>	Source	Object Code	Goal 5.2	LCFF S/C	2000-2999	\$ 18,359		3000-3999	\$ 7,904		5000-5999	\$ 90,403	LCFF S/C Total		\$ 116,666	Grand Total		\$ 116,666
Source	Object Code	Goal 5.2																			
LCFF S/C	2000-2999	\$ 18,359																			
	3000-3999	\$ 7,904																			
	5000-5999	\$ 90,403																			
LCFF S/C Total		\$ 116,666																			
Grand Total		\$ 116,666																			
Source	N/A	N/A	Included in table above																		
Budget Reference	N/A	N/A	Included in table above																		

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income, Foster Youth, English Learners

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: Supplemental Program for Socioeconomically Disadvantaged and Limited English Proficient Students

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	a. Increase access to Resource Center supports and services by providing bus passes to qualifying students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20												
Amount	N/A	N/A	<table><tr><th>Source</th><th>Object Code</th><th>Goal 5.3</th></tr><tr><td>TITLE I</td><td>4000-4999</td><td>\$ 2,646</td></tr><tr><td>TITLE I Total</td><td></td><td>\$ 2,646</td></tr><tr><td>Grand Total</td><td></td><td>\$ 2,646</td></tr></table>	Source	Object Code	Goal 5.3	TITLE I	4000-4999	\$ 2,646	TITLE I Total		\$ 2,646	Grand Total		\$ 2,646
Source	Object Code	Goal 5.3													
TITLE I	4000-4999	\$ 2,646													
TITLE I Total		\$ 2,646													
Grand Total		\$ 2,646													
Source	N/A	N/A	Included in table above												
Budget Reference	N/A	N/A	Included in table above												

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-2020

Estimated Supplemental and Concentration Grant Funds Percentage to Increase or Improve Services

\$ 887,157

15.88 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The school has identified high leverage actions/services targeted primarily to increase and improve services for Low Income (LI), English Learners (ELs) and Homeless and Foster Youth. The 2019-20 LCAP outlines the following key actions/services that will increase student group achievement:

Instruction

- Improve data driven instruction with Illuminate, NWEA MAP and Naviance
- Enhance school's ability to assess and monitor all students' and student group progress and proficiency with Data Integration Systems
- Improve support for and services for instructional departments for ELs through the focused work of the English Learner Achievement Department (ELAD)

Curriculum

- Increase technology access and blended learning opportunities: Connect Program
- Pathways Learning Lead position to increase access and opportunity for all Pathways
- Enhance Curriculum with literacy programs: Achieve 3000, BrainPOP ESL
- Improve literacy integration across all core curriculum in coordination

Professional Learning

- Math Specialist to increase student achievement
- Improve Professional Learning to include Trauma Informed Practices (TIPS), LEC, GATE

Culture and Safety

- Implement a Nutrition Program to improve learning outcomes
- Provide a Leadership and Character Development Program: Cadet Corps
- Improve social, emotional, and behavioral supports for students: Social Work Program

Community Connectedness

- Implement a Bus Pass Program to increase access to the Resource Center and instructional supports
- Implement a Marketing Plan to increase awareness and connection to community as a school of choice

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. 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. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

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

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

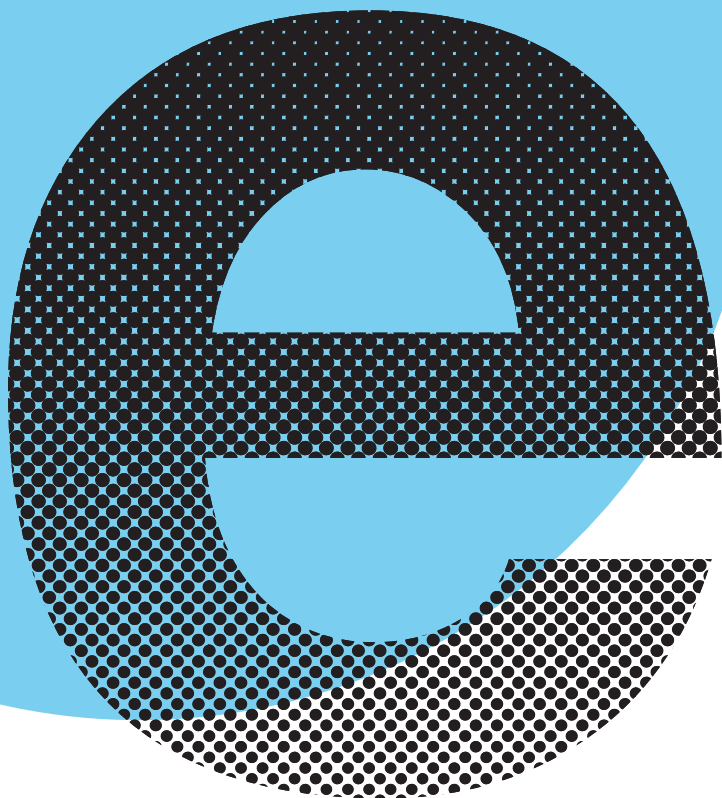
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LEARNING CONTINUITY AND ATTENDANCE PLAN (LCP)



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/ic/documents/lrngcfntryatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Charter School	Veronica Ballman, School Coordinator	Email: vballman@audeocharterschool.net Phone: (858) 678-2050

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Since 2001, Audeo Charter School (Audeo) has offered a free public-school option to students in grades 6-12 who are seeking an alternative learning experience to the traditional school setting. Audeo offers an academic intervention program to re-engage students by guiding them to return to their school of residence after catching up in credits or into a college or career post-secondary pathway. The School dramatically reduces dropout rates – an issue critical to the nation’s future. Audeo currently serves more than 1,000 students annually, with an average enrollment of approximately 500 students at CBEDS. Audeo’s student average length of enrollment is 18 months. This is due in part to the School’s re-directive nature, and to the fact that many students enroll with Audeo as 11th and 12th grade students who need the personalized educational program provided by Audeo to achieve their academic goals. In 2015, Audeo expanded its grade levels to begin offering a homeschool program for students in grades K-5.

Audeo is an independent study program that transforms students into self-motivated, self-disciplined, and accountable learners. Teachers actively engage and support students along the way, providing enrichment and one-on-one tutoring as needed. Audeo offers students an alternative to the traditional school setting. Resource Centers provide a safe and supportive environment that is centered on teaching and conducive to learning, a flexible schedule, and an around-the-year calendar to better serve student needs. To maximize student focus and ensure mastery of content while studying an academically rigorous curriculum, Audeo students are assigned only one or two subjects/courses per learning period

The goal for every student is their mastery of state standards, as well as a successful transition from high school to their post-secondary choice. This mastery and successful transition are accomplished through the School’s understanding that every student is unique in their quest for college and career readiness. Whether their goal is to attend college or enter the workforce, Audeo students work one-on-one with their teachers to develop a personalized plan that will bring them closer to accomplishing their dreams.

As of the 2019-2020 school year, Audeo is identified by the California Department of Education (CDE) as participating in the Dashboard Alternative School Status (DASS) program. 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. Audeo served a student population comprising of 72% high-risk student groups in 2019-2020.

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

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

School staff have remained committed to mitigating loss of learning during the COVID-19 emergency. Teachers and special education case managers conduct virtual conferences, make daily phone calls, send emails and secure text messages to students and parents. Teachers have worked closely with all students to ensure they have a daily distance learning schedule. In addition to distance learning instructional time, teachers provide "office hours" to ensure that students have access to teachers for assistance and guidance. All staff communication and intervention efforts are documented in the School Information System (SIS). From March 16, 2020 to June 30, 2020, Audeo staff reported more than 34,470 communication and intervention efforts with students and families. These communication efforts include emails to students and/or parents, communication via a secure digital application, virtual conferences, and phone calls.

By providing students with health support/services, access to distance learning tools/technology and ongoing academic instruction, Audeo students have been able to continue their educational plan. For the 2019-2020 school year, 91 Audeo students have completed high school graduation requirements.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Students and families have been contacted directly by teachers, special education case managers, counselors, and school instructional leaders in multiple formats including secure text message, phone calls, emails, and virtual conferences. As school staff communicate with

families, they document their conversations in the School's Student Information System (SIS). The School's Data Department publish weekly and monthly contact reports that summarize frequency of interventions, methods of communication, staff involvement, and intervention purpose. Staff use multiple collaborative settings such as Resource Center Meetings, Department Meetings, and Leadership Team Meetings to review intervention reports and discuss ongoing needs of students. Collaboration is focused on finding solutions to meet the needs of all students, but with an emphasis on reengaging and supporting the lowest-achieving students. The School's Multi-Tiered System of Support (MTSS) is an integrated team of teachers, instructional leaders, counselors, school nurses, and social workers working together to review and analyze data to meet the educational, physical, emotional and mental health needs of all students.

Audeo has also used a mass notification system, Blackboard, to send English and Spanish announcements to students and parents focused on food resources, health and wellness, and access to additional supports. The School has sent needs assessment surveys and distance learning satisfaction questionnaires to families to determine specific household needs. The School's Data Department organizes the results so that school leaders can respond to each household's needs and adjust academic programs. Lastly, feedback gathered from these surveys help enhance the distance learning approach.

Students and parents are encouraged to participate in regularly scheduled Family Learning Series. The goal of these weekly virtual meetings is to educate and support the needs of parents and family members. In collaboration with stakeholders, the School was able to identify topics most relevant to families: distance learning resources and supports, health and safety, social-emotional support, IEP support services and support for English Learners. This continues to be a setting in which the School can gather information regarding family needs and potential distance learning barriers.

A description of the options provided for remote participation in public meetings and public hearings.]

The English Learner Advisory Committee (ELAC) and School Site Council (SSC) are notified by email and/or phone approximately a week in advance of scheduled meetings. Courtesy meeting reminders are also provided to members 72 hours in advance. Members and participants are provided agendas and technology, if needed, such as a Chromebook and/or internet hotspot to join the meeting virtually. Technology training and support is offered and made available when needed. Participation and feedback are encouraged and documented. The Learning Continuity and Attendance Plan (LCP) was presented to both the ELAC and SSC for review and comment. Participants were provided an opportunity to provide feedback during the meeting or thru follow-up communication after the meeting. Additionally, the LCP was presented to the community at a public hearing of the school's governing board. The agenda was posted at least 72 hours prior to the public hearing and was made available for public inspection.

[A summary of the feedback provided by specific stakeholder groups.]

Audeo values the perspective and feedback provided by all stakeholder groups. Some of the most important feedback was collected in May 2020 when Audeo sent a distance learning satisfaction survey to all parents. Key findings are provided below:

- 97% of parents report that their child has had full access to curriculum during distance learning.
- 97% of parents report that their child's teacher sets high expectations for their student and provides the support they need to achieve.

- 96% of parents report that the School has provided their child the supports they need to engage in distance learning.
- 93% of parents report that the School has provided them with information that is responsive to their child's and family's needs.
- 97% of parents report satisfaction with the services and supports they have received during COVID-19.

The high levels of satisfaction that parents reported in the May 2020 survey is consistent with the feedback collected at other settings and formats, including the Family Learning Series, ELAC, and SSC. While parents are very satisfied with the distance learning program their child has received, they want the school to remain focused on the following areas:

- School safety is a key requirement for in-person instruction and distance learning.
- Continue to ensure that all students have access to Chromebooks and home internet.
- A strong school-to-home partnership will lead to student success.
- Personalized learning is now more important than ever before.

From July 1, 2020 through July 20, 2020, Audeo surveyed parents on their thoughts of returning to a pre COVID-19 blending learning environment versus a distance learning environment. Parents were asked if they would send students to in-person instructional offering at Resource Centers if students were required to wear a facial covering, complete no touch temperature screenings, practice social distancing, and frequently wash hands. Based upon the survey results, it is evident that most parents require health and safety precautions implemented at Resource Centers when it is safe to return to school. Staff sentiment regarding re-opening guidelines were consistent with parents. Staff and parents agree that the school to home partnership is critical for students to stay engaged and achieve in a distance learning environment. The daily communication of secure text messages, emails, virtual conferences, and phone calls strengthen this partnership. Lastly, staff and parents agree that students need ongoing social-emotional learning opportunities and supports during this uncertain time.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Stakeholder groups followed an Improvement Science protocol to determine student achievement gaps and the school's ideal rate of growth. Some of the academic achievement data analyzed was student participation rates, credit completion rates, graduation rates, chronic absenteeism rates, and math and ELA test scores. Groups considered the needs of All Students, and unique pupils. Discussion also centered on how to support student engagement and academic achievement in distance learning and/or in-person instruction. There was group consensus that the School's PPEP is an effective systematic approach that supports the unique needs of each student. Some of the key 2019 Audeo California Dashboard School indicator results are listed below.

Academic Engagement Indicators:

- Chronic Absenteeism, 25.4% for All Students (grades k-8), declined by 9.2% from the prior year (Performance Level Color: Yellow)
- Graduation Rate, 74.5% for All Students, increased 17.6% from the prior year (Performance Level Color: Green)

Academic Performance Indicators:

- English Language Arts, 1.6 points below standard for All Students, increased 4.7 points from prior year (Performance Level Color: Green)
- Mathematics, 86.5 points below standard for All Students, declined 22.3 points from the prior year (Performance Level Color: Orange)
- English Learner Progress, 46.8% of ELs making progress towards English Language proficiency (Performance Level Color: No Color)
- College/Career, 12.8% of graduating students are prepared, increased 4.3% from the prior year (Performance Level Color: Yellow)

Conditions & Climate:

- Suspension Rate, 0% for All Students, declined .3% from the prior year (Performance Level Color: Blue)

Stakeholder groups stated that while the School is making improvement in graduation rates, chronic absenteeism rates and English language arts achievement, there is consensus that math achievement and college/career readiness needs to be an area of focus for the 20-21 school year. Stakeholders believe that the School can continue to improve in all California Dashboard Indicators by utilizing many of the LCAP goals and actions from the previous year. The program goals outlined below will also be considered as the School develops the School Plan for Student Achievement (SPSA) for the 2020-2021 school year:

Goal #1: Increase student achievement in areas appropriate for a school participating in the Dashboard Alternative Status (DASS) program.

Goal #2: Provide a broad and rigorous course of study focused on 21st century skills that align to California Content Standards that is accessible to All Students.

Goal #3: Provide a targeted and data informed professional learning system to increase teacher effectiveness and high-quality instruction.

Goal #4: Provide a safe environment and supportive school culture for students to learn and teachers to teach.

Goal #5: Provide innovative, engaging and community-based Resource Centers to serve students and parents.

Lastly, stakeholder groups believe expanded social-emotional learning will lead to increase levels of student engagement and academic achievement. This increased and improved support is critical for the lowest achieving students and unique pupils, including English Learners, Students with Disabilities, Low Income Students, Foster Youth, and Homeless. The School plans to meet this need by offering the following services and supports which are consistent with School Goals #4 and #5:

- Expand School Social Worker program that offers counseling to students in need of mental and social-emotional supports.
- Continue to offer Family Learning Series to educate parents and caregivers on the academic, physical, mental, and social-emotional services and supports available.

- Continue to offer Resilience in Student Education (RISE) to all students which are focused on the Social and Emotional Core Competencies.
- Continue to offer the Character and Leadership Development Program to students which promotes overall health, fitness, wellness, team building, and positive interactions with peers.
- Schedule professional learning opportunities for staff related to social-emotional learning such as Trauma Informed Practices for Schools (TIPS), Youth Mental Health First Aid Training, and AVID.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Audeo is committed to physically reopening school sites to students and staff and offer in-person instructional offerings. The School will continue to coordinate with state and county health officials to determine when it is safe to re-open school sites. When it is safe to bring students and staff back to school sites, Audeo will establish clear plans and protocols for students and staff to follow which are consistent with the guidance advocated by the California Department of Education (CDE) and San Diego County Office of Education (SDCOE). All students and staff will be required to complete temperature screening and symptoms assessment before entering school facilities. Personal Protective Equipment (PPE) will be available to students and staff along with training on how to use this specialized equipment. Students and staff will be required to wear facial coverings throughout the school day.

Audeo is an Independent Study Program which provides students with access to Resource Centers throughout the week. When it is safe to return to Resource Centers, student schedules will be modified to reduce the number of students on-site to ensure social distancing requirements are met. Staff will strategically assign students to certain learning stations within the Resource Centers to mitigate close contact with other students. Each Resource Center will have hand sanitizer stations that students and staff will be directed to use throughout the workday to ensure healthy hygiene. Resource Centers will also be equipped with cleaning and disinfectant kits which will be restocked as needed. School staff will receive training on how to properly clean and disinfect facilities after student use.

All students will have access to instructional support and tutoring at the Resource Centers. Students With Disabilities (SWD) will have access to all special education services. Additional school staff such as counselors, nurses, and social workers will be available to support students with social-emotional needs. Students with underlying health challenges who do not want to return to Resource Centers will be provided personalized distance learning and support that meet their individual needs. School staff will remain committed to making daily contact with all students thru secure text messages, virtual conferences, email messages, and phone calls to determine specific learning needs and communicate academic progress with parents and/or caregivers.

Audeo will be able to mitigate potential student learning loss by implementing the School's key process, the Pathways Personalized Education Plan (PPEP). The PPEP continues to be the key instructional process that staff use to analyze each student's current academic levels, grades/credits, educational goals, learning style/preferences, interests, and post high school pathway in order to build an individual academic plan for each and every student. This process is developed and continually revised in collaboration with the student, parent, teacher, counselor, and school instructional leader. As part of the PPEP and Instructional Plan, the School will administer a fall benchmark assessment, NWEA Measures of Academic Progress (MAP), to all students to measure academic levels and proficiency in Reading, Language and Mathematics. Teachers and instructional leaders will use student assessment results to make data informed decisions such as increasing individual tutoring support in certain academic domains or utilizing specialized instructional strategies, curriculum, and programs to improve student skills.

One of the key elements of the PPEP is monitoring student academic progress and growth. When students do not demonstrate improved academic growth over time, instructional staff initiate and increase academic intervention efforts and supports. Audeo utilizes a Student Intervention Program which is aligned to the framework of the Multi-Tiered System of Support (MTSS). This intervention model is designed to provide instructional staff with a system that quickly identifies and matches the needs of all students. Each intervention completed by a teacher, counselor or school support staff is documented in the school information system. At the end of each month, the School's Data and Assessment department provides staff with a Monthly Storybook that summarizes specific interventions completed. School leaders use this intervention data to monitor intervention effectiveness and ongoing student needs.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
To support the 19-20 fleet of Chromebooks and internet hotspots, additional units will be purchased in 20-21 to increase student access to the full curriculum	\$55,137	Yes
Personal Protective Equipment (PPE) and standing no-touch temperature screening systems to meet health and safety reopening requirements	\$35,655	Yes
Teachers and Certificated Teacher Resources (CTRs) to support in-person learning: train students on school social distancing requirements/procedures, ongoing communication with students and parents, creation of personalized learning plans, facilitate one-on-one and small group tutoring sessions in core subjects, and English Language Development services/instruction	\$3,419,656	Yes
Special Education Case Managers to support Students With Disabilities (SWD)	\$549,578	Yes
School Coordinator to support management of both the PPEP and MTSS, along with ongoing teacher coaching focused on effective delivery of instruction to meet the needs of all students	\$43,762	Yes
Counselors to support the academic and social-emotional needs of students within MTSS	\$127,773	Yes

Description	Total Funds	Contributing
The Ed Ladder- supplemental math and ELA tutoring services for lowest-achieving and grade 12 students	\$108,000	Yes
Classified school personnel to support the development of the Monthly Storybook	\$42,916	Yes
NWEA- assessment program to measure student academic levels in the fall and spring semesters	\$5,352	Yes
Edgenuity- online learning platform to deliver distance learning	\$89,578	Yes
School Pathways Student Information System- platform for instructional staff to report student attendance, document contacts, monitor student progress, and record grades	\$37,631	Yes
Professional Learning opportunities for staff, including Leading Edge Certification (LEC), Youth Mental Health First Aid (YMHFA), Writing Redesigned for Teaching and Equity (WRITE), and AVID	\$7,496	Yes

Distance Learning Program

Continuity of Instruction

A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Audeo recognizes that all students learn differently and possess different skills. Therefore, the School is committed to providing a personalized instructional approach to each student to meet their needs. While some students are proficient users of technology and distance learning resources, there are other students who need support in this area. To meet this need, Audeo teachers have been able to provide ongoing technology training and support to all students. In addition, teachers have been able to extend technology training and support to parents and caregivers as well to ensure that they are involved in their child's distance learning education. This ongoing technology support has strengthened the school-to-home partnership and increased equity and access to the School's full curriculum.

Throughout the COVID-19 emergency, students continue to have access to a traditional, textbook-based independent study curriculum. This curriculum is aligned to state standards and is developed by subject matter experts. Since students cannot go to the Resource Center to pick up physical materials, the School's Curriculum Department has taken steps to ensure students can access digital lesson guides and have access to online textbooks. Students and families who require hard copy materials are provided textbooks, lesson guides, and supplemental materials through no-contact deployment methods.

Edgenuity is the learning platform the School uses to deliver online curriculum. Edgenuity curriculum was offered to students prior to the COVID-19 closure if online instruction was their preferred learning style. Students have access through the Edgenuity curriculum platform to

multiple scaffolds to support their learning; these are essential learning supports for English Learners and Students with Disabilities with functioning and universal tools to support all learners. Students have access to digital notetaking, transcripts of the instruction available in a variety of languages, hard copy graphic organizers that they can utilize during the instructional component of the lesson, glossary, academic language, digital sticky notes, extended time, video closed captioning, and the ability to enable text translation and read aloud text passages.

Students who did not previously have access to a computer and/or home internet have received a laptop and hotspot through the Altus Connect Program to ensure they have the same accessibility to the online Edgenuity platform from home as they would have previously at the Resource Center.

School staff remain committed to maintaining high levels of student engagement and supporting academic achievement in distance learning. Setting high expectations for students will support them with achieving their daily, weekly, and monthly goals. Some of the key instructional distance learning strategies are highlighted below:

Virtual one-on-one meetings and small group tutoring sessions: Teachers work with students virtually in both one-on-one meetings and in small group tutoring sessions to guide instruction and assess if a student has mastered content standards or if additional instruction is necessary.

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Virtual office hours: In addition to weekly scheduled individual and group appointments, teachers hold virtual office hours to offer instructional support to all learners.

Online check-in: Teachers also check in with students regarding academic progress and engagement via online forms, surveys, screencast videos, virtual resource center events, and additional online communication tools.

Distance learning math instruction continues to be a key instructional area of focus. On average, students enroll in Audeo 2-3 grade levels behind in mathematics skills as measured by NWEA assessments. To improve student math proficiency, teachers regularly provide instructional sessions in math that scaffold student skills to achieve performance targets of the courses and assessments. While instruction is claim and target-driven with a focus on both skill-building and content mastery, adjustments are made throughout each session based on formative assessment to ensure understanding for all learners. Additionally, students are grouped based on academic level data and content needs to support individual progress with the group in a safe and supportive learning environment. These sessions are interactive with online video tutorials from both teachers and field experts that engage students in real-world math application and scenarios.

Audeo has also provided increased support in English Language Development (ELD). Designated ELD sessions incorporate online tools that support English Learners and struggling readers with the purpose of increasing Lexile scores and English language proficiency. Students engage in online literacy circles that promote virtual collaboration and language development in alignment with the English Learner

Plan. Throughout these sessions, students are exposed to frontloaded vocabulary, explicit and scaffolded instruction, and multiple means of representation while being able to use their home language when needed to activate higher-order thinking skills. In addition to a focus on reading comprehension, reading fluency, and writing structures, Designated ELD sessions offer English Learners an opportunity to develop oral language competency through virtual interaction in a meaningful, collaborative learning environment

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

To close the digital divide, Audeo has conducted multiple student and parent needs assessment and satisfaction surveys to determine which families need home technology. In addition, teachers communicate regularly with students and parents thru multiple methods, including secure text messages, phone calls, virtual conferences, and emails to identify ongoing student needs or unique circumstances. As a result, Audeo has been able to deploy Chromebooks and internet hotspots to all students in need. As new students enroll, school clerks and counselors conduct a technology needs assessment with each family, and when necessary, quickly deploy devices to these newly enrolled families to ensure all barriers to learning are eliminated.

On occasion, some of the school issued devices need repair or service. In this case, devices are collected and submitted to the School's Operations Department for repair/service. Students are issued replacement devices to ensure there are no gaps in access.

The School has also enhanced school websites and technology tools. As a coordinated effort to minimize confusion and redundancy for students and parents, the School has created an online landing page, www.altusgo.com, that provides students and families with all necessary access points to curriculum and instructional supports. From this online landing page, students can access pertinent school technology programs such as Edgenuity, Naviance, Illuminate, Achieve 3000, BrainPOP, and the Tech Tool Library. This online landing page provides students with a single access point to all the websites needed for the curriculum. Furthermore, students can use the School's online Tech Tool Library to access subject specific resources and digital tools for creativity, critical thinking, and collaboration and communication. Educational resources are presented along with instructional videos to train students on the logistics and application of the tools within learning.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Audeo teachers monitor and measure student progress and participation daily. Teachers collect metrics to determine participation, which may include, but is not limited to, evidence of participation in online activities, completion of assigned coursework, completion of assessments, and daily communication. Students are also required to maintain and submit a monthly Student Learning Log to their teacher which accounts for their daily learning. Student Learning Logs for each attendance period is reviewed by the teacher, signed, dated, and archived in the School Pathways School Information System (SPSIS). At the end of the attendance period, certificated teachers certify student attendance via SPSIS.

Teachers continue to use formative and summative assessments to evaluate student learning. Teachers will use their findings to determine how best to modify curriculum and personalize instruction to improve student learning. Some examples of assessments include printed coursework, online curriculum activities, quizzes, unit tests, writing assignments, web portfolios, presentations/speeches, and end of course exams. All completed student assignments are graded by a teacher and given a letter grade based upon rubrics and exemplar responses. Evaluative feedback will also be available on all student assignments, including printed coursework. Assignments with an overall grade of less than 70% will require student learning remediation which is crafted by the teacher.

Teachers will utilize secure video conference sessions to teach specific academic subjects and topics to students. Teachers will use these sessions to provide direct instruction, create guided and individual practice with the purpose of evaluating student learning. Some of the evaluative methods used in video conference session include, but are not limited to, check-for-understanding activities, quick writes, pop quizzes, group projects and presentations.

Teachers will utilize the SPIS Gradebook to record all completed student assignments throughout the attendance period. Teachers will also add course comments at the end of each Learning Period that summarize the student's progress and achievement. These recorded assignments and comments are available to students and parents via the School Pathways Student and Parent Portal. School instructional staff provide ongoing training and support to students and parent on how to access and view the Student and Parent Portal.

Distance Learning Professional Development

A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

As the School transitioned to distance learning in the spring, staff was surveyed to determine potential areas of need for professional learning. Based upon these results, school leaders modified the Professional Learning system, Altus University, to be a fully online platform. Altus University is now called, AU in the Cloud, and is available to all segments of the workforce. Professional Learning through AU in the Cloud is aligned to the California Quality Professional Learning Standards (QPLS). AU in the Cloud sessions incorporate school-wide initiatives to improve student learning in math and English language development. Each AU in the Cloud session have an evaluation for participants to provide feedback on the participation, satisfaction, usefulness, learning, and additional areas for follow up. Feedback is provided to the School's curriculum departments to use as part of their ongoing Professional Learning Communities (PLCs) and plan for additional AU in the Cloud sessions.

AU in the Cloud sessions provide instructional staff the time and space to explore curriculum content necessary to provide quality instruction to students. The instructors of the sessions build the capacity of the participants to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards. Assessment and instructional strategies are incorporated into the AU in the Cloud sessions so that teachers are using formative assessment strategies to inform virtual instruction to a diverse student population. Teachers have been through Leading Edge Certification (LEC), a national certification for educational technology. Through this certification,

process, teachers learned how to be effective online and blended learning teachers, skills necessary during the COVID-19 closures. For new teachers, the School continues the certification process through the LEC FLEX program. Through virtual tutoring session observations, school instructional leaders provide feedback on new skills acquired through the AU in the Cloud sessions. AU in the Cloud sessions are delivered by instructors who model how to differentiate curriculum and scaffold instruction so that there is support in place for all students. The sessions uphold the School's values that kids come first by increasing the participant's capacity to strengthen students' participation, engagement, connection, sense of belonging, and emotional well-being.

Virtual instructional strategies are presented through an equity lens, ensuring access and equity for all students during distance learning. Data informing AU in the Cloud is disaggregated by gender, race, special needs, foster youth, and socio-economic indicators. This allows for the identification of student instructional needs focused on student groups. All participants have access to AU in the Cloud Sessions through registration on the Altus University Portal. AU in the Cloud sessions are generally on the same day of the week and time so that teachers can plan virtual instruction around the professional learning session they would like to attend. AU in the Cloud sessions are also recorded so staff members who are unable to attend a live session have access to on demand sessions.

Instructors for AU in the Cloud sessions are a collaboration of Special Education, English Learner, and General Education teachers. AU in the Cloud session instructors maintain a positive learning environment for all participants. Participants can utilize the chat feature within Microsoft Teams to get answers to questions without breaking the flow of instruction and they also have an opportunity to unmute their microphone to participate verbally. Instructors of the AU sessions also engage participants through Web 2.0 tools learned from the Leading Edge Certification (LEC). AU in the Cloud instructors understand that especially in this COVID-19 closure, student Social Emotional Learning is at the heart and focus on connection with students first, followed by content.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Audeo's credentialed and classified staff are being utilized to meet the academic and social/emotional needs of all students. Teachers, special education case managers, counselors, social workers, and nurses are actively using distance learning software and communication tools to engage families. In doing so, school staff are available to help students and families find community-based resources. The School's website also has a comprehensive resource page to make it easy for staff, students, and parents to find the resources they need.

School leadership continues to listen and collaborate with all segments of the workforce. Instructional school leaders conduct weekly Resource Center meetings with teachers, special education case managers, and counselors to discuss program updates, best practice sharing, analyze student trends, and discuss ongoing challenges and/or successes. Other school departments such as Finance, Operations and Facilities, Health and Wellness, and Human Resources meet weekly to discuss and collaborate on project management. All of the weekly school meetings are conducted thru the Microsoft Teams conferencing platform which is secure and enabled with collaboration tools such as screen sharing and chat features.

Audeo has surveyed staff multiple times to determine specific needs of individual employees and/or positions. Based upon the feedback collected, school leadership was able to modify the Professional Learning System to ensure that staff is receiving the training they need to perform new roles and responsibilities. At each professional learning session, participants are surveyed on the usefulness of the training and if they have any additional needs. The survey data is analyzed and considered when making future AU in the Cloud session topics.

The School has also created an online network, AltusWAVE, that houses the internal documents teachers and support staff need to implement each student's Pathways Personalized Education Plan (PPEP). With the AltusWAVE platform, instructional staff access all curriculum documents such as lesson guides, answer keys, and end of course exams. During the COVID-19 closure, the School's Technology Department expedited internal network files onto the AltusWAVE, a secured platform that all school employees can access from anywhere.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Audeo is identified by the California Department of Education (CDE) as participating in the Dashboard Alternative School Status (DASS) program. Therefore, Audeo is an educational program designed to meet and assist all students with unique needs and circumstances by utilizing the School's key process, Pathways Personalized Education Plan (PPEP). Each student PPEP is collaboratively developed by the teacher, student, parent, school counselor, and instructional leader. The PPEP considers many factors including demographic information and student groups: Individualized Education Program (IEP), 504 Plan, Gifted and Talented Education (GATE), English Learners (EL), Foster Youth, Pregnant and Parenting, and Homeless. In addition, each student PPEP identifies educational goals, learning style preferences, career interests, daily learning schedule, and course plan. Instructional staff use the Multi-Tiered Systems of Supports (MTSS), to coordinate a personalized and enhanced intervention strategies and resources that match the needs of students. At the end of each Learning Period, the School's Data Department publish a Monthly Storybook which provides targeted, drilled down data that includes achievement and engagement indicators that relate directly to overall student success and that of student groups. Monthly Storybook results are analyzed by all levels of the organization to make data informed decisions regarding curriculum, instruction, and professional development.

Audeo served 730 students during July 2020. Of these 730 total students, 46% are Hispanic, 34% are White, and 7% are Black or African American. 13% of students are other ethnicities. In addition, 51% of students are Socio-economically Disadvantaged, 16% are Students with Disabilities, 7% are English Learners, 2% are Homeless, and 16% are identified as GATE. There are 3 foster youth students enrolled at Audeo.

Audeo's cumulative 2019-2020 attendance rate for all students is 89%. Attendance rates for English Learners is 89%, Students With Disabilities is 88%, and Low-Income is 88%. Alignment of attendance rates for all students and the significant student groups demonstrate that the School is meeting the needs of all students.

Audeo utilizes a teacher created curriculum that is developed within the Universal Design Learning (UDL) framework to ensure equity and access for all learners. UDL principles are integrated into curriculum design to eliminate barriers to learning through the provision of multiple means of engagement, representation, and action and expression. Teachers utilize this curriculum feature to personalize curriculum for each learner.

Audeo school staff provide distance learning instructional sessions that are data-driven and implemented strategically to support specific learner needs. A thorough data collection and analysis process for all students as well as individual student groups (low-income, SWD, English Learners) helps inform instructional sessions and the overall Instructional Plan. These tutoring sessions utilize an extensive variety of instructional strategies to aid in increased academic engagement as well as a variety of methods in which students interact with the content of the curriculum. Teachers utilize virtual technology tools to provide instructional modeling and tutorials specific to the session topic in a manner that is engaging and tangible for online learning.

English Learners are engaged effectively in learning through Integrated and Designated ELD supports that align to the implemented English Learner Plan. Based upon Audeo's 2019 California School Dashboard, 47% of English Learners are making progress towards English language proficiency. This is considered a medium-status level. Audeo's comprehensive English Learner Development (ELD) Program includes integrated and designated ELD.

Integrated ELD: Integrated ELD ensures that English Learners are accessing ELD standards while engaged in CA standards-based curriculum. Curriculum is developed in consultation with the ELAD (English Learner Achievement Department) and aligned to both CA ELD standards and CA Common Core standards.

Designated ELD: Designated ELD ensures that ELs are developing language and literacy skills separate from core instruction. Students are enrolled in Literacy courses (aligned to CA ELD standards), receive virtual ELD instruction through literacy circles, and engage in online learning programs that develop reading, writing, listening, speaking skills.

Students with Disabilities continue to receive an equitable education that is in alignment with acceptable practices as recommended by the U.S. Department of Education. Students with disabilities are provided a free and appropriate public education (FAPE) through the implementation of services, accommodations, modifications, and supplementary aids and services as outlined in each student's individualized education plan (IEP). Specialized Academic Instruction (SAI) is provided for each student by an Education Specialist through distance learning methods including virtual and telephonic. Related services are contracted through a CDE approved Non-Public Agency (NPA) and are delivered through virtual and telephonic methods. Curriculum is adjusted to ensure full accessibility and standards-based instruction is differentiated for each student through online learning platforms. Case managers check in with students regarding academic progress and engagement via online forms, surveys, screencast videos, virtual resource center events, and additional online communication.

tools. Case managers consult with general education teachers to implement accommodations and modifications in core curriculum and to customize curriculum to ensure accessibility through principles of Universal Design for Learning.

Special education case managers work with students virtually in both one-on-one sessions and in small group break-out sessions. Students are identified to participate in small group SAI sessions based on IEP goals, social-emotional needs, and grade level/topic assignments. Key components of SAI include: establishing structure/routine, student training on virtual platforms and digital tools, integrated social-emotional learning, use of multiple modalities to engage learning styles virtually, and implementation of accommodations and modifications.

Special education case managers ensure full student accessibility to virtual SAI and online curriculum through implementing principles of Universal Design for Learning (UDL):

Multiple Means of Representation: Use of video lectures, graphic displays, text, simulations, video captioning, and read-aloud support features. Key concepts and tasks are explained using multiple representations (verbal, concrete manipulative, numerical, graphical, and symbolic), and students are guided in mapping meaning among the varied representations. Graphic organizers (web diagrams, hierarchical diagrams, concept maps, T-charts, Venn diagrams, flow charts, timelines, and sequence graphics) are included in instruction, tasks, and assignments.

Multiple Means of Expression: Throughout SAI and assessments, students are provided options to answer multiple choice questions, highlight text, complete surveys, create visual representations, use tactile digital tools, and fill out graphic organizers. These multiple means of expression appeal to multiple learning styles and allow students to demonstrate their knowledge in a variety of ways.

Multiple Means of Engagement: Self-paced coursework that is customized based on student interest is a motivating for students. Teachers present course concepts in ways that are relevant to students' lives. Case Managers promote self-regulation with creation of visual schedules, weekly calendars, goal-setting activities, and provide regular progress updates.

Due to the COVID-19 emergency, school staff understand that some students may be at greater risk for potential learning loss. Potential vulnerable student groups include low-income, foster youth and students experiencing homelessness. For that reason, school leadership have remained committed to mitigating learning loss by taking specific actions: daily follow-up calls and emails from support staff, secure reliable technology devices and connectivity, providing social-emotional support, food assistance, and additional supports as needed. In addition, teachers have received ongoing specialized professional learning focused on researched-based instructional strategies which support vulnerable student groups. Teachers have received training on Trauma Informed Practices (TIPS) and use these instructional engagement strategies to support the social-emotional needs of students. TIPS strategies include empathy, active listening, and providing a sense of safety and connectedness. Teachers also partner with the school social worker to provide social, emotional, and behavioral support

systems to students and families. The social worker provides services and facilitate referrals to support student academic and social/emotional needs.

School staff participated in professional learning led by a Protective Services Supervisor with Child Welfare Services which focused on mandated reporting in a distance learning school environment. Topics included department trends, considerations within the new environment, recent case examples, and how to proactively protect the physical and mental wellness of students.

Audeo has been able to engage and support all students during the COVID-19 emergency by providing a whole-child educational approach. This approach prioritizes engagement, safety, health and access to support and resources.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
To support the 19-20 fleet of Chromebooks and internet hotspots, additional units will be purchased in 20-21 to increase student access to the full curriculum	\$55,137	Yes
Teachers and Certificated Teacher Resources (CTRs) to support distance learning: ongoing communication with students and parents, creation of personalized learning plans, facilitate one-on-one and small group tutoring sessions in core subjects, and English Language Development services/instruction	\$3,419,656	Yes
Special Education Case Managers to support Students With Disabilities (SWD)	\$549,578	Yes
School Coordinator to support management of both the PPEP and MTSS, along with ongoing teacher coaching focused on effective delivery of instruction to meet the needs of all students	\$43,762	Yes
Counselors to support the academic and social-emotional needs of students as key member of MTSS	\$127,773	Yes
The Ed Ladder- supplemental math and ELA tutoring services for lowest-achieving and grade 12 students	\$108,000	Yes
Classified personnel to support the development of the Monthly Storybook	\$42,916	Yes
NWEA- assessment program to measure student academic levels in the fall and spring semesters	\$5,352	Yes
Edgenuity- online learning platform to deliver distance learning	\$89,578	Yes
School Pathways Student Information System- platform for instructional staff to report student attendance, document contacts, monitor student progress, and record grades	\$37,631	Yes
Professional Learning opportunities for staff, including Leading Edge Certification (LEC), Youth Mental Health First Aid (YMHFA), Writing Redesigned for Teaching and Equity (WRITE), and AVID	\$7,496	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

As students continue distance learning, instructional staff need to monitor what students are learning and where they need additional support. Additionally, the school understands that some students have been disproportionately impacted by COVID-19 and need increased services and supports. By using a Data Integration System, the school will be able to accelerate individual student learning by focusing on resources where they are needed most. The School's Data Integration System is comprised of several formative and summative assessment tools administered throughout the school year. To start the school year, all students will be given an initial diagnostic assessment, NWEA Measures of Academic Progress (MAPs), that measures students skills in Reading, Language and Mathematics. Individual student score reports will be shared with students and parents in private conferences with the focus on a growth mindset. School leaders will work closely with teachers to analyze each student's assessment data and adjust curriculum and instruction to accelerate learning in those areas. Students identified as below grade level in Reading and Language will be assigned a specialized literacy program, Achieve3000, to improve ELA skills. Students scoring below grade level in Mathematics will be assigned an Edgenuity MyPath Math course to accelerate learning or provided increased math instruction in one-on-one and/or small group settings. Professional learning opportunities will be made available to teachers throughout the school year that establish clear protocols on how to effectively support English language development, including the use of Achieve3000 and BrainPOP ESL, and evidence-based math instructional strategies focused on accelerated learning such as the use of Edgenuity MyPath Math.

The School will also administer NWEA MAPs in the Spring semester. The NWEA MAPs spring administration will serve as a post-assessment and measure student growth over the course of the school year in the domains of Reading, Language and Mathematics. Teachers and school leaders will follow similar data analysis protocols conducted in the Fall semester and conferences will be conducted with students and parents to discuss learning results.

The School also plans to administer the Smarter Balanced Interim Assessments to students in the fall to evaluate mastery of grade level standards in English Language Arts and Mathematics. Student scores will be analyzed by instructional staff at multiple venues such as Resource Center Meetings, Instructional/Staff Meetings, and AU in the Cloud sessions. Data analysis will be an integrated team approach, including school instructional leaders, teachers, special education case managers, and subject matter experts such as the math specialists focused on the development of systematic methods to improve student learning.

As students make progress in their assigned courses, whether it is a traditional textbook curriculum, online, or blended, students are required to complete a variety of formative assessments. These formative assessments include, but are not limited to, writing assignments, quizzes, virtual labs, presentations, and end of course exams. The School's curriculum departments have also embedded Illuminate Learning Checks into each specific subject and grade-level to ensure that students are meeting key standards and learning topics. Teachers also use formative assessments when conducting virtual tutoring sessions such as verbal checks for comprehension, peer discussion, journaling, exit

slips, and projects. These continuous formative assessments inform teachers about student progress and if their practices are effective while at the same time building student capacity to be self-aware of their learning.

Audeo will continuously assess student English Language Development (ELD) throughout the school year. The School will use multiple assessment tools to evaluate student language proficiency in reading, writing, listening, and speaking. ELD assessments will include administering the Summative ELPAC, ELPAC Practice Tests, and ELD Assessments embedded in the curriculum. Virtual designated ELD sessions will be offered to English Learners and struggling readers to teach content and provide a check-in opportunity with students. In this setting, students will be able to interact with peers and build interpersonal skills. Teachers will also follow protocols to evaluate student reading skills, comprehension, and fluency, and writing skills as well.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Audeo will continue to personalize learning programs to meet the needs of all students, with special emphasis on student groups that may have been disproportionately impacted by COVID-19. School staff understand that students cannot learn until they feel safe. To ensure student safety, school leadership and teachers will use questionnaires to survey student connectedness to peers, relationships with adults, and overall mental health. Audeo will also focus on ensuring students have access to distance learning curriculum, support for family and student well-being, and access to social-emotional support.

Audeo's curriculum has been uniquely designed to ensure equity and access for all learners. Universal Design Learning (UDL) principles are integrated into the curriculum to eliminate barriers to learning through the provision of multiple means of engagement, representation, and action and expression. Moreover, Audeo utilizes both Integrated and Designated ELD to support language proficiency. Teachers work closely with their school instructional leaders to determine how and when to use Integrated and/or Designated ELD. While Audeo's Integrated ELD ensures that English Learners are accessing ELD standards while in core curriculum, Designated ELD is focused on language development skills separate from core instruction. As students make progress in their courses and participate in virtual literacy tutoring sessions, teachers use assessments to monitor changes in student proficiency levels. Adjustments are made to both the curriculum and instructional strategies based upon the needs of the student.

Teachers will hold frequent meetings with students and parents to discuss their Pathways Personalized Education Plan (PPEP). At these meetings, teachers will provide progress reports focused on academic engagement, class grades, and progress towards grade level promotion or graduation. Teachers will also provide guidance on how to access the School Pathways School Information System (SPSIS) Student and Parent Portal and where grades are reported. Teachers are also able to setup weekly Edgenuity progress reports sent directly to the parent's email. Students who do not make adequate progress, instructional staff will utilize the Multi-Tiered System of Support (MTSS), a collaborative intervention approach that match the needs of students with appropriate resources and services. In some cases,

students and parents meet with counselors, school nurses, and social workers to address areas of needs. As school staff engage students and parents within the MTSS, the goal is to create an educational partnership focused on improving student learning during the next phases.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Audeo will use multiple assessment tools and data analysis protocols to determine effectiveness of services and supports. School instructional leaders and staff have collaborated to determine the feasibility of formative and summative assessments this school year. There is agreement that the NWEA MAP is an effective and viable assessment tool to gauge student academic skills in Reading, Language, and Mathematics. At the end of the NWEA MAP fall testing window, teachers along with their instructional leaders will follow data-analysis protocols to determine how best to support students in specific academic domains. The School as a whole, instructional leaders, staff, and students/parents believe that the spring NWEA MAP (post-assessment) will be an effective tool to evaluate what students have learned in the 20-21 school year and what academic domains and topics need targeted intervention in the summer months.

The instructional program will place special emphasis on evaluating Illuminate Learning Checks and End of Course Exams (EOCs). Illuminate assessment are fully integrated into the core curriculum. As students are introduced to content standards and topics in their assigned courses, Illuminate Learning Checks evaluate student understanding and ability to apply knowledge. In addition, Illuminate Learning Checks and End of Course Exams are aligned to grade level state standards and Smarter Balanced Summative Assessment practice items. Teachers will be provided the time and space at Resource Center and Instructional/Staff Meetings to analyze student data, reflect on instructional practices, and connect with peers and subject matter experts.

Illuminate will serve as an instructional database where each student has a profile, updated with demographics, so that instructional staff can analyze academic achievement by student groups. This will ensure that instructional staff can identify gaps in achievement and increase the appropriate services and support to meet the needs of all students. Ongoing professional learning will be provided to instructional staff on how to administer Illuminate assessments to students, grade constructed responses, and evaluate student data. In addition, the School has an Illuminate department, comprised of teachers and special education case managers, who regularly lead AU in the Cloud sessions and provide coaching as needed for new and experienced teachers. AU in the Cloud sessions regularly review the data collected, summarize results, and discuss how to effectively respond to data trends.

Teachers will provide small group virtual tutoring focused on grade specific subjects and topics. Throughout these tutoring sessions, teachers will utilize a variety of assessment strategies to evaluate student performance. Teachers will incorporate various instructional strategies and approaches in these virtual sessions including learning hooks, check for prior knowledge, direct instruction, guided practice, and individual practice. At every stage, teachers will utilize both innovative and traditional methods to evaluate student acquisition and application of knowledge. School instructional leaders will periodically join these virtual tutoring sessions and conduct observations. Teachers will be provided feedback on their ability to plan instruction, use relevant and age-appropriate curriculum, engage the audience,

and create opportunity for students to interact and dialogue. These tutoring observations will ensure that all students are receiving quality services and supports that meet their individual needs.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Teachers and Certificated Teacher Resources (CTRs) to evaluate pupil learning loss by utilizing the Data Integration System	\$379,962	Yes
School Coordinator to support the implementation of the Data Integration System and design protocols for teachers to continually evaluate student learning using both formative and summative assessments to inform instructional strategies with special emphasis on student group achievement and English Language Development	\$21,881	Yes
NWEA- assessment program to measure student academic levels in Reading, Language, and Mathematics in the Fall and Spring semesters	\$5,352	Yes
Achieve 3000- educational program designed to improve student literacy skills for English Learners and Struggling Readers	\$7,124	Yes
Edgenuity MyPath- educational intervention program that offers data-driven differentiated instruction in Mathematics and English Language Arts	\$4,895	Yes
Illuminate- online instructional database that school staff use to assess student learning and analyze achievement	\$3,520	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The mental health and social and emotional well-being of students, their families, and staff is a top school priority. School leaders understand that the pandemic has created traumatic experiences for many, to various degrees. Therefore, the School has developed trauma informed crisis response systems which are sensitive to the emotional needs of students, families, and staff. A key component of the crisis response system is forging strong school-to-home relationships, centered on trust and two-way communication. Staff have remained connected with students and their families by using secure texts, emails, video conferences, and phone calls to conduct informal conversations focused on social-emotional needs. School leaders who supervise staff remain committed to staying connected as well to evaluate the social-emotional needs of staff and how best to support them. In addition, Audeo have utilized multiple surveys to assess students, their families, and staff

needs. School leaders analyze the recorded data, collaborate with appropriate professionals to determine how best to support each individual case, and document follow-up efforts and referrals.

To support the social-emotional learning needs of students, Audeo has provided a series of live, interactive video broadcasts for students, called Resilience in Student Education (RISE). RISE sessions are aligned to Social and Emotional Core Competencies and serve to enhance a student's capacity to integrate skills, attitudes, and behaviors which effectively and ethically deal with daily tasks and challenges. Audeo understands how important it is to attend to the social and emotional needs that arise during times of crisis and challenge and will continue to offer social-emotional learning topics that are essential to mental health and wellness during this pandemic.

To further train and equip staff, Audeo teachers have completed the Youth Mental Health First Aid training (YMHFA) certification program. YMHFA is designed to educate adults who work with youth on how to identify risk factors and early signs of mental health challenges common amongst adolescents, including anxiety, depression, psychosis, eating disorders, ADHD, disruptive behavior disorders, and substance use disorder. Audeo instructional staff use the YMHFA framework to support youth developing signs and symptoms of mental health challenges. New Audeo teachers complete the YMHFA as part of their new teacher training so that they have the skills and knowledge to support the mental health needs of their students.

Teachers also employ Trauma Informed Practices (TIPS) in instructional engagement strategies. Some of the key strategies include empathy, active listening, and providing a sense of safety and connectedness. The school social worker partners with instructional staff to provide social, emotional, and behavioral support systems to students and families. The social worker provides services and facilitates referrals to support student academic and social/emotional needs.

To educate and support the needs of Audeo parents and families, the School has provided weekly trainings focused on distance learning expectations, health and safety, social-emotional support, IEP support services and support for English Learners. These specialized trainings are called Altus University: Family Learning Series and are offered on Tuesdays at 2:00pm. School staff notify families of these trainings by sending flyers to parents with the virtual meeting links so that they do not need to pre-register and can easily participate. Participants who attend the live broadcast can ask questions and collaborate with others in the meeting chat feature. Lastly, each session is also recorded so that it is available on demand for families who are unable to participate in the live event.

Audeo continues to offer the California Cadet Corps (CCC) to students as a leadership and development program. While founded on military principles, CCC objectives and standards focus on developing leadership skills at every level. Some of the objectives and learning targets include: Develop leadership, engender citizenship, encourage patriotism, foster academic excellence, teach basic military knowledge and promote overall health, fitness and wellness. Cadets participate in virtual meetings with their instructors and continue to build character and leadership development skills through the distance learning model.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Engagement and outreach are ongoing through instructional staff communication with students and their families. This strong school-to-home partnership has been the norm prior to COVID-19 and is a key pillar of the Pathways Personalized Education Plan. Teachers and special education case managers are in regular communication with their students regarding course progress, assignment grades, tutoring support, and available curriculum resources and tools. Communication methods include secure text, voice phone calls, virtual conferences via Microsoft Teams and Zoom, and emails. Bilingual staff assist with contacting families whose primary language is not English. The 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.

Audeo is an independent study program designed to monitor and measure student progress and participation daily. Teachers have been trained on how to determine student attendance by evaluating evidence of participation in online activities, completed assignments, completed assessments, and daily communication. The School uses a Multi-Tiered System of Supports (MTSS) to improve student engagement and meet the social-emotional needs of students. All students receive universal supports which include daily tutoring support in all subjects, access to support staff, frequent progress reports, and other supports and services. Students who do not meet attendance requirements are immediately contacted by their teacher. Teachers document these interventions efforts in the School Pathways Student Information System (SPSIS) and identify the communication method they used (i.e., virtual application, email, text, phone call). The School's Data Department provides instructional staff with weekly contact reports that summarize intervention efforts and trends. Some students who need additional supports and services will be contacted by the school counselor as a Tier II intervention, along with other support staff, based upon their individual needs. These students are carefully monitored by both the teacher and counselor moving forward to determine if the increased interventions are effective. Students who do not reengage in school are contacted by the school instructional leader as Tier III intervention, along with other support staff, to collaborate and discuss additional school services and/or referrals to community-based agencies organizations.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

While maintaining all social distancing practices and providing staff with Personal Protective Equipment (PPE) to wear, Audeo has partnered with the San Diego Food Bank to provide meals Monday-Thursday to students and families at two locations in Mission Valley and Bonita. Families arriving in vehicles are advised to remain in their vehicle as they receive food. All other visitors are advised to maintain six feet social distancing if there is a line. Audeo has informed students and families of the Altus Schools Grab and Go Meal Program by posting information on the school website and emailing flyers directly to all enrolled students and parents. Teachers also encourage families

as they communicate with them regularly about the Grab and Go Meal Program. On average, these two distribution centers provide 150 meals to students, families, and community members each week.

Audeo has also posted available community-based food resources on the school website along with the CA Meals for Kids Mobile Application. Some of the food resources listed on the school website include the Pandemic EBT, CalFresh Online Shopping, San Diego Food Banks neighborhood distribution locations, Feeding San Diego, and 2-1-1. Audeo's main office line has also been answered since the beginning of the COVID-19 emergency and staff have been able to provide families with community-based food resources and services.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Continuity of Learning	Microsoft 365 licenses for students and families to communicate via Outlook and Teams with teachers	\$10,541	Yes
Continuity of Learning	Technology services- configuration of Chromebooks and hotspots for student educational use, including repairs and troubleshooting services	\$8,429	Yes
Continuity of Learning	Curriculum and Professional Development Coordinator, Technology Integration Learning Lead and Math Specialists to facilitate professional learning opportunities for all staff	\$66,511	Yes
Continuity of Learning	School clerks to support with the enrollment of new students and attendance reporting	\$183,053	Yes
Mental Health and Social and Emotional Well-Being	School Nurse, Social Worker, School Psychologists to support the needs of students and staff	\$43,890	Yes
Mental Health and Social and Emotional Well-Being	Educationally Related Mental Health Services (ERMHS) to support student academic progress related to an IEP	\$125,235	Yes
School Nutrition	Food services support personnel and non-reusable supplies needed for the Grab & Go Meal Program	\$32,091	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
13.65%	\$748,840

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Audeo is identified by the CDE as participating in the Dashboard Alternative School Status (DASS). As of 2019-2020, Audeo served a student population comprising of 73% high-risk student groups. Audeo is uniquely designed to provide an innovative and personalized learning program to meet the needs of ‘At Promise’ youth. Audeo has an enrollment of unduplicated pupils which exceeds 58% of total enrollment. An unduplicated pupil is a student in one or more of the following student groups: foster youth, English Learners, and low-income. Audeo is committed to improving the lives of all students and families by providing them with a high-quality education that leads to graduation and a successful transition to college or the workforce.

To prioritize the needs of English Learners, Foster Youth, and Low Income, Audeo have taken the following targeted steps to support each student group.

English Learners:

- Curriculum design that is developed with the Universal Design Learning (UDL) framework to ensure equity and access for all learners.
- Integrated English Language Development (ELD) to support English Learners with their acquisition of core content knowledge.
- Designated English Language Development (ELD) courses and instruction to increase English Learners language proficiency.
- Utilization of Achieve3000 and BrainPOP ESL programs to develop reading, language, writing, and speaking skills.
- Ongoing ELD professional learning for instructional staff, led by the English Learner Achievement Department (ELAD), focused on research-based instructional strategies that support and improve English Learners academic achievement.
- Specialized professional learning for instructional staff including Writing Redesign for Innovative Teaching Equity (WRITE) and AVID which are focused on improving English Learners literacy skills and academic achievement.
- Instructional staff developing and implementing research based formative ELD assessments in one-on-one and/or small group tutoring to measure language skills.
- Administering the initial ELPAC to incoming new students to determine current language skills.
- Ongoing monitoring of Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students.

- Engaging stakeholders to seek feedback on existing programs and identify potential barriers to learning.
- Provide English Learners with an opportunity to access accelerated coursework, honors classes, and Advanced Placements (AP).
- A Monthly Storybook that summarizes English Learners performance on specific achievement indicators, including participation and credit completion.
- Increase student and parent participation in English Learners Advisory Committee (ELAC) to engender robust conversations focused on English Learners advocacy, development of ELD Program, and needs assessment.

Foster Youth:

- Foster youth were contacted first by instructional and support staff to address their academic, physical, mental health, and social-emotional needs during distance learning.
- Incoming foster youth students were immediately enrolled and provided with an appropriate course of study plan.
- School clerks tagged foster youth in the School's Student Information System to enable the school social worker to follow-up with each student and caregiver.
- Ongoing monitoring of foster youth participation and credit completion made available to school staff via the Monthly Storybook.
- Teachers utilizing Trauma Informed Practices (TIPs) to support the unique needs of foster youth.
- Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies.

Low Income:

- Continue to develop and refine curriculum to ensure it is multicultural and diverse.
- Provide professional learning to school staff on implicit bias and continue the discussion and reflection in Instructional and Staff Meetings.
- Provide Chromebooks and/or internet hotspots to students in need of home technology.
- Ongoing Family Learning Series to educate parents and caregivers on the School's distance learning program and resources available to support student achievement.
- Notifying students and families of food resources, health and wellness, and access to additional supports.
- Ongoing updates to the School's COVID-19 resources page.
- Grab & Go Meal Program available to families.
- Student participation in the Character and Leadership Development Program.
- Supplemental Mathematics and English Language Arts tutoring.
- Monitoring low income student participation and credit completion via the School's Monthly Storybook.

Audeo plans to continually monitor the effectiveness of the targeted actions provided to English Learners, Foster Youth, and Low-Income student groups by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in the English Learners Advisory Committee and School Site Council. Audeo will also carefully monitor student groups engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, and

ELPAC. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Audeo offers an individualized learning experience for all students, with special emphasis on supporting students who have not exceeded in a traditional educational setting. By offering students a rigorous curriculum, aligned to state standards, and high-quality teachers in a safe and supportive environment, Audeo can reengage and help students meet their academic goals. Audeo has an enrollment of unduplicated pupils, foster youth, English learners, and low-income students which exceeds 58% of total enrollment. Audeo recognizes that these student groups are more likely to have experienced traumatic experiences, to various degrees, and are disproportionately impacted by school closures. As Audeo plans instructional actions and services, the needs of the lowest-achieving students always take priority and met using evidence-based practices.

By conducting a needs assessment, engaging stakeholders, and reviewing the California School Dashboard results the School determined that there is a need to improve unduplicated pupil performance in the following Engagement and Academic Performance Indicators: Chronic Absenteeism, Graduation Rate, English Language Arts, Mathematics, English Learner Progress, and College/Career. The School plans to increase and improve services to unduplicated pupils by taking the following actions for each of these indicators:

Chronic Absenteeism and Graduation Rate:

- Instructional methods: Differentiated math and English language arts tutoring opportunities.
- Instructional methods: Provide additional tutoring opportunities in math and English language arts, targeting lowest achieving students in grades 11 and 12.
- Broad and rigorous curriculum: Counseling time to support the academic, emotional, and personal needs of students.
- Professional learning: Implicit bias training and professional learning communities for staff.
- Safe and supportive environment: Social-emotional learning services and supports (school social worker, trauma informed practices, character and leadership development program, RISE).
- Safe and supportive environment: Partnership with San Diego Food Bank to provide Nutrition Program at Resource centers, including healthy snacks, education, and outreach to qualifying students.
- Engagement strategies: Increase student access to school by providing bus passes to qualifying students.

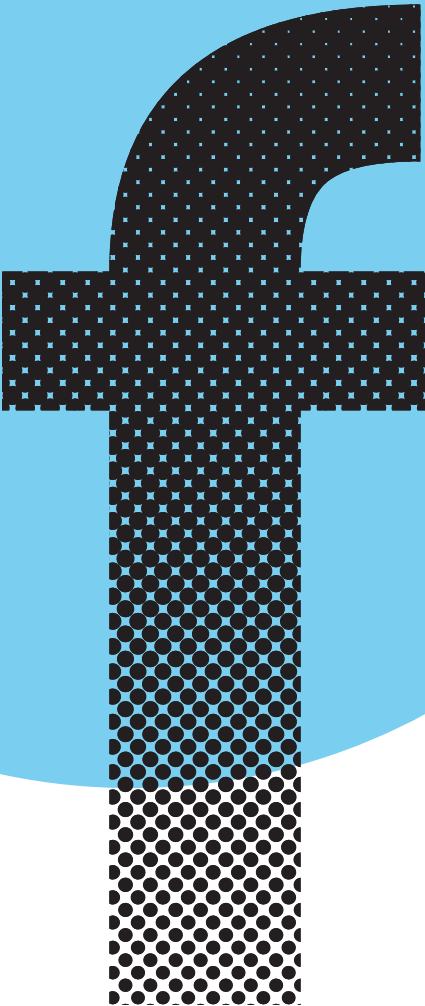
English Language Arts, Mathematics, English Learner Progress, and College/Career:

- Instructional methods: Math and English language arts tutoring opportunities focused on state standards and Smarter Balanced Summative Assessment Blueprint, Claims and Targets.
- Professional learning: English Language Development (ELD) training focused on integration of Achieve3000 and BrainPOP ESL literacy programs into curriculum, instruction, and assessment.
- Broad and rigorous curriculum: Integration of WRITE and AVID strategies into curriculum, instruction, and assessment.

- Broad and rigorous curriculum: Provide first generation students to enter college with additional counseling opportunities.
- Engagement strategies: Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the instructional program.
- Engagement strategies: Provide parent training thru the Family Learning Series to educate families and seek feedback regarding potential barriers to learning

Effectiveness of these increased and improved services will be monitored by instructional staff throughout the 20-21 school year. Instructional staff will analyze multiple metrics, including student surveys, formative assessments, language development assessments, Smarter Balanced Interim Assessments, participation rates, and credit completion rates, to determine trends and adjust practices to enhance the approach.

COVID-19 OPERATIONS WRITTEN REPORT



COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Contact Information	Date of Adoption
Audeo Charter School	Veronica Ballman, School Coordinator	vballman@audeocharterschool.net	June 24, 2020

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Since 2001, Audeo Charter School (Audeo) has offered a free public school option to students in grades 6-12 who are seeking an alternative learning experience to the traditional school setting. Audeo has received continued support from the San Diego Unified School District Board of Education. The SDUSD Board of Education has unanimously renewed the charter every five years since 2001. In 2015, Audeo expanded its grade levels to begin offering a homeschool program for students in grades K-5. Audeo serves over 1,000 total students annually.

As of the 2019-2020 school year, Audeo is identified by the California Department of Education (CDE) as participating in the **Dashboard Alternative School Status (DASS) program**. 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. Audeo **served a student population comprising of 72% high-risk student groups in 2019-2020**.

In March 2020, Audeo transitioned to distance learning due to the COVID-19 emergency. To ensure **equity and access to distance learning**, school staff sent a **needs assessment survey** to all students and parents to gather information on overall health, mental health, academic and physical needs. School staff, including their School Coordinator, counselor, social worker and school nurse, followed-up with each family and provided resources and support based upon specific needs. From March 16, 2020 to May 29, 2020, the Audeo health department and school social worker reported 271 follow-up communications with families regarding health and wellness.

To close the **digital divide**, Audeo deployed **Chromebooks and hotspots to families in need of home computing and internet access**. Priority was given to Students With Disabilities to ensure access to Special Education services. As of April 27, 2020, Audeo issued 74 Chromebooks to families. Of these 74 students, 84% are considered Socially Economically Disadvantaged, 76% are Hispanic or Latino, 34% are Students With Disabilities, 18% are English Learners, 12% are Black or African American, 9% are white, 3% are Homeless, and 1% are Foster Youth. Audeo staff continue to check-in with families regarding home technology needs and can issue Chromebooks and/or internet hotspots if there is a need.

School staff have remained committed to **mitigating loss of learning** during the COVID-19 emergency. Teachers and Case Managers make daily phone calls, send emails and secure text messages to

students and parents. Teachers have worked closely with all students to ensure they have a daily distance learning schedule. In addition to direct, distance instructional time, teachers provide “office hours” to ensure that students have access to teachers for assistance and guidance. All staff communication and intervention efforts are documented in the School’s Student Information System (SIS), within Contact Manager. From March 16, 2020 to May 29, 2020, Audeo staff reported more than 28,000 communication and intervention efforts with students and families. These communication efforts include emails to students and/or parents, communication via a secure digital application, virtual conferences and phone calls.

By providing students with health support/services, access to distance learning tools/technology and ongoing academic instruction, Audeo students have been able to continue their educational plan. For the 2019-2020 school year, 51 Audeo students have already completed high school graduation requirements. Audeo carefully monitors its graduation rate throughout the academic year and projects several more students to finish requirements by the summer deadline.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Currently, Audeo serves approximately 637 students. Of these 637 total students, 54% are Hispanic, 28% are White, and 9% are Black or African American. 9% of students are other ethnicities. In addition, 59% of students are Socioeconomically Disadvantaged, 19% are Students with Disabilities, 8% are English Learners, 3% are Homeless, and 14% are identified as GATE. Audeo serves 4 students who are foster youth.

Audeo's cumulative 2019-2020 attendance rate for all students is 90.4%. Attendance rates for English Learners is 90.5%, foster youth is 88.3%, and low-income is 89.1%. Alignment of attendance rates for all students and the significant student groups demonstrate that the School is meeting the needs of all students.

From May 15-29, 2020, Audeo surveyed students and parents regarding **equity and access to distance learning**. Some of the survey’s key findings are provided below:

- 97% of all survey respondents and 94% of survey respondents with Students With Disabilities reported that their student has had full access to complete coursework during distance learning. 96% of low-income survey respondents and 100% of English Learners survey respondents also agreed that their student has had full access to complete coursework during distance learning.
- 96% of all survey respondents and 89% of survey respondents with Students With Disabilities reported that the School has provided their student with the supports they need to engage in distance learning. 92% of low-income survey respondents and 89% of English Learners survey respondents also agreed that the School has provided their student with the supports they need to engage in distance learning.

Based upon the distance learning survey results, it is evident that all students and student groups, such as low-income, are satisfied with the School’s ability to provide access to distance learning coursework and supports needed to engage in learning. Audeo can deliver in these areas by utilizing

the School's key process, the **Pathways Personalized Education Plan (PPEP)**. The PPEP continues to be the key process utilized to analyze each student's current academic levels, academic credits, goals, learning style, interests, and post high school pathway in order to build an individual academic plan for each and every student. This process is developed and continually revised in collaboration with the student, parent, teacher, Counselor, and School Coordinator.

Audeo's standards-based curriculum has been in place prior to the Covid-19 closures. With the Covid-19 closures, equity and access to the curriculum for both students who access the curriculum through traditional textbook based methods and students who access curriculum through the online learning platform, Edgenuity, has been a priority to the School. To meet the learning needs of all students, both curriculum delivery methods remain in use during the closure.

Curriculum is developed within the **Universal Design Learning (UDL)** framework to ensure equity and access for all learners. UDL principles are integrated into curriculum design to eliminate barriers to learning through the provision of multiple means of engagement, representation, action and expression. Teachers utilize this curriculum feature to personalize curriculum for each learner.

Audeo school staff provide distance learning instructional sessions that are data-driven and implemented strategically to support specific learner needs. A thorough data collection and analysis process for both all students and individual student groups (low-income, SWD, English Learners) helps inform instructional sessions and the overall Instructional Plan. These tutoring sessions utilize an extensive variety of instructional strategies to aid in increased academic engagement as well as a variety of methods in which students interact with the content of the curriculum. Teachers utilize virtual technology tools to provide instructional modeling and tutorial specific to the session topic in a manner that is engaging and tangible for online learning.

English Learners are engaged effectively in learning through Integrated and Designated ELD supports that align to the implemented English Learner Plan. Based upon Audeo's 2019 California School Dashboard, 47% of English Learners are making progress towards English language proficiency. This is considered a medium-status level. Audeo's comprehensive English Learner Development (ELD) Program includes integrated and designated ELD.

Integrated ELD: Integrated ELD ensures that English Learners are accessing ELD standards while engaged in CA standards-based curriculum. Curriculum is developed in consultation with the ELAD (English Learner Achievement Department) and aligned to both CA ELD standards and CA Common Core standards.

Designated ELD: Designated ELD ensures that ELs are developing language and literacy skills separate from core instruction. Students are enrolled in Literacy courses (aligned to CA ELD standards), receive virtual ELD instruction through literacy circles, and engage in online learning programs that develop reading, writing, listening, speaking skills.

Audeo has communicated resources, support, and information to all families by creating a **COVID-19 resource page on the school website** and sending informational flyers directly to students and parents. Information and resources have been focused on distance learning best practices, COVID-19 updates, meal and food distribution, health and wellness, social-emotional learning, and academic tools.

To support the social-emotional learning needs of students, Audeo has provided a series of live interactive, video broadcasts for students, which is called **Resilience in Student Education (RISE)**. RISE sessions are aligned to Social and Emotional Core Competencies and serve to enhance a student's capacity to integrate skills, attitudes, and behaviors which effectively and ethically deal with daily tasks and challenges. Audeo understands how important it is to attend to the social and emotional needs that arise during times of crisis and challenge and will continue to offer social-emotional learning topics that are essential to mental health and wellness during this pandemic.

To educate and support the needs of Audeo parents and families, the School has provided weekly trainings focused on distance learning expectations, health and safety, social-emotional support, IEP support services and support for English Learners. These specialized trainings are called **Altus University: Family Learning Series** and are offered Tuesday at 2:00pm. School staff have informed families of these training by sending flyers to parents with the virtual meeting links so that they do not need to pre-register and can easily participate. Participants who attend the live broadcast can ask questions and collaborate with others in the meeting chat feature. Lastly, each session is recorded so that it is available on demand for families who are unable to participate in the live event.

School staff also participated in professional learning led by a **Protective Services Supervisor with Child Welfare Services** which focused on mandated reporting in a distance learning school environment. Topics included department trends, considerations within the new environment, recent case examples, and how to proactively protect the physical and mental wellness of students.

From May 15-29, 2020, Audeo surveyed students and parents regarding **support for family and student well-being**. Some of the survey's key findings are provided below:

- 93% of all survey respondents and 94% of survey respondents with Students With Disabilities reported that the school has provided them with information that has been responsive to their student's and family's needs. 91% of low-income survey respondents and 89% of English Learners respondents also agreed that the school has provided them with information that has been responsive to their student's and family's needs.
- 97% of all survey respondents and 89% of survey respondents with Students With Disabilities reported satisfaction with the services and supports during the COVID-19 emergency. 96% of low-income and 100% of English Learners respondents also reported satisfaction with the services and supports during the COVID-19 emergency.

Overall, Audeo has been able to engage and support all students during the COVID-19 emergency by providing a **whole-child educational approach**. This approach prioritizes engagement, safety, health and access to support and resources.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Altus Curriculum is the traditional textbook based independent study curriculum developed by subject matter expert teachers. Since students cannot go to the Resource Center to pick up physical materials, the curriculum department has taken steps to ensure students can access digital lesson guides and have access to online textbooks. Students and families who require hard

copy materials are provided textbooks, lesson guides, and supplemental materials through no-contact methods organized by the Instructional department.

Edgenuity is the learning platform the School uses to deliver online curriculum. Edgenuity curriculum was offered to students before the COVID-19 closure if online instruction was their preferred learning style. Students have access through the Edgenuity curriculum platform to multiple scaffolds to support their learning; these are essential learning supports for English Learners, Students with Disabilities while functioning and universal tools to support all learners. Students have access to digital notetaking, transcripts of the instruction available in a variety of languages, hard copy graphic organizers that they can utilize during the instructional component of the lesson, glossary, academic language, digital sticky notes, extended time, video closed captioning, and the ability to enable text translation and read aloud text passages.

Students who did not previously have access to a computer and/or home internet have received a laptop and hotspot through the **Altus Connect Program** to ensure they have the same accessibility to the online Edgenuity platform from home as they would have previously at the Resource Center.

During the COVID-19 crisis, school staff remain committed to maintaining high-levels of student engagement and supporting academic achievement. Setting high expectations for students will support them with achieving their daily, weekly, and monthly goals. Some of the **key instructional distance learning strategies** are highlighted below:

Virtual one-on-one meetings and small group tutoring sessions: Teachers work with students virtually in both one-on-one meetings and in small group tutoring sessions to guide instruction and assess if a student has mastered content standards or if additional instruction is necessary.

Virtual office hours: In addition to weekly scheduled individual and group appointments, teachers hold virtual office hours to offer instructional support to all learners.

Online check-in: Teachers also check in with students regarding academic progress and engagement via online forms, surveys, screencast videos, virtual resource center events, and additional online communication tools.

Distance learning **math instruction** continues to be a key instructional area of focus. On average, students enroll in Audeo 2-3 grade levels behind in mathematics skills as measured by the NWEA assessments. In order to improve student math proficiency, teachers regularly provide instructional sessions in math that scaffold student skills to achieve performance targets of the courses and assessments. While instruction is claim and target-driven with a focus on both skill-building and content mastery, adjustments are made throughout each session based on formative assessment to ensure understanding for all learners. Additionally, students are grouped based on academic level data and content needs to support individual progress within the group in a safe and supportive learning environment. These sessions are interactive with online video tutorial from both teachers and field experts that engage students in real-world math application and scenarios.

Audeo has also provided increased support in **English Language Development (ELD)**. Designated ELD sessions incorporate online tools that support English Learners and struggling readers with the purpose of increasing Lexile scores and English language proficiency. Students engage in

online literacy circles that promote virtual collaboration and language development in alignment with the English Learner Plan. Throughout these sessions, students are exposed to frontloaded vocabulary, explicit and scaffolded instruction, and multiple means of representation while being able to use their home language when needed to activate higher-order thinking skills. In addition to a focus on reading comprehension, reading fluency, and writing structures, the Designated ELD sessions offer English Learners an opportunity to develop oral language competency through virtual interaction in a meaningful, collaborative learning environment.

Teachers monitor student engagement and academic progress by inputting all completed assignments in the School Pathways PLS Gradebook. Teachers also use communication programs such as Outlook email, Google Voice, Remind and phone calls to share student progress with families. All communication and student intervention efforts are documented by instructional staff in Contact Manager. When students do not demonstrate improved academic growth over time, instructional staff initiate and increase academic intervention efforts and supports. Audeo utilizes a Student Intervention Program which is aligned to the framework of the **Multi-Tiered System of Supports (MTSS)**. This intervention model is designed to provide instructional staff with a system that quickly identifies and match the needs of all students.

Teachers employ **Trauma Informed Practices (TIPS)** in instructional engagement strategies. Some of the key strategies include empathy, active listening, and providing a sense of safety and connectedness. The **school social worker** partners with instructional staff to provide social, emotional, and behavioral support systems to students and families. The social worker provides services and facilitate referrals to support student academic and social/emotional needs.

The School continues to offer the **California Cadet Corps (CCC)** to students as a **leadership and development program**. While founded on military principles, CCC objectives and standards focus on developing leadership skills at every level. Some of the objectives and learning targets include: Develop leadership, engender citizenship, encourage patriotism, foster academic excellence, teach basic military knowledge and promote overall health, fitness and wellness. Cadets participate in virtual meetings with their instructors continue to build character and leadership development skills through the distance learning model.

Students with disabilities continue to receive an equitable education that is in alignment with acceptable practices as recommended by the U.S. Department of Education. Students with disabilities are provided a free and appropriate public education (FAPE) through the implementation of services, accommodations, modifications, and supplementary aids and services as outlined in each student's individualized education plan (IEP). Specialized Academic Instruction (SAI) is provided for each student by an Education Specialist through distance learning methods including virtual and telephonic. Related services are contracted through a CDE approved Non-Public Agency (NPA) and are delivered through virtual and telephonic methods. Curriculum is adjusted to ensure full accessibility and standards-based instruction is differentiated for each student through online learning platforms.

Continued **Professional Learning** during the closure is essential to increase teacher capacity for virtual instruction. Altus University (AU) continues in the virtual environment through AU in the Cloud utilizing Teams Virtual Conferencing. Professional Learning through AU in the Cloud is aligned to the California Quality Professional Learning Standards (QPLS). In conjunction with the student data used to create the Altus University in the Cloud sessions, additional data is used to measure the

participants needs. Data is collected from student outcomes and from the employee survey that was deployed at the beginning of the COVID-19 closure. The AU in the Cloud sessions use the school-wide initiatives to improve student learning in math and literacy. Family feedback from the survey results are helped to identify needs as well as participation, credit completion, and assessment results. AU in the Cloud sessions each have an evaluation for participants to provide feedback on the participation, satisfaction, usefulness, learning, and additional areas for follow up. The feedback is given back to the departments to use as a part of their PLCs and plan for additional AU in the Cloud sessions.

AU sessions allow participants the space to explore the curriculum content necessary to provide quality instruction to students. The instructors of the sessions build the capacity of the participants to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards. Assessment and instructional strategies are incorporated into the AU sessions so that teachers are using formative assessment strategies to inform virtual instruction to a diverse student population. Teachers have been through **Leading Edge Certification (LEC)**, a national certification for educational technology. Through this certification process, teachers learned how to be effective online and blended learning teachers, skills necessary during the COVID-10 closures. For new teachers, we are continuing the certification through the LEC FLEX program. Through virtual tutoring session observations, the Instructional Coordinators provide feedback on new skills acquired through the Altus University sessions. AU sessions are delivered by instructors who model how to differentiate curriculum and scaffold instruction so that there is support in place for all students. The sessions uphold the school's values that kids come first by increasing the participant's capacity to strengthen students' participation, engagement, connection, sense of belonging, and emotional well-being.

Virtual instructional strategies are presented through an equity lens, ensuring access and equity for all students during distance learning. Data informing AU in the Cloud is disaggregated by gender, race, special needs, foster youth, and socio-economic indicators. This allows for the identification of student instructional needs focused on student groups. Virtual instructional strategies are presented through an equity lens, ensuring access and equity for all students during distance learning. All participants have access to AU in the Cloud Sessions through registration on the AU Portal. The AU sessions are generally on the same day of the week and time so that teachers can plan virtual instruction around the professional learning session they would like to attend. AU sessions are also recorded so staff members who are unable to attend a live session have access to on demand AU sessions.

Instructors for AU in the Cloud sessions are a collaboration of Special Education, English Learner, and General Education teachers. AU in the Cloud session instructors maintain a positive learning environment for all participants. Participants can utilize the chat feature within Teams to get answers to questions without breaking the flow of instruction and they also have an opportunity to unmute their microphone to participate verbally. Instructors of the AU sessions also engage participants through Web 2.0 tools learned from the Leading Edge Certification (LEC). AU in the Cloud instructors understand that especially in this COVID-19 closure, student Social Emotional Learning is at the heart and we focus on connection with students first, followed by content.

From May 15-29, 2020, Audeo surveyed students and parents on their perceptions of **distance learning curriculum and instructional support**. Some of the key findings are provided below:

- 94% of all survey respondents reported that the distance learning coursework has been relevant and engaging.
- 96% of all survey respondents reported that the school offers distance learning instruction through phone calls, video conferences and office hours, for their student.
- 96% of all survey respondents reported that the distance learning instruction their student receives is effective and supportive.
- 97% of all survey respondents and 94% of survey respondents with Students With Disabilities reported that their student's teacher sets high expectations and provides the support they need to achieve.

Overall, Audeo has used a systematic approach to provide high-quality distance learning opportunities for all students. The School has been able to meet the learning needs of all students during the COVID-19 emergency by providing students with a standards-based curriculum integrated with technology, research based instructional strategies, and a robust professional learning system available to all staff.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

While maintaining all social distancing practices and ensuring staff wear proper masks and gloves, Audeo has partnered with the **San Diego Food Bank** to provide meals Monday-Thursday to students and families at two office locations in Mission Valley and Bonita. Families arriving in vehicles are advised to remain in their vehicle as they receive food. All other visitors are advised to maintain six feet social distancing if there is a line. Audeo has informed students and families of the Altus Schools **Grab and Go Meal Program** by posting information on the school website and emailing flyers directly to all enrolled students and parents. On average, these two distribution centers provide 150 meals to students, families and community members each week.

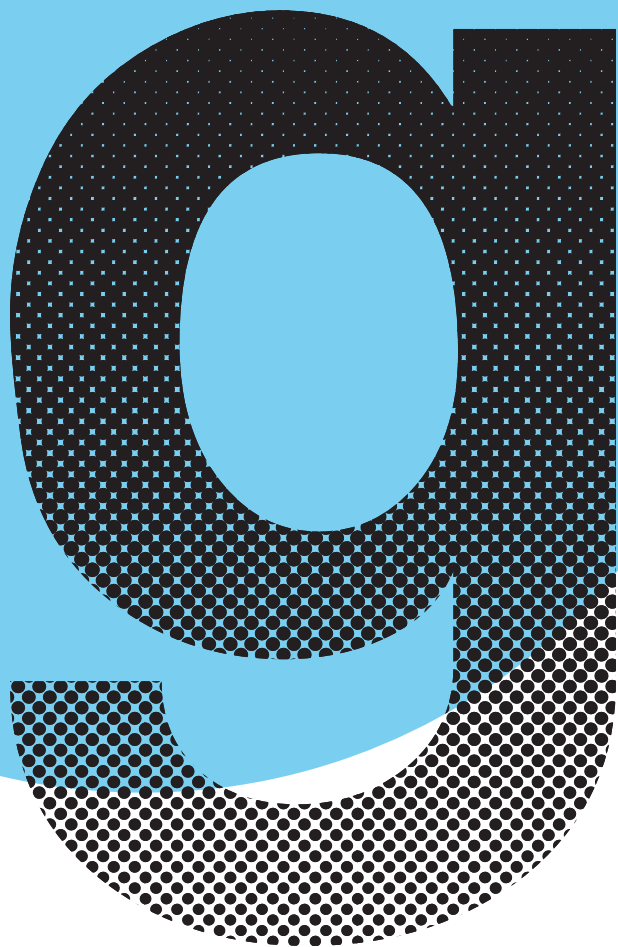
Audeo has also posted available community-based food resources on the School website along with the CA Meals for Kids Mobile Application. Some of the food resources listed on the School website include the Pandemic EBT, CalFresh Online Shopping, San Diego Food Banks neighborhood distribution locations, Feeding San Diego, and 2-1-1. Audeo's main office line has also been answered since the beginning of the COVID-19 emergency and staff have been able to provide families with community-based food resources and services.

In order to ensure access to meal distribution sites, the School continues to provide students in need of transportation with **bus passes**. Students have been provided bus passes prior to the COVID-19 emergency to 'Break All Barriers' of learning and increase access to safe and supportive educational environments.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Audeo is helping families in need of child care find options that might work for their families. Audeo has identified known programs that remain open during the COVID-19 emergency and have shared this information with staff. Resources have also been posted to the school website that direct family members to specialized advisors who can help them find licensed child care centers near their home. Advisors will call child care providers on the family's behalf to see which providers have open slots and may meet their needs best. Advisors are open Monday through Friday, 8:00am to 5:00pm. Some of the childcare resources provided to families include the Statewide Consumer Education Hotline, California Child Care Resource and Referral (R&R), and San Diego YMCA Childcare Resource Service. In addition, the school social worker will continue to provide information to families that need open programs and educate staff on available resources. Audeo will continue to work with community organizations and partners to ensure linkages to community resources so that services of families in need of child care are delivered.

501 (c) 3 IRS LETTER



INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAR 22 2005

STUDENT SUCCESS PROGRAMS
D/B/A CHARTER SCHOOL OF SAN DIEGO
C/O LYNNE H ALIPPIO
2245 SAN DIEGO AVE STE 127
SAN DIEGO, CA 92110

Employer Identification Number:

33-0929350

DLN:

17053212007044

Contact Person:

JODI L GARUCCIO

ID# 31481

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(ii)

Form 990 Required:

Yes

Effective Date of Exemption:

March 10, 2003

Contribution Deductibility:

Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

If you distribute funds to other organizations, your records must show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), you must have evidence the funds will be used for section 501(c)(3) purposes.

If you distribute funds to individuals, you should keep case histories showing the recipient's name and address; the purpose of the award; the manner of selection; and the relationship of the recipient to any of your officers, directors, trustees, members, or major contributors.

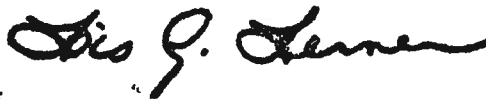
Letter 947 (DO/CG)

-2-

STUDENT SUCCESS PROGRAMS

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

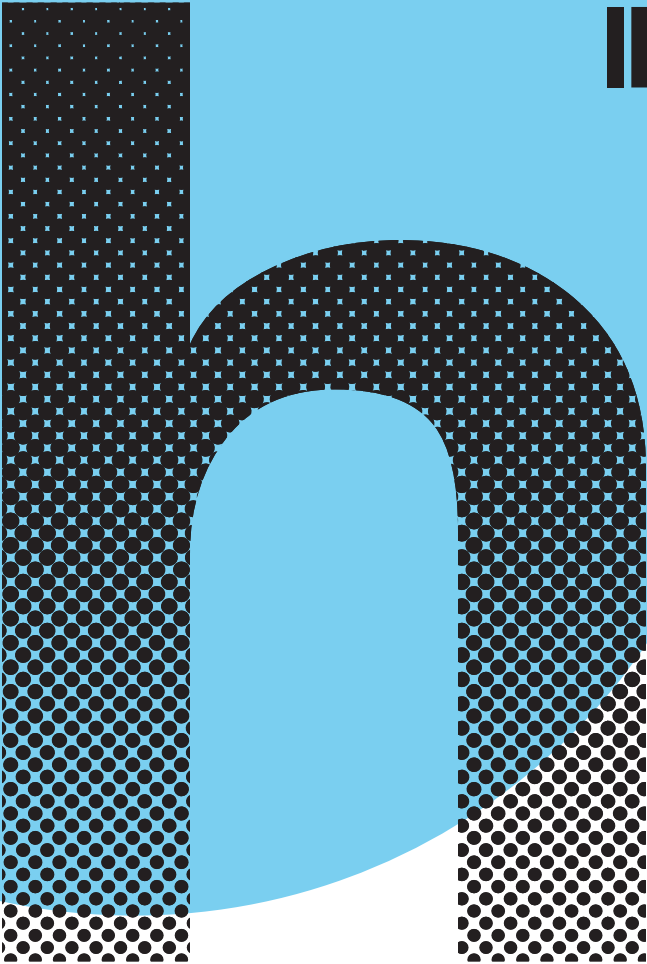


Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (DO/CG)

ARTICLES OF INCORPORATION



A0784846

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c2294758

CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATIONFILED
Secretary of State
State of California

JUN 01 2016

The undersigned certify that:

1. They are the Chair of the Board and Secretary, respectively, of Student Success Programs, a California nonprofit public benefit corporation.
2. Article II of the Articles of Incorporation of this Corporation is amended to read as follows:

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes of this corporation are:

(1) to support and benefit, and carry out the purposes of (a) the Charter School of San Diego, a California public charter school and (b) such other public charter schools ("Related Public Charter Schools") as may be established to provide public education based on the educational and teaching concepts, methods, models, techniques, systems and materials of the Charter School of San Diego (collectively the "Altus Model");

(2) to manage, enhance, improve, disseminate, administer, guide and direct the Altus Model and its use by Related Public Charter Schools;

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

(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.

3. The foregoing amendment of Articles of Incorporation has been duly approved by the Board of Directors.
4. The Corporation has no members.

A0784846 Pa

Page 333 of 593

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: 1 June 2016

Leendert "Len" Hering, Chair of the Board

Date: June 1, 2016

Angela Neri
Angela Neri, Secretary

released all the information
 released _____
 to the _____
 to the _____
 to the _____
 to the _____



I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

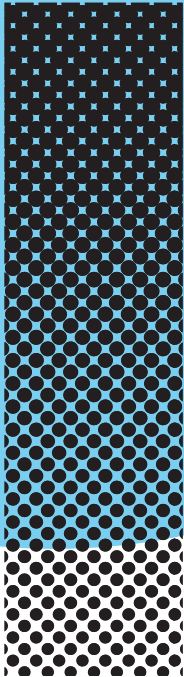
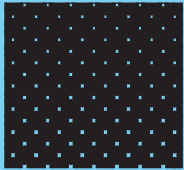
JUN - 2 2016

Date: _____

Alex Padilla

ALEX PADILLA, Secretary of State

PROOF OF ACTIVE COOPERATION STATUS





Business Search - Entity Detail

The California Business Search is updated daily and reflects work processed through Wednesday, August 26, 2020. Please refer to document [Processing Times](#) for the received dates of filings currently being processed. The data provided is not a complete or certified record of an entity. Not all images are available online.

C2294758 STUDENT SUCCESS PROGRAMS

Registration Date: 03/10/2003
Jurisdiction: CALIFORNIA
Entity Type: DOMESTIC NONPROFIT
Status: ACTIVE
Agent for Service of Process: MARY SEARCY BIXBY
Entity Address: 10170 HUENNEKENS STREET
Entity Mailing Address: 10170 HUENNEKENS STREET
Address: SAN DIEGO CA 92121

[Certificate of Status](#)

A Statement of Information is due EVERY ODD-NUMBERED year beginning five months before and through the end of March.

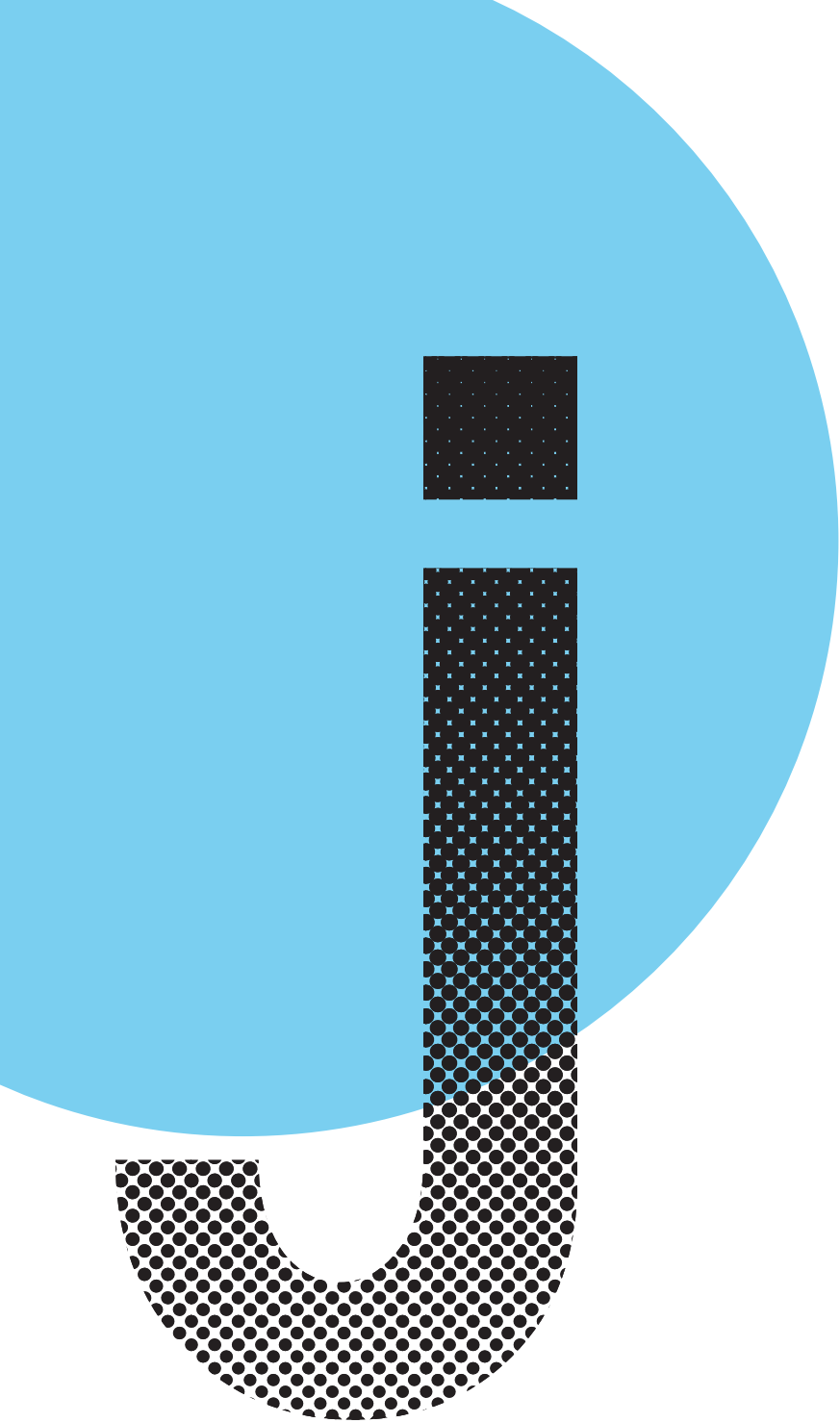
Document Type	File Date	PDF
SI-COMPLETE	11/09/2018	
SI-COMPLETE	02/06/2017	
MERGER	07/20/2016	
AMENDMENT	06/01/2016	
AMENDMENT	02/09/2005	
REGISTRATION	03/10/2003	

* Indicates the information is not contained in the California Secretary of State's database.

- If the status of the corporation is "Surrender," the agent for service of process is automatically revoked. Please refer to California Corporations Code [section 2114](#) for information relating to service upon corporations that have surrendered.
- For information on checking or reserving a name, refer to [Name Availability](#).
- If the image is not available online, for information on ordering a copy refer to [Information Requests](#).
- For information on ordering certificates, status reports, certified copies of documents and copies of documents not currently available in the Business Search or to request a more extensive search for records, refer to [Information Requests](#).
- For help with searching an entity name, refer to [Search Tips](#).
- For descriptions of the various fields and status types, refer to [Frequently Asked Questions](#).

[Modify Search](#)
[New Search](#)
[Back to Search Results](#)

BYLAWS



**BYLAWS
OF
STUDENT SUCCESS PROGRAMS
A California Nonprofit Public Benefit Corporation**

**ARTICLE 1
OFFICES**

Section 1.1 Principal Office. The corporation's principal office shall be fixed and located at 10170 Huennekens Street, San Diego, California. The Board of Directors ("Board") is granted full power and authority to change the principal office from one location to another within the State of California.

Section 1.2 Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE 2
PURPOSES**

Section 2.1 Description In Articles. The corporation's specific and general purposes are described in its Articles of Incorporation.

**ARTICLE 3
CORPORATION WITHOUT MEMBERS**

Section 3.1 Corporation Without Members. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

**ARTICLE 4
DIRECTORS**

Section 4.1 Powers. Subject to the limitations of the Articles of Incorporation and these Bylaws, and such local public agency laws as may be applicable to the corporation, the corporation's activities and affairs shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), to a management company, or to committees, however composed, provided that the corporation's activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers enumerated in these Bylaws and permitted by law:

a. To approve personnel policies and monitor their implementation, to select and remove certain officers, agents, and employees of the corporation, and to prescribe such powers and duties for them as are compatible with law, the Articles of Incorporation, or these Bylaws; to fix their compensation; and to require from them security for faithful service;

b. To conduct, manage, and control the corporation's affairs and activities, and to make such rules and regulations therefor as are consistent with law, the Articles of Incorporation, or these Bylaws, as they may deem best;

c. To adopt, make, and use a corporate seal, and to alter the form of the seal from time to time as they may deem best;

d. To borrow money and incur indebtedness for the corporation's purposes, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and security therefor;

e. To carry on a business at a profit and apply any profit that results from such business activity to any activity that it may lawfully engage in;

f. To act as trustee under any trust incidental to the principal object of the corporation, and to receive, hold, administer, exchange, and expend funds and property subject to such trust;

g. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property;

h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental to or expedient for attainment of the corporation's purposes;

i. To establish and approve all major educational and operational policies;

j. To approve the corporation's annual budget and business plan;

k. To receive funds for the operation of the School in accordance with the charter school law;

l. To solicit and receive grants and donations consistent with the mission of the charter schools operated by the Corporation ("Schools"); and

m. To carry out such duties as are described in the Charter Petitions of any Schools approved by an authorizing agency under the Charter Schools Act of 1992. (Education Code Section 47600 et seq.)

No assignment, referral, or delegation of authority by the Board, or anyone else, shall preclude the Board from exercising the authority required to meet its responsibility for conducting the corporation's activities and the Board shall retain the right to rescind any such delegation.

Section 4.2 Number and Appointment of Directors.

a. The authorized number of Directors shall be not less than five (5) or more than eleven (11), unless changed by a duly adopted amendment to this provision. The exact number of Directors shall be fixed within these limits by a Resolution of the Board. If the charter authorizer appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members.

b. Directors, except for the representative designated by the charter authorizer, shall be nominated and appointed by a majority of Directors then in office at an annual meeting of the Board. Directors shall take office at the annual meeting at which elected.

c. 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 4.3 Qualifications of Directors. The qualifications for Directors are generally the ability to attend board meetings, a willingness to actively support and promote the Schools and a dedication to its educational endeavors, and as otherwise determined by the Corporation's policies. The Board shall endeavor to draw Directors from the business community and the larger San Diego community.

Section 4.4 Terms of Office. Except as otherwise provided below, each Director shall hold office for a term of two (2) years. Directors may serve three consecutive terms. Thereafter, Directors may serve additional terms after a break in service for at least one (1) year; provided that a Director that has served three (3) consecutive terms may be appointed to serve additional terms, without a break in service, if the Board determines that such additional terms are essential to the continuity of Board management and affairs. Notwithstanding the foregoing, the Parent Representative 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 two (2) years.

ARTICLE 5

Section 4.5 Resignation and Removal. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Director may resign effective upon giving written notice to the President and Chief Executive Officer, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be appointed before such time, to take office when the resignation becomes effective.

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 designated 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 director shall be filled as provided in Section 4.6.

Section 4.6 Vacancies. A vacancy on the Board shall be deemed to exist if a Director dies, resigns, is removed, or if the authorized number of Directors is increased. 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.

The Board may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by a final order or judgment of any court to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law.

Vacancies in the Board, except for the representative appointed by the charter authorizer, shall be filled by the vote of a majority of Directors then in office. Each Director so selected shall hold office until the expiration of the term of the replaced Director and until a successor has been selected and qualified. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 5.3 Place of Meetings. Meetings of the Board may be held at the corporation's principal office, or at any other place within the physical boundaries of the county in which that charter school or schools are located that has been designated in the notice of the meeting. A two-way teleconference location shall be established at each schoolsite.

Section 5.4 Meetings; Annual Meetings. The Board shall hold an annual meeting for the purpose of organization, selection of officers, and the transaction of other business. Such meeting shall be held at such a time, date, and place as may be specified and noticed by the Board. All meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act.

Section 5.5 Regular Meetings. Except as otherwise may be provided in the Brown Act, regular meetings of the Board, including the annual meeting, shall be held at least four times per year on such dates and at such times and places as may be fixed from time-to-time by the Board. 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.

Section 5.6 Special Meetings. Special meetings of the Board for any purpose(s) may be called at any time by the Chair of the Board, 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 Chair of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 5.7 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. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address (or telephone or facsimile number, or electronic mail address, as applicable) as it is shown on the records of the corporation or as may have been given to the corporation by the director for purposes of notice or, if an address (or telephone or facsimile number, or electronic mail address, as applicable) is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 5.8 Quorum. A majority of the Directors then in office shall constitute a quorum, and every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a

quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 5.9 Participation In Meetings by Conference 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 physical boundaries of the county in which that charter school or schools are located. ;
- 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 agenda¹;
- 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

Section 5.10 f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call². Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board meeting to another time and place. Notice of any adjournment to another time or place shall be given prior to the time of the adjourned meeting to the Directors who were not present at the time of the adjournment.

Section 5.11 Rights of Inspection. Subject to applicable federal and state laws regarding pupil confidentiality, every Director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the corporation's physical properties.

Section 5.12 Fees and Compensation. Directors shall not receive any compensation for their service; however, the Board may approve the reimbursement of a Director's actual and

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.

necessary expenses incurred when conducting the corporation's business. The corporation may carry liability insurance respecting the conduct of the corporation's business by the Directors. Subject to Section 4.20 of this Article 4, nothing herein shall preclude a Director from serving the corporation as an employee of the corporation and receiving compensation for such service.

Section 5.13 Restriction on Interested Directors. No persons serving on the Board at any time may be interested persons. An interested person is (a) any person being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise; 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 any such person.

Section 5.14 Standard of Care.

a. A Director shall perform the duties of a Director, including duties as a member of any committee of the Board on which the Director may serve, in good faith, in a manner such Director believes to be in the corporation's best interests and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.

b. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

1. One or more of the corporation's officers or employees whom the Director believes to be reliable and competent in the matters presented;
2. Legal counsel, independent accountants, or other persons as to matters that the Director believes to be within such person's professional or expert competence; or
3. A committee upon which the Director does not serve that is composed exclusively of any or any combination of directors, persons described in paragraphs 1. And 2. as to matters within its designated authority, which committee the Director believes to merit confidence, so long as, in any such case, the Director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section 5.15 Property Rights. No Director shall have any right or interest in any of the corporation's property or assets.

Section 5.16 Non-liability of Directors. No Director shall be personally liable for the corporation's debts, liabilities, or obligations.

Section 5.17 General Public Agency Prohibitions Governing Certain Transactions.

Notwithstanding the foregoing Sections, nothing in this Article 4 shall be construed to authorize any transaction otherwise prohibited by California Government Code Section 81000 et

seq., Government Code Section 1090 as modified by Education Code Section 47604.1, or other applicable laws.

ARTICLE 6 OFFICERS

Section 6.1 Officers. The officers of the corporation shall be a President and Chief Executive Officer, Secretary, and a Chief Financial Officer. The corporation may also have, at the discretion of the Board, a Chair 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 elected or appointed by the Board. 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 the President and Chief Executive Officer or the Chair of the Board.

Section 6.2 Election. The corporation's officers, except the President and Chief Executive Officer, shall be chosen at the annual meeting by, and shall serve at the pleasure of, the Board, and shall hold their respective offices until their resignation, removal, or other disqualification from service, or until their respective successors shall be elected. The President and Chief Executive Officer shall hold office for a term of three (3) years, and shall be elected at an annual meeting of the Board.

Section 6.3 Removal. Any officer may be removed, either with or without cause, by the Board at any time or, except in the case of an officer chosen by the Board, by any officer upon whom such power of removal may be conferred by the Board. Any such removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 6.4 Resignation. Any officer may resign at any time by giving written notice to the Board, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 6.5 Vacancies. 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 regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 6.6 Chair of the Board. If a Chair of the Board of Directors is elected, he or she shall preside at the 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.

Section 6.7 President and Chief Executive Officer. The President and Chief Executive Officer is the general manager and chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. In the absence of the Chair of the Board, or if there is no Chair of the Board, the President and Chief Executive Officer shall preside at the meetings of the Board. The President

and Chief Executive Officer has the general powers and duties of management usually vested in the office of president and such other powers and duties as may be prescribed from time to time by the Board.

The President and Chief Executive Officer shall also be responsible for creating an annual business plan and submitting it to the Board for approval. The President and Chief Executive Officer shall participate in the recruitment of the corporation's staff and the creation of the School's education plan.

Section 6.8 Vice President. In the absence or disability of the president/chief executive officer, a vice president shall perform all the duties of the President and Chief Executive Officer and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the President and Chief Executive Officer. A vice president shall have such other powers and perform such other duties as from time to time may be prescribed by the Board.

Section 6.9 Secretary. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, the names of those present and absent, the vote or abstention of each Board member present for each action taken and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of California, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all members promptly after the meetings. The Secretary shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer/controller. In general, the secretary shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 6.10 Chief Financial Officer. The Chief Financial Officer of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, and disbursements. The books of account shall at all times be open to inspection by any Director.

The Chief Financial Officer shall deposit, or cause to be deposited, all moneys and other valuables in the name and to the credit of the corporation with such depositaries as may be designated from time to time by the Board. The Chief Financial Officer shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the President and Chief Executive Officer and directors, upon request, an account of all transactions as Chief Financial

Officer and of the corporation's financial condition. The Chief Financial Officer shall present to the Board at all regular meetings an operating statement and report since the last preceding regular meeting of the Board. The Chief Financial Officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE 7 COMMITTEES

Section 7.1 Board Committees. The Board may, by resolution, create one or more standing or *ad hoc* committees, each consisting of at least two (2) members of the Board, to serve at the Board's pleasure. Appointments to such Board committees shall be by majority vote of the Directors then in office, and the presidents of such Board committees shall be appointed by the President and Chief Executive Officer. Unless otherwise provided in these Bylaws or by the laws of the State of California, each committee shall have all of the Board's authority to the extent delegated by the Board, except that no committee, regardless of Board resolution, may:

- a. Fill vacancies on the Board or on any committee that has the authority 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 repealable; or
- d. Appoint any other committees of the Board or the members thereof;

Section 7.2 Meetings and Action of Board Committees. Meetings and actions of Board committees shall be governed by, and held and taken in accordance with, the provisions of Article 4 of these Bylaws concerning meetings of the Board, with such changes in the context of those provisions as are necessary to substitute the committee and its members for the Board and its members, except that the time of regular meetings of the committees may be determined either by resolution of the Board or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board. Notice of special meetings of Board committees shall also be given to any and all alternate members who shall have the right to attend all meetings of the committee. The Board may adopt rules for the government of any Board committee not inconsistent with the provisions of these Bylaws.

Section 7.3 Executive Committee. The Executive Committee is a Board-appointed committee. The Executive Committee shall be composed of the President and Chief Executive Officer and two (2) additional Board members. When the Board is not in session, the Executive Committee shall have the power and authority of the Board to transact the corporation's regular business, subject to any prior limitation imposed by law, the Board, or these Bylaws. The Executive Committee shall report to the Board at the next Board meeting all actions taken.

Section 7.4 Other Committees. The President and Chief Executive Officer, subject to the limitations imposed by the Board, or the Board itself, may create other committees, either

standing or special, to serve the Board that do not have the Board's powers. The President and Chief Executive Officer, with the approval of the Board, shall appoint members to serve on such committees, and shall designate presidents for such committees. If a Director is on a committee, he or she shall be the president of that committee. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member shall sooner resign or be removed from the committee.

Meetings of a committee may be called by the President and Chief Executive Officer, the president of the committee, or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

Any member of a committee may resign at any time by giving written notice to the president of the committee or to the President and Chief Executive Officer. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The President and Chief Executive Officer may, with prior approval of the Board, remove any appointed member of a committee.

A vacancy in any committee or any increase in the membership thereof shall be filled for the unexpired portion of the term by the President and Chief Executive Officer with approval of the Board.

ARTICLE 8 CONTRACTS WITH DIRECTORS

Section 8.1 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).

Corporate Loans and Advances. The corporation shall not make any loan of 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 or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Director, provided that in the absence of such advance, such Director or officer would be entitled to be reimbursed for such expenses by the corporation or any subsidiary.

Annual Statement of Certain Transactions. The Corporation shall comply with Section 6322 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE 9 OTHER PROVISIONS

Section 9.1 Validity of Instruments. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the President and Chief Executive Officer or vice president and the secretary or treasurer/controller of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner as from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section 9.2 Checks, Drafts, etc. All of the corporation's checks, drafts, or other evidences of indebtedness, and all securities owned or held by it that are subject to transfer, shall be signed by two (2) officers, which signatures shall be garnered in compliance with such other requirements as the Board from time-to-time may require.

Section 9.3 Annual Report. The corporation shall provide to the Directors and such other persons designated by the Board, within 120 days after the close of its fiscal year, a report containing the following information in reasonable detail:

- a. The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year.
- b. The principal changes in the assets and liabilities, including trust funds, during the fiscal year.
- c. The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year.
- d. The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year.

Section 9.4 Public Inspection and Disclosure. The corporation shall have available for public inspection at its principal office a copy of each of its annual exempt organization information returns for each of the last three years and a copy of its state and federal applications for recognition of exemption. Additionally, if the corporation provides services or information to the general public that can be obtained from the federal government free of charge or for a nominal charge, such availability shall be conspicuously disclosed in an easily recognizable format in any solicitation or offer made by the corporation.

Section 9.5 Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the General Provisions of the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires.

The captions and headings in these Bylaws are for convenience only and are not intended to limit or define the scope or effect of any provision.

Section 9.6 Fiscal Year. The fiscal year of the corporation shall end on the last day of June of each year.

Section 9.7 Robert's Rules of Order. Except to the extent otherwise provided in these Bylaws and to the extent consistent with applicable law, the corporation's meetings shall be conducted and governed by the parliamentary procedures set forth in Robert's Rules of Order.

Section 9.8 Termination and Dissolution. This corporation shall exist only so long as is necessary to accomplish its general and specific purposes. Once the Board determines that the corporation's purposes have been fulfilled, it shall immediately resolve to terminate and dissolve the corporation in accordance with applicable law and the corporation's Articles of Incorporation.

ARTICLE 10 INDEMNIFICATION AND INSURANCE

Section 10.1 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

ARTICLE 11(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.

AMENDMENTS

Section 11.1 Bylaws. These Bylaws will be reviewed not less often than once every four (4) years and documented as to date of review.

Section 11.2 Effective Date. These Bylaws shall become effective immediately upon their adoption.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of Student Success Programs, a California nonprofit public benefit corporation, and that the foregoing Bylaws, comprising 15 pages (including this page), constitute the Bylaws of said corporation that were duly adopted at a meeting of the corporation's Board of Directors held on August 26, 2020, 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 August 26, 2020

Angela Perin
Secretary

CONFLICT OF INTEREST CODE



CONFLICT OF INTEREST CODE OF STUDENT SUCCESS PROGRAMS

1. Standard Code of FPPC

The Political Reform Act of 1974 (Gov. Code § 81000 *et seq.*) requires each state and local government agency to adopt and promulgate a conflict of interest code. Pursuant to Education Code section 47604.1 (b)(4)(A), charter schools must comply with the Political Reform Act and adopt a conflict of interest code. Therefore, Student Success Programs ("SSP" or "Corporation"), which operates California public charter schools and is doing business as Audeo Charter School and Charter School of San Diego, is therefore required to adopt such a code. The FPPC has adopted a regulation (Title 2 Cal. Code of Regs. § 18730) which contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency's code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.


2. Adoption of Standard Code of FPPC

The terms of Title 2 Cal. Code of Regs. § 18730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of SSP. This code shall take effect when approved by the Board of Supervisors for the County of San Diego and shall thereupon supersede all prior codes adopted by the SSP.

3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the model code set forth in Title 2 of the Cal. Code of Regs. § 18730(b), designated employees set forth in the Appendix shall file statements of economic interests (Form 700) with the Secretary of SSP. Upon receipt of the statements of the members of the Board of Directors of SSP, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the Board of Supervisors for the County of San Diego. Statements for all other designated employees shall be retained by the Secretary.

APPROVED AND ADOPTED by the Board of Directors of on the 26th day of August, 2020.



Chairperson, Board of Directors
Student Success Programs

ATTEST:



Secretary to the Board of Directors
Student Success Programs

APPENDIX TO CONFLICT OF INTEREST CODE OF STUDENT SUCCESS PROGRAMS

Preamble

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from the SSP's general counsel. (Gov. Code § 83114; Title 2 Cal. Code of Regs. § 18730(b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code § 83114(a).)

Opinions rendered by general counsel do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on general counsel's opinion as evidence of good faith. In addition, SSP may consider whether such reliance should constitute a mitigating factor to any disciplinary action that SSP, Audeo Charter School, or Charter School of San Diego may bring against the requesting party under Government Code § 91003.5.

I.

Designated Employees

<u>Designated Employees</u>	<u>Categories Disclosed</u>
Chairperson and Members of the Board of Directors	4 through 6
President and Chief Executive Officer	1 through 6
Executive Director	1 through 6
Finance Administrator	1 through 6
CFO/Treasurer of the Board of Directors	1 through 6
General Counsel	4 through 6
Consultants/New Positions ¹	--

¹ With respect to consultants, the President/CEO may determine in writing that a particular consultant/new position, although a "designated employee," is hired to perform a range of duties that is limited in scope and thus is not required to comply with the written disclosure requirements described in these categories. Such written determination shall include a description of the consultant/new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The President and CEO's determination is a public record and shall be retained for public inspection by the Student Success Programs., in the same manner as this Conflict of Interest Code. Nothing herein excuses any such consultant from any other provision of this Conflict of Interest Code.

II.

Disclosure Categories

Category 1. Reportable Investments

A designated employee in this category shall report all reportable investments, as defined in Government Code § 82034, in business entities located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County in which the Corporation's school is located, which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized the Corporation or its school.

Category 2. Reportable Interests in Real Property

A designated employee in this category shall disclose all interests in real property, as defined in Government Code §§ 82033 and 82035, that are within two (2) miles of any facility or real property owned or used by SSP.

Category 3. Reportable Income

A designated employee in this category shall disclose all income as defined in Government Code § 82030 of the designated employee from business entities or other sources located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County during the reporting period which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized the Corporation or its school.

Category 4. Less-Inclusive Reportable Investments

A designated employee in this category shall disclose only investments as defined in Government Code § 82034 in any business entity, which within the last two (2) years has contracted with or in the future foreseeably may contract with SSP to provide personnel, services, supplies, material, machinery or equipment:

(a) to SSP of the type utilized by the Charter School which is located in or doing business in San Diego County, and associated with the job assignment or position of the designated employee; or

(b) to any entity which has contracted with SSP within the last two (2) years or which in the future foreseeably may contract with SSP to provide services, supplies, materials, machinery or equipment associated with the job assignment or position of the designated employee.

Category 5. Less-Inclusive Reportable Income

A designated employee in this category shall disclose only that reportable income as defined in Government Code § 82030 which is derived from a source which within the last two (2) years has contracted with SSP or in the future foreseeably may contract with SSP to provide personnel, services, supplies, materials, machinery or equipment:

(a) to SSP, of the type utilized by SSP which is located in or doing business in San Diego County, and associated with the job assignment or position of the designated employee; or

(b) to any entity which has contracted with SSP within the last two years or which in the future foreseeably may contract with SSP to provide personnel, services, supplies, materials, machinery or equipment associated with the job assignment or position of the designated employee.

Category 6. Business Positions

A designated employee in this category shall disclose by completing Form 700, Schedule C. A designated employee shall list, with respect to any business entity which operates or provides facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized the Corporation or its school:

(a) the name and address of each business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management;

(b) a description of the business activity in which the business entity is engaged;
and

(c) the designated employee's position with the business entity.

UNIFORM COMPLAINT POLICY AND FORMS

STUDENT SUCCESS PROGRAMS, INC.

1800 LEA Uniform Complaint Policy and Procedures

Approved: May 13, 2009

Amended: June 29, 2015, March 10, 2016, **August 26, 2020**

Audeo Charter School, and The Charter School of San Diego (“SSP”, “Charter School” or “Charter”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

- (1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Adult Education;
 - Career Technical and Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development Programs;
 - Consolidated Categorical Aid;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;
 - Regional Occupational Centers and Programs, and
 - School Safety Plans.

- (3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
- a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on students, or a student’s parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.
 - d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Charter School, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.

- (5) If the Charter School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49190-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R. sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The Charter School acknowledges and respects every individual’s rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief Business Officer (“CBO”) or designee on a case-by-case basis. Charter School shall ensure that complainants are protected from retaliation.

Compliance Officers

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

Lynne H. Alipio
Chief Business Officer and CFO
10170 Huennekens Street
San Diego, CA 92121
(858) 678-2048

The CBO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CBO or designee.

Should a complaint be filed against the CBO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

Notifications

The CBO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on the Charter School’s website. The Charter School shall annually provide written notification of the Charter School’s uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that Charter is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Charter is operating pursuant to Title 22 licensing requirements.
3. A statement that Charter is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30) calendar days of the Charter School's decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Charter's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if Charter finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.
11. A statement that copies of Charter's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CBO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CBO or designee shall be made in writing. The period for filing may be extended by the CBO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The School Coordinator shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Student Success Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Final Written Decision**

The Charter School shall issue an investigation report (the "Decision") based on the evidence. The Charter School's decision shall be in writing and sent to the complainant within sixty (60) calendar days of the Charter School's receipt unless the timeframe is extended with the written agreement of the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether the Charter School is in compliance with the relevant law.
3. Corrective actions, if the Charter School finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal the Charter School's decision within thirty (30) calendar days to the CDE, except when the Charter School has used its UCP to address complaints that are not subject to the UCP requirements
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the California Department of Education

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with the Charter School and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Charter School failed to follow its complaint procedures.
2. Relative to all allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE, that the complainant has appealed the Decision, the CBO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the Charter School's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the Charter School for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform

the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

[INSERT CHARTER SCHOOL LETTERHEAD]**UNIFORM COMPLAINT PROCEDURE FORM**

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families | <input type="checkbox"/> Regional Occupational Centers and Programs |
| <input type="checkbox"/> Career Technical and Technical Education/Career Technical and Technical Training | <input type="checkbox"/> Every Student Succeeds Act | <input type="checkbox"/> School Plans for School Achievement |
| <input type="checkbox"/> Child Care and Development | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan | <input type="checkbox"/> School Safety Plan |
| <input type="checkbox"/> Consolidated Categorical Aid Programs | <input type="checkbox"/> Migrant Education Programs | <input type="checkbox"/> Pupil Fees |
| | | <input type="checkbox"/> Pregnant, Parenting or Lactating Students |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|---|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Immigration Status/Citizenship | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> Marital Status | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Medical Condition | |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Nationality / National Origin | |
| <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Race or Ethnicity | |
| | <input type="checkbox"/> Religion | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Audeo personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

Lynne H. Alipio
Chief Business Officer
10170 Huennekens Street, San Diego, CA 92121
(858) 678-2048

STUDENT SUCCESS PROGRAMS, INC.

1800 LEA Política y Procedimientos Uniformes de Quejas

Aprobado: 13 de mayo de 2009

Enmendado: 29 de junio de 2015, 10 de marzo de 2016, **26 de agosto de 2020**

La póliza de Audeo Charter School, y The Charter School of San Diego (“SSP”, “Escuela Charter”, o “Charter”) deben cumplir con las leyes y regulaciones federales y estatales aplicables. La Escuela Charter es la agencia local responsable principal del cumplimiento de las leyes y regulaciones federales y estatales que rigen los programas educativos. Conforme a esta póliza, las personas responsables del cumplimiento y/o la realización de investigaciones deberán estar bien informados sobre las leyes y programas que se les asigne investigar.

Alcance

Este procedimiento de quejas se adopta para proporcionar un sistema uniforme de tramitación de quejas ("UTQ") para los siguientes tipos de quejas:

(1) Quejas que aleguen discriminación ilegal, acoso, intimidación o intimidación contra cualquier grupo protegido, sobre la base de las características reales o percibidas de edad, ascendencia, color, discapacidad mental, discapacidad física, identificación de grupo étnico, estatus migratorio, ciudadanía, expresión de género, género, género, información genética, nacionalidad, origen nacional, raza o etnia, religión, condición médica, estado civil, sexo u orientación sexual, o sobre la base de la asociación de una persona con una persona o grupo características en cualquier programa o actividad de Escuela Charter.

(2) Quejas que alegan una violación de la ley o regulación estatal o federal que rige los siguientes programas:

- Alojamiento para estudiantes embarazadas, de crianza o lactantes;
- Educación para Adultos;
- Educación Técnica y Técnica de Carrera;
- Formación Técnica y Técnica de Carrera;
- Programas de Cuidado y Desarrollo Infantil;
- Ayuda Categórica Consolidada;
- Educación de Estudiantes en Cuidado de Crianza, Estudiantes que son Personas sin Hogar, ex Estudiantes de Tribunales Juveniles ahora inscritos en una escuela pública, Niños Migratorios e Hijos de Familias Militares;
- Acto de Cada estudiante tiene éxito;
- Programas de Educación para Migrantes;

- Centros y Programas Ocupacionales Regionales, y
- Planes de Seguridad Escolar.

(3) Quejas que alegan que un estudiante matriculado en una escuela pública estaba obligado a pagar una cuota de alumno por participar en una actividad educativa como se definen a continuación.

- a. "Actividad educativa" significa una actividad ofrecida por la escuela chárter que constituye una parte fundamental integral de la educación primaria y secundaria, incluyendo, pero no limitado a, actividades curriculares y extracurriculares.
- b. "Cuota de alumno" significa una cuota, depósito u otro cargo impuesto a los estudiantes, o a los padres/tutores de un estudiante, en violación de la sección 49011 del Código de Educación y la Sección 5 del Artículo IX de la Constitución de California, que requieren que las actividades educativas se proporcionen gratuitamente a todos los estudiantes sin tener en cuenta la capacidad o la disposición de sus familias para pagar honorarios o solicitar exenciones especiales, según lo dispuesto en *Hartzell v. Con* (1984) 35 Cal.3d 899. Una cuota de alumno incluye, pero no se limita a, todo lo siguiente:
 - i. Una tarifa que se cobra a un estudiante como condición para inscribirse en la escuela o clases, o como condición para participar en una clase o una actividad extracurricular, independientemente de si la clase o actividad es electiva u obligatoria, o es para crédito.
 - ii. Un depósito de seguridad, u otro pago, que un estudiante está obligado a hacer para obtener una cerradura, casillero, libro, aparato de clase, instrumento musical, uniforme u otros materiales o equipos.
 - iii. Una compra que un estudiante debe hacer para obtener materiales, suministros, equipos o uniformes asociados con una actividad educativa.
- c. Una queja de cuota de alumno y quejas con respecto a los planes locales de control y rendición de cuentas ("LCAP") solamente, puede presentarse de forma anónima (sin una firma identificativa), si la queja proporciona evidencia o información que conduzca a pruebas que respalden una denuncia de incumplimiento de las secciones 52060 – 52077 del Código de Educación, incluida una alegación de una violación de las secciones 47605.5 o 47607.3 del Código de Educación, con respecto a los planes locales de control y rendición de cuentas.
- d. Si la Escuela Charter encuentra mérito en una queja por cuotas de alumnos, o el Departamento de Educación de California ("CDE") encuentra mérito en una apelación, Charter School proporcionará un remedio a todos los estudiantes afectados, padres/tutores que, cuando corresponda, incluya esfuerzos razonables por parte de la Escuela Charter para asegurar el reembolso completo a todos los estudiantes, padres/tutores afectados, sujeto a los procedimientos establecidos a través de las regulaciones adoptadas por la junta estatal.
- e. Nada de lo contenido en esta Póliza se interpretará para prohibir la solicitud de donaciones voluntarias de fondos o bienes, la participación voluntaria en actividades de recaudación de fondos, o, Charter School, y otras entidades de proporcionar premios estudiantiles u otro reconocimiento por participar voluntariamente en actividades de recaudación de fondos.

(4) Quejas que alegan incumplimiento de los requisitos que rigen la Fórmula de Financiamiento de Control Local ("LCFF") o LCAP bajo las secciones 47606.5 y 47607.3 del Código de Educación, según corresponda.

(5) Si la Escuela Charter adopta un Plan Escolar para el Logro Estudiantil además de su LCAP, las quejas de incumplimiento de los requisitos del Plan Escolar para el Logro Estudiantil bajo las secciones 64000, 64001, 65000 y 65001 del Código de Educación también estarán comprendidas en esta Política.

Las quejas que alegan incumplimiento con respecto a los programas de nutrición infantil establecidos de conformidad con las secciones 49190-49590 del Código de Educación se rigen por el Título 7, Código de Reglamentos Federales ("C.F.R secciones 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n) y 250.15(d) y Título 5, Código de Regulaciones de California ("C.C.R.") secciones 15580 - 15584.

Las quejas basadas en el incumplimiento de los programas de educación especial establecidos de conformidad con las secciones 56000-56865 y 59000-59300 del Código de Educación se rigen por los procedimientos establecidos en las secciones 5 de C.C.R. 3200-3205 y 34 C.F.R.

La Escuela Charter reconoce y respeta los derechos de cada individuo a la privacidad. Las denuncias de discriminación ilegal, acoso, intimidación o intimidación se investigarán de una manera que proteja (en la mayor medida razonablemente posible y según lo permita la ley) la confidencialidad de las partes, incluyendo, pero no limitado a la identidad del reclamante, y mantenga la integridad del proceso.

Charter School no puede garantizar el anonimato del denunciante. Esto incluye mantener la confidencialidad de la identidad del reclamante. Sin embargo, la Escuela Charter intentará hacerlo según corresponda. Charter School puede considerar necesario divulgar información sobre la queja/reclamante en la medida requerida por la ley o necesaria para llevar a cabo la investigación o el procedimiento, según lo determine el Director de Negocios ("CBO") o el designado caso por caso. Charter School se asegurará de que los reclamantes estén protegidos de represalias.

Oficiales de Cumplimiento

El Consejo de Administración designa a los siguientes oficiales de cumplimiento para recibir e investigar quejas y para asegurar el cumplimiento de la ley por parte de charter School:

Lynne H. Alipio

Director de Negocios y CFO

10170 Huennekens Street

San Diego, CA 92121

(858) 678-2048

La CBO o el designado se asegurarán de que los oficiales de cumplimiento designados para investigar las quejas estén bien informados sobre las leyes y programas de los que son responsables. El oficial de cumplimiento puede tener acceso a un abogado según lo determine la CBO o el designado.

En caso de que se presente una queja contra la CBO, el oficial de cumplimiento de ese caso será el Presidente del Consejo de Administración de Charter School.

Notificaciones

La CBO o el designado pondrán a disposición copias de esta Política de forma gratuita. El aviso anual de esta Política puede estar disponible en el sitio web de Charter School. La Escuela Charter proporcionará anualmente una notificación por escrito de los procedimientos uniformes de quejas de la Escuela Charter a empleados, estudiantes, padres/tutores, comités consultivos, funcionarios o representantes de escuelas privadas y otras partes interesadas, según corresponda.

El aviso anual será en inglés. Cuando sea necesario, bajo la sección 48985 del Código de Educación, si el quince (15) por ciento o más de los estudiantes inscritos en la Escuela Charter hablan un idioma primario único que no sea el inglés, este aviso anual también se proporcionará al padre/tutor de dichos estudiantes en su idioma principal

El aviso anual incluirá lo siguiente:

1. Una lista de los tipos de quejas que entran en el ámbito de la UCP y las disposiciones estatales y federales que rigen las quejas relacionadas con los programas de nutrición infantil y los programas de educación especial.
2. Una declaración que identifique claramente los programas preescolares del Estado de California que charter está operando como exento de licencias de conformidad con la sección 1596.792(o) del Código de Salud y Seguridad de conformidad con los requisitos de licencia del Título 22.
3. Una declaración de que la Carta es la principal responsable del cumplimiento de las leyes y regulaciones federales y estatales.
4. Una declaración de que un estudiante matriculado en una escuela pública no estará obligado a pagar una cuota de alumno por participar en una actividad educativa.
5. Una declaración que identifique el título del oficial de cumplimiento y la(s) identidad(es) de la(s) persona(s) que ocupan actualmente ese puesto, si se conocen.
6. Una declaración de que si una queja UCP se presenta directamente ante el CDE y el CDE determina que merece una intervención directa, el CDE completará una investigación y proporcionará una decisión por escrito al reclamante dentro de los sesenta (60) días naturales siguientes a la recepción de la reclamación, a menos que las partes hayan acordado ampliar el calendario o el CDE documentará circunstancias excepcionales e informará al reclamante.
7. Una declaración de que el reclamante tiene derecho a apelar la decisión de la Escuela Charter ante el CDE presentando una apelación por escrito dentro de los treinta (30) días calendario de la decisión de Charter School, excepto si la Escuela Charter ha utilizado su UCP para abordar una queja que no está sujeta a los requisitos de ucP.
8. Una declaración de que el reclamante que apela la decisión de la Carta sobre una reclamación de la UCP ante el CDE recibirá una decisión de apelación por escrito dentro de los sesenta (60) días naturales

siguientes a la recepción de la apelación por el CDE, a menos que se prorrogue por acuerdo escrito con el reclamante o el CDE documento circunstancias excepcionales e informe al reclamante.

9. Una declaración que si la Carta encuentra mérito en una queja de UCP, o el CDE encuentra mérito en una apelación, la Carta tomará medidas correctivas de conformidad con los requisitos de la ley existente que proporcionará un remedio al estudiante y /o padre/tutor afectado según corresponda.

10. Una declaración que asesore al reclamante de cualquier recurso de derecho civil que pueda estar disponible bajo las leyes estatales o federales de discriminación, acoso, intimidación o intimidación, si corresponde, y de la apelación de conformidad con la sección 262.3 del Código de Educación.

11. Una declaración de que las copias del UCP de la Carta estarán disponibles de forma gratuita.

Procedimientos

Los siguientes procedimientos se utilizarán para atender todas las quejas, que alegan que la Escuela Charter ha violado las leyes o regulaciones federales o estatales enumeradas en la sección "Alcance", arriba. El oficial de cumplimiento mantendrá un registro de cada reclamación y las acciones conexas subsiguientes durante al menos tres (3) años naturales.

Todas las partes nombradas serán notificadas cuando se presente una queja, cuando se programe una reunión o audiencia de queja, y cuando se tome una decisión o decisión.

• **Paso 1: Presentación de Quejas**

Cualquier persona, incluido el representante debidamente autorizado de una persona o un tercero interesado, agencia u organización pública puede presentar una queja por escrito de presunto incumplimiento de discriminación ilegal, acoso, intimidación o intimidación de conformidad con esta Política. Una persona que alega que una persona puede presentar una denuncia de discriminación ilegal, acoso, intimidación o intimidación ilegal, o por alguien que cree que cualquier clase específica de personas ha sido objeto de discriminación ilegal, acoso, intimidación o intimidación, o por un representante debidamente autorizado que alega que un estudiante individual ha sido objeto de discriminación, acoso, intimidación o intimidación. Una investigación de presunta discriminación ilegal, acoso, intimidación o intimidación se iniciará presentando una queja a más tardar seis (6) meses a partir de la fecha en que se haya producido la presunta discriminación, acoso, intimidación o intimidación, o el denunciante obtuvo primero conocimiento de los hechos de la supuesta discriminación, acoso, intimidación o intimidación a menos que el CBO o el designado lo amplíe , previa solicitud escrita del reclamante en la que se expongan los motivos de la prórroga. Dicha prórroga por parte de la CBO o del designado se efectuará por escrito. El período de presentación puede ser prorrogado por la CBO o el designado por una buena causa por un período que no exceda de noventa (90) días naturales después de la expiración del período de seis meses. El Coordinador de la Escuela responderá inmediatamente después de recibir una solicitud de prórroga.

Todas las demás quejas bajo esta Política se presentarán a más tardar un (1) año a partir de la fecha en que ocurrió la presunta violación. Para las quejas relacionadas con la LCAP, la fecha de la presunta violación es la fecha en que la Junta Directiva de éxito estudiantil aprobó la LCAP o la actualización anual fue adoptada por la Escuela Charter.

La queja se presentará al oficial de cumplimiento que mantendrá un registro de las quejas recibidas, proporcionando cada una con un número de código y un sello de fecha.

Las quejas presentadas de conformidad con esta Política deben ser por escrito y firmadas. Una firma puede ser manuscrita, mecanografiada (incluso en un correo electrónico) o generada electrónicamente. Solo las quejas relacionadas con las cuotas de los alumnos o el cumplimiento de LCAP pueden presentarse de forma anónima como se establece en esta Política. Si un reclamante no puede presentar una queja por escrito debido a condiciones tales como una discapacidad o analfabetismo, el personal de Charter School ayudará al reclamante en la presentación de la queja.

- **Paso 2: Mediación**

Dentro de los tres (3) días hábiles siguientes a la recepción de la queja, el oficial de cumplimiento puede discutir informalmente con el reclamante la posibilidad de utilizar la mediación. Si el reclamante acepta la mediación, el oficial de cumplimiento tomará medidas para este proceso.

Antes de iniciar la mediación de una denuncia de discriminación, acoso, intimidación o intimidación ilegal, el oficial de cumplimiento se asegurará de que todas las partes acepten hacer del mediador parte de la información confidencial relacionada.

Si el proceso de mediación no resuelve la queja a satisfacción del reclamante, el oficial de cumplimiento procederá a la investigación de la queja.

El uso de la mediación no extenderá los plazos de la Escuela Charter para investigar y resolver la queja a menos que el reclamante acuerde por escrito dicha prórroga.

- **Paso 3: Investigación de la queja**

Se alienta al oficial de cumplimiento a celebrar una reunión de investigación dentro de los cinco (5) días hábiles siguientes a la recepción de la queja o de un intento fallido de mediar en la queja. Esta reunión brindará una oportunidad para que el reclamante y/o el representante del reclamante repitan la queja oralmente.

El reclamante y/o el representante del reclamante tendrán la oportunidad de presentar la queja y las pruebas o información que conduzcan a pruebas que respalden las alegaciones en la queja.

La negativa del reclamante a proporcionar al oficial de cumplimiento documentos u otras pruebas relacionadas con las alegaciones de la queja, o el fracaso o la negativa del reclamante a cooperar en la investigación o el compromiso del reclamante en cualquier otra obstrucción de la investigación, puede dar lugar a la desestimación de la queja debido a la falta de pruebas que respalden la alegación.

La negativa de la Escuela Charter a proporcionar al oficial de cumplimiento acceso a los registros y/u otra información relacionada con la denuncia en la queja, o su falta o negativa a cooperar en la investigación o su participación en cualquier otra obstrucción de la investigación, puede resultar en una constatación, basada en las pruebas recopiladas, de que se ha producido una violación y puede dar lugar a la imposición de un recurso a favor del reclamante.

- **Decisión final por escrito**

La Escuela Charter emitirá un informe de investigación (la "Decisión") basado en las pruebas. La decisión de la Escuela Charter será por escrito y enviada al reclamante dentro de los sesenta (60) días calendario de la recepción de la Escuela Charter a menos que el plazo se amplíe con el acuerdo escrito del reclamante. La decisión de charter school se escribirá en inglés y en el idioma del reclamante siempre que sea posible o según lo exija la ley.

La Decisión incluirá:

1. Las conclusiones de hecho basadas en pruebas reunidas.
2. La conclusión que proporciona una determinación clara para cada alegación sobre si la Escuela Charter cumple con la ley pertinente.
3. Acciones correctivas, si la Escuela Charter encuentra mérito en la queja y cualquiera está justificado o requerido por la ley.
4. Notificación del derecho del reclamante a apelar la decisión de charter School dentro de los treinta (30) días calendario ante el CDE, excepto cuando la Escuela Charter haya utilizado su UCP para atender quejas que no están sujetas a los requisitos de UCP
5. Procedimientos que deben seguirse para iniciar dicha apelación.

Si un empleado es disciplinado como resultado de la queja, la Decisión simplemente indicará que se tomó medidas efectivas y que el empleado fue informado de las expectativas de la Escuela Charter. La Decisión no facilitará más información sobre la naturaleza de la acción disciplinaria, salvo que lo exija la legislación aplicable.

Apelaciones al Departamento de Educación de California

Si no está satisfecho con la Decisión, el reclamante puede apelar por escrito ante el CDE dentro de los treinta (30) días siguientes a la recepción de la Decisión. El recurso irá acompañado de una copia de la reclamación presentada ante la Escuela De la Carta y una copia de la Decisión. Al presentar una apelación ante el CDE, el reclamante debe especificar y explicar la base de la apelación, incluyendo al menos uno de los siguientes:

1. La Escuela Charter no siguió sus procedimientos de queja.

2. En relación con todas las alegaciones de la queja, la Decisión de Escuela Charter carece de conclusiones materiales de hecho necesarias para llegar a una conclusión de la ley.
3. Las conclusiones materiales de hecho en la Decisión de Escuela Charter no están respaldadas por pruebas sustanciales.
4. La conclusión legal de la Decisión de la Escuela Charter es incompatible con la ley.
5. En un caso en el que la Decisión de Escuela Charter encontró incumplimiento, las acciones correctivas no proporcionan un remedio adecuado.

Tras la notificación del CDE, de que el reclamante ha apelado la Decisión, la CBO o el designado remitirán los siguientes documentos al CDE en un plazo de diez (10) días naturales a partir de la fecha de notificación:

1. Una copia de la queja original.
2. Una copia de la Decisión.
3. Una copia del archivo de investigación, incluyendo pero no limitado a todas las notas, entrevistas y documentos presentados por las partes o recopilados por el investigador.
4. Un informe de cualquier acción tomada para resolver la queja.
5. Una copia de los procedimientos de quejas de escuela charter.
6. Otra información pertinente solicitada por el CDE.

Si el CDE determina que la apelación plantea cuestiones no contenidas en la queja local, el CDE remitirá esas nuevas cuestiones a la Escuela Charter para su resolución como una nueva queja. Si el CDE notifica a la Escuela Charter que su Decisión no abordó una alegación formulada por la queja y sujeta al proceso UCP, la Escuela Charter investigará y abordará dichas alegaciones de conformidad con los requisitos de la UCP y proporcionará al CDE y al apelante una Decisión modificada que aborde dichas alegaciones en un plazo de veinte (20) días naturales a partir de la notificación del CDE. La Decisión modificada informará a la recurrente del derecho a apelar por separado de la Decisión modificada con respecto a las alegaciones de reclamación no abordadas en la Decisión inicial.

Dentro de los treinta (30) días calendario siguientes a la fecha de la Decisión de apelación del CDE de conformidad con la sección 4633(f)(2) o (3) de la CE, cualquiera de las partes podrá solicitar la reconsideración por parte del Superintendente Estatal de Instrucción Pública ("SSPI") o del designado por el SSPI. La solicitud de reconsideración especificará y explicará la razón o razones para impugnar las constataciones de hecho, la celebración de la ley o las acciones correctivas de la Decisión de apelación del CDE. El SSPI no considerará ninguna información no presentada previamente al CDE por una parte durante la apelación a menos que dicha información fuera desconocida por la parte en el momento de la apelación y, con la debida diligencia, no pudiera haber sido conocida por la parte. A la

espera de la respuesta del SSPI a una solicitud de reconsideración, las Decisiones de apelación del CDE siguen en vigor y sean ejecutables, a menos que sean rescenadas por un tribunal.

El CDE puede intervenir directamente en la queja sin esperar a la acción de la Escuela Charter cuando existe una de las condiciones enumeradas en la sección 4650 de C.C.R., incluyendo pero no limitado a casos en los que por falta del reclamante, Charter School no ha tomado medidas dentro de los sesenta (60) días calendario de la fecha de la queja fue presentada ante la Escuela de Carta.

Recursos de Derecho Civil

Un reclamante puede buscar recursos de derecho civil disponibles fuera de los procedimientos de queja de Charter School. Los reclamantes pueden solicitar ayuda de centros de mediación o abogados de interés público/privado. Los recursos de derecho civil que pueden ser impuestos por un tribunal incluyen, pero no se limitan a, mandamientos judiciales y órdenes de restricción. En caso de discriminación ilegal, las quejas que surjan en virtud de la legislación estatal, sin embargo, el reclamante debe esperar hasta que hayan transcurrido sesenta (60) días naturales desde la presentación de una apelación ante el CDE antes de recurrir a recursos de derecho civil. La moratoria no se aplica a la medida cautelar y sólo es aplicable si la Escuela Charter ha informado apropiadamente, y en tiempo oportuno, al reclamante de su derecho a presentar una queja.

Formulario Uniforme de Procedimiento de Quejas

Apellido: _____ Nombre/Nombres: _____

Nombre del estudiante (si corresponde): _____ Año _____ Fecha de Nacimiento _____

Dirección de la calle/Apt. _____

Ciudad: _____ Estado: _____ Código Postal: _____

Teléfono de casa: _____ Teléfono celular: _____ Teléfono de trabajo: _____

Escuela/Oficina de Presunta Violación: _____

Para la(s) denuncia(s) de incumplimiento, por favor revise el programa o actividad mencionada en su queja, si corresponde:

- | | | |
|--|--|---|
| <input type="checkbox"/> Educación para adultos | <input type="checkbox"/> Educación de Estudiantes en Cuidado de Crianza, Estudiantes que están sin Hogar, ex Estudiantes de la Corte Juvenil ahora inscritos en una Escuela Pública, Niños Migratorios y Niños de Familias Militares | <input type="checkbox"/> Centros y Programas Ocupacionales Regionales |
| <input type="checkbox"/> Educación Técnica y Técnica profesional/Formación Técnica y Técnica | <input type="checkbox"/> Cada estudiante tiene éxito Ley | <input type="checkbox"/> Planes Escolares para el Logro Escolar |
| <input type="checkbox"/> Cuidado y Desarrollo Infantil | | <input type="checkbox"/> Plan de Seguridad Escolar |
| <input type="checkbox"/> Programas consolidados de ayuda categórica | | <input type="checkbox"/> Cuotas de alumnos |
| <input type="checkbox"/> Programas de Educación para Migrantes | | <input type="checkbox"/> Estudiantes embarazadas, padres o lactantes |
| <input type="checkbox"/> Fórmula de Financiamiento de Control Local/Plan de Control Local y Rendición de Cuentas | | |

Para las denuncias de discriminación ilegal, acoso, intimidación o intimidación, compruebe la base de la discriminación ilegal, acoso, intimidación o intimidación descrita en su queja, si corresponde:

<input type="checkbox"/> Edad <input type="checkbox"/> Ascendencia <input type="checkbox"/> Color <input type="checkbox"/> Discapacidad (mental o física) <input type="checkbox"/> Identificación de grupos étnicos <input type="checkbox"/> Género / Expresión de Género / Identidad de Género	<input type="checkbox"/> Información genética <input type="checkbox"/> Estatus migratorio/Ciudadanía <input type="checkbox"/> Estado civil <input type="checkbox"/> Dolencia <input type="checkbox"/> Nacionalidad / Origen Nacional <input type="checkbox"/> Raza o etnia <input type="checkbox"/> Religión	<input type="checkbox"/> Sexo (real o percibido) <input type="checkbox"/> Orientación sexual (real o percibida) <input type="checkbox"/> Basado en la asociación con una persona o grupo con una o más de estas características reales o percibidas
--	--	---

1. Por favor, dé datos sobre la queja. Proporcione detalles tales como los nombres de los involucrados, fechas, si los testigos estaban presentes, etc., que pueden ser útiles para el investigador de la queja.

2. ¿Ha discutido su queja o llevado su queja a cualquier personal de Audeo? Si lo has hecho, ¿a quién tomaste la queja y cuál fue el resultado?

3. Proporcione copias de cualquier documento escrito que pueda ser relevante o de apoyo a su queja.

He adjuntado documentos justificativos. ☐ Sí ☐ No

Firma: _____ Fecha: _____

Envíe una queja por correo y cualquier documento relevante al Oficial de Cumplimiento:

Lynne H. Alipio
Director de Negocios
10170 Huennekens Street, San Diego, CA 92121
(858) 678-2048

BOARD OF DIRECTORS ROSTER





DBA

Audeo Charter School ▪ The Charter School of San Diego

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San Diego, CA 92121

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Term I: August 26, 2020 – June 30, 2022

10170 Huennekens Street

San Diego, CA 92121

board@charterschool-sandiego.net

DASS APPROVAL BY CDE



Arline D McGowan

From: DASS <DASS@cde.ca.gov>
Sent: Wednesday, July 29, 2020 9:47 AM
To: Arline D McGowan
Subject: Re: Derek Chuck has invited you to work together in "Audeo Charter School_CDS: 37683383731395" folder on Box

Hello Arline,

Thank you for submitting Part 2 of your school's DASS application. The application is complete. We will be updating the DASS Active School list sometime after the Part 2 deadline.

Please let me know if you have any other questions. Thank you.

Derek Chuck, Analyst
 Academic Accountability Unit
 California Department of Education
 1430 N Street, Suite 5408
 Sacramento, CA. 95814-5901
DChuck@cde.ca.gov

From: Arline D McGowan <amcgowan@altusschools.net>
Sent: Monday, July 27, 2020 1:50 PM
To: DASS
Subject: [EXTERNAL] FW: Derek Chuck has invited you to work together in "Audeo Charter School_CDS: 37683383731395" folder on Box

Good afternoon,

The DASS Application Part II supporting documents for Audeo Charter School (37683383731395) has been uploaded to [Box.com](https://box.com). Please let me know if the application is complete or if additional information is needed.

Thank you.

Arline D. McGowan

Altus Schools

(858) 678-3903

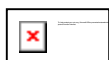
amcgowan@altusschools.net

From: Derek Chuck <noreply@box.com>

Sent: Friday, April 3, 2020 3:01 PM

To: Arline D McGowan <amcgowan@altusschools.net>

Subject: Derek Chuck has invited you to work together in "Audeo Charter School_CDS: 37683383731395" folder on Box



Derek Chuck wants to work with you on Audeo Charter School_CDS:
37683383731395



[Audeo Charter School_CDS: 37683383731395](#)

"I'd like to share my files with you on Box."

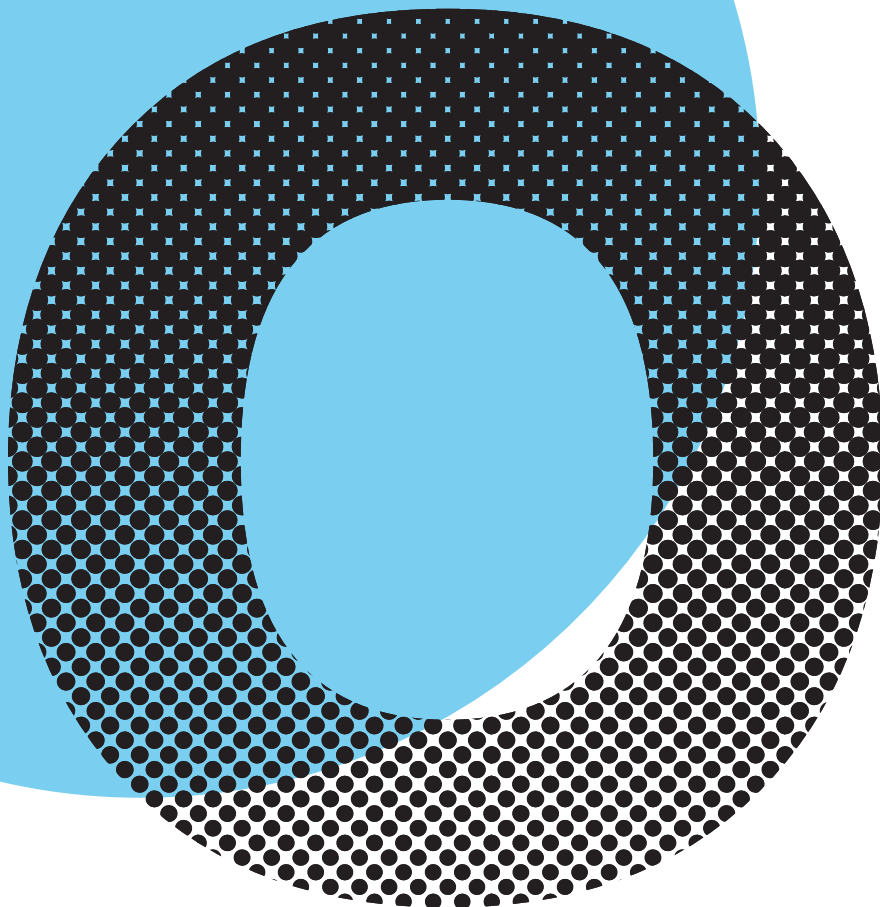
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DASS DISTRICT/ MOU APPROVAL



June 2, 2020

Via: E-mail <ttuter@altusschools.net>

Tim Tuter
Executive Director
10170 Huennekens Street
San Diego, CA 92121

Re: Audeo Charter School and Charter School of San Diego - DASS Renewal Criteria

Dear Tim:

Our office appreciates the time you and your team have taken to discuss the alternative metrics to be considered pursuant to Education Code section 47607, in preparation for the charter renewals of the Audeo Charter School and Charter School of San Diego. As both schools are eligible under the Dashboard Alternative School Status ("DASS") program, the attached 16 state and local measures that were developed mutually with your team and our office will serve as the alternative metrics to be used as part of the San Diego Unified School District's analysis.

We look forward to receiving the charter renewal documents for Audeo Charter School this fall.

Sincerely,
Susan Park
Susan Park

Dashboard Alternative School Status (DASS) Charter School Renewal Criteria for San Diego Unified School District

The Dashboard Alternative School Status (DASS) is for schools that serve high-risk students. Alternative schools participating in the Dashboard Alternative School Status (DASS) program is limited to certain eligibility requirements. Schools are identified as "alternative" through one of two methods:

Defined Alternative Schools

The school has a school type identified in California *Education Code (EC)* Section 52052(d), which automatically qualifies them with an alternative status. These schools will be automatically placed into DASS. The school types identified in *EC* Section 52052(d) are:

- Continuation
- County or District Community Day
- Opportunity
- County Community
- Juvenile Court
- California Education Authority, Division of Juvenile Justice
- County-Run Special Education Schools

In addition, any district-operated special education schools that have at least 70 percent of the students enrolled in grades three through eight and grade eleven participating in the California Alternate Assessments (CAA) will also be automatically placed into DASS. District-operated special education schools with less than 70 percent of students participating in the CAA must complete the DASS application process if they would like to be considered an alternative school in the new accountability system.

Other Alternative Schools

Other alternative schools are schools that serve high-risk students, but are not explicitly required to do so in the *EC*. These include: (1) alternative schools of choice and (2) charter schools that serve high-risk students. These 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:

- Expelled (*EC* Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (*EC* Section 48917)
- Suspended (*EC* Section 48925[d]) more than 10 days in a school year
- Wards of the Court (*Welfare and Institution Code [WIC]* Section 601 or 602) or dependents of the court (*WIC* Section 300 or 654)

- Pregnant and/or Parenting
- Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on EC Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days
- Habitually Truant (EC Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (EC Section 48263)
- Retained more than once in kindergarten through grade eight
- Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)
- Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
- Foster Youth (EC Section 42238.01[b])
- Homeless Youth

DASS Renewal Criteria

Due to the special population served by a DASS school the following will be used for renewal criteria for Audeo Charter School and The Charter School of San Diego, DASS charter schools authorized by the San Diego Unified School District:

STATE AND LOCAL MEASURES	TARGET	SOURCE	RATIONALE	Met?
1. Smarter Balanced Assessments Distance From Standard – English Language Arts (Students enrolled as of CBEDS)	The school will meet this in one of two ways: 1. Exceed the county DASS schools average (charter and non-charter, excluding Altus schools) 2. Exceed the state DASS schools average (charter and non-charter)	School Dashboard	<ul style="list-style-type: none"> Measure is on the Dashboard 	Yes/No
2. Smarter Balanced Assessments Distance From	The school will meet this in one of two ways:	School Dashboard	<ul style="list-style-type: none"> Measure is on the Dashboard 	Yes/No

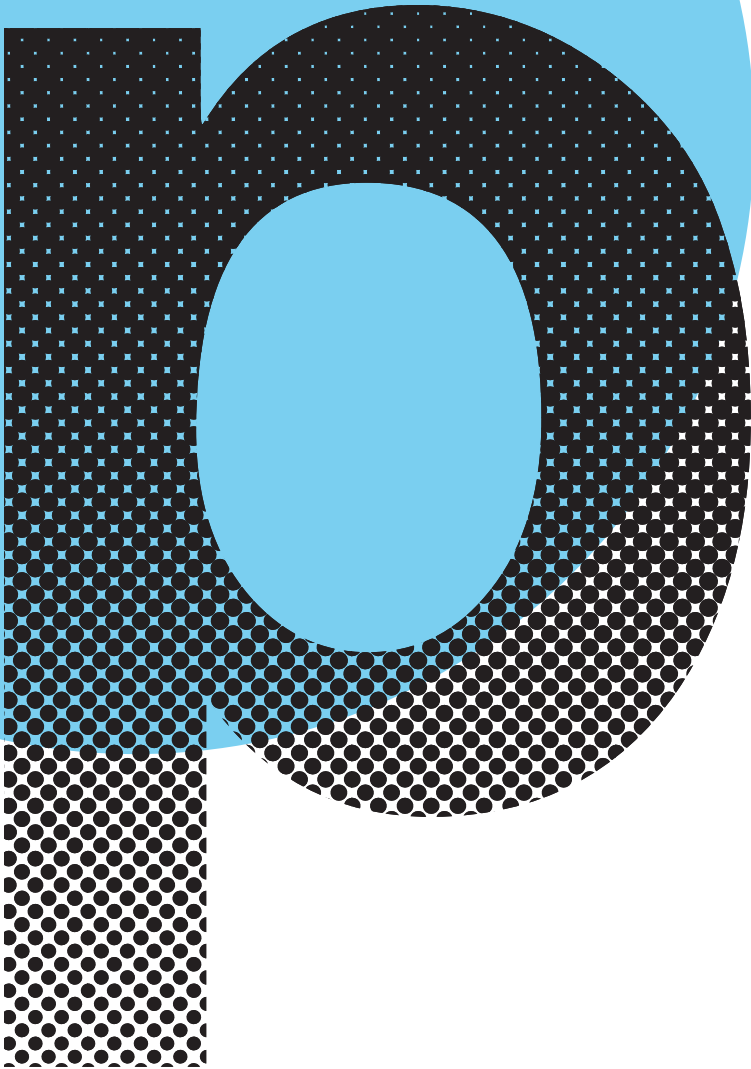
STATE AND LOCAL MEASURES	TARGET	SOURCE	RATIONALE	Met?
Standard – Math (Students enrolled as of CBEDS)	<ol style="list-style-type: none"> Exceed the county DASS schools average (charter and non-charter, excluding Altus schools) Exceed the state DASS schools average (charter and non-charter) 			
3. Smarter Balanced Assessments Proficiency Results – English Language Arts	<p>The school will meet this in one of two ways:</p> <ol style="list-style-type: none"> Exceed the county DASS schools average (charter and non-charter, excluding Altus schools) Exceed the state DASS schools average (charter and non-charter) 	CDE CAASPP Results	<ul style="list-style-type: none"> CDE Reported Results 	Yes/No
4. Smarter Balanced Assessments Proficiency Results – Math	<p>The school will meet this in one of two ways:</p> <ol style="list-style-type: none"> Exceed the county DASS schools average (charter and non-charter, excluding Altus schools) Exceed the state DASS schools average (charter and non-charter) 	CDE CAASPP Results	<ul style="list-style-type: none"> CDE Reported Results 	Yes/No
5. Meet all Local Indicators on Dashboard	The school will meet this by receiving a “Met” performance level on all Dashboard Local Indicators.	School Dashboard	<ul style="list-style-type: none"> Measures are on the Dashboard 	Yes/No
6. Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP):	The school will meet this with an average of 60% or higher in Reading, Language Usage and Math schoolwide and by all significant student groups.	School Reported	<ul style="list-style-type: none"> Measure was on previous district MOU Target is a LCAP Measure 	Yes/No
7. DASS Graduation Rate	<p>The school will meet this in one of two ways:</p> <ol style="list-style-type: none"> Exceed the county DASS schools average (charter and non-charter, excluding Altus schools) 	School Dashboard	<ul style="list-style-type: none"> Measure is on the Dashboard 	Yes/No

STATE AND LOCAL MEASURES	TARGET	SOURCE	RATIONALE	Met?
	2. Exceed the state DASS schools average (charter and non-charter)			
8. 1-Year Dropout Rate	The school will meet this by maintaining a dropout rate of 5% or less.	CDE DataQuest	<ul style="list-style-type: none"> Measure was on previous district MOU Target is a LCAP Measure 	Yes/No
9. Student Participation Rate (Attendance)	The school will meet this by achieving 84% participation rate schoolwide and by significant student group.	School Reported	<ul style="list-style-type: none"> Measure was on previous district MOU Target is a LCAP Measure 	Yes/No
10. Suspension Rate Indicator	The school will meet this by achieving a schoolwide suspension rate of 1.5% or less.	CDE Dashboard	<ul style="list-style-type: none"> Measure is on the Dashboard Target is a LCAP Measure 	Yes/No
11. Expulsion Rate	The school will meet this by achieving a schoolwide expulsion rate of 1% or less.	CDE DataQuest	<ul style="list-style-type: none"> Measure is on the Dashboard Target is a LCAP Measure 	Yes/No
12. English Learner Progress Indicator	<p>The school will meet with this in one of two ways:</p> <ol style="list-style-type: none"> Exceed the county DASS schools average (charter and non-charter, excluding Altus schools) Exceed the state DASS schools average (charter and non-charter) 	CDE Dashboard	<ul style="list-style-type: none"> Measure is on the Dashboard 	Yes/No
13. Student Confidence Survey	The school will meet this by achieving 90% or higher on Confidence Survey of new students.	School Reported	<ul style="list-style-type: none"> Target is a LCAP Measure 	Yes/No
14. Student Safety Survey	The school will meet this by achieving 90% or higher on Student Safety Survey from Annual LCAP Engagement Survey.	School Reported	<ul style="list-style-type: none"> Target is a LCAP Measure 	Yes/No
15. Parent Safety Survey	The school will meet this by achieving 90% or higher on Parent Safety Survey from annual LCAP Engagement Survey.	School Reported	<ul style="list-style-type: none"> Target is a LCAP Measure 	Yes/No
16. Post-Secondary Outcomes	This will be determined over time as post-secondary data systems are developed. The school and district will meet to discuss this by December 1 st , 2020	TBD		Yes/No

Renewal Determination Criteria

The school will include data and/or support documentation as part of its charter renewal petition to demonstrate the renewal criteria were met. The district may renew the charter if it determines the school met the renewal criteria. If the renewal criteria are not met, the school shall provide a written explanation to the district as part of its charter renewal petition describing why they were not met and how the school plans to ensure the criteria is met. The district shall consider the school's written explanation in determining whether to grant or deny the charter renewal petition and/or the term length of the charter.

WASC LETTER





Accrediting Commission for Schools Western Association of Schools and Colleges

Page 406 of 593

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Western Catholic Educational Association

BERIT VON POHLE
Pacific Union Conference of Seventh-day Adventists

JOEL WAHLERS
National Lutheran School Accreditation

DIANA WALSH-REUSS
Association of California School Administrators

SOPHIA WAUGH
California Congress of Parents and Teachers, Inc. (PTA)

DAVID YOSHIHARA
Association of California School Administrators

June 28, 2018

Mr. Jay Garrity
Principal
Audeo Charter School
10170 Huennekens Street
San Diego, CA 92121

Dear Mr. Garrity:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Summer 2018 Commission Meeting. The ACS WASC Commissioners have determined Audeo Charter School (K - 12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the self-study report, and the satisfactory completion of the on-site accreditation visit.

It is the decision of the Commission to grant Six-Year Accreditation Status through June 30, 2024.

Audeo Charter School is required to submit a Mid-cycle Progress Report at the end of the third year of the current six-year accreditation cycle. The progress report should demonstrate that the school has:

- Addressed the critical areas for follow-up through the schoolwide action plan;
- Made appropriate progress on the implementation of the schoolwide action plan; and
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Audeo Charter School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members from the school staff or district to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

June 28, 2018
Audeo Charter School
Page 2

The Commission looks forward to Audeo Charter School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen Cathers". The signature is fluid and cursive, with the first name "Stephen" and last name "Cathers" clearly distinguishable.

Stephen Cathers
Commission Chairperson

cc: Visiting Committee Chairperson
Superintendent

UC a-g APPROVAL LIST



Public 053199

Audeo Charter School
Altus Schools

San Diego, CA

Website

High School (Grades >9-12)
Charter School, Independent Study

Course List Manager
Cathryn Rambo
(858) 678-2058
crambo@charterschool-sandiego.net

2020-21






















Last Updated: Jul 26, 2019














Course	Discipline
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A












History / Social Science 2 years required













★	AP Government and Politics United States	Civics / American Government
	Online	
★	AP Human Geography	World History / Cultures / Historical Geography
	Online	
★	AP United States History	U.S. History
	Online	
★	AP United States History	U.S. History
	Online	
★	AP World History	World History / Cultures / Historical Geography
	Online	
★	AP World History	World History / Cultures / Historical Geography
	Online	
	Government 1	Civics / American Government
	Classroom-based	
★	Honors US History 1, 2	U.S. History
	Classroom-based	
	Principles of American Democracy	Civics / American Government
	Online	

Principles of American Democracy	Civics / American Government
 Online	
U.S. History and Geography	U.S. History
 Online	
 U.S. History and Geography Honors	U.S. History
 Online	
United States History 1 and 2	U.S. History
 Classroom-based	
US History & Geography 1 & 2	U.S. History
 Classroom-based	
WORLD HISTORY GEOGRAPHY 1 and 2	World History / Cultures / Historical Geography
 Classroom-based	
World History, Culture, and Geography	World History / Cultures / Historical Geography
 Online	
World History, Geography and Economics	World History / Cultures / Historical Geography
 Classroom-based	
<div><div>B</div>English <i>4 years required</i></div>	
American Literature 1 and 2	English
 Classroom-based	
 AP English Language and Composition	English
 Online	
 AP English Literature and Composition	English
 Online	
Contemporary Voices in Lit 1 and 2	English
 Classroom-based	
ENGLISH 1 and 2	English
 Classroom-based	
English 3 and 4	English
 Classroom-based	
English Language Arts 10	English
 Online	
 Classroom-based	
 English Language Arts 10 Honors	English
 Online	
English Language Arts 11	English

 Online	
 English Language Arts 11 Honors	English
 Online	
English Language Arts 12	English
 Online	
 English Language Arts 12 Honors	English
 Online	
English Language Arts 9	English
 Online	
 Classroom-based	
English Language Arts 9 Accelerated	English
 Online	
ENGLISH LITERATURE 1,2	English
 Classroom-based	
 Honors American Literature 1 and 2	English
 Classroom-based	
World Literature 1 and 2	English
 Classroom-based	








C Mathematics 3 years required, 4 years recommended

ALGEBRA 1 and 2	Algebra I
 Classroom-based	
Algebra Explorations 1a, 1b	Algebra I
 Classroom-based	
Algebra Explorations 2a, 2b	Algebra I
 Classroom-based	
Algebra I	Algebra I
 Online	
 Classroom-based	
Algebra II	Algebra II
 Online	
 AP Calculus AB	Calculus
 Online	
Concepts in Probability and Statistics	Statistics
 Online	
Geometry	Geometry
 Online	
 Classroom-based	
GEOMETRY 1 and 2	Geometry

 Classroom-based	
<div><div>★</div><div> Classroom-based</div></div> Honors Pre Calculus	Advanced Mathematics
Integrated Math 1 a,b	Mathematics I
 Classroom-based	
Integrated Math 2a, 2b	Mathematics II
 Classroom-based	
Integrated Math 3a & 3b	Mathematics III
 Classroom-based	
INTERMEDIATE ALGEBRA 1- 2	Algebra II
 Classroom-based	
Mathematics I	Mathematics I
 Online	
Mathematics II	Mathematics II
 Online	
Mathematics III	Mathematics III
 Online	
Pre-Calculus	Advanced Mathematics
 Online	
Pre-Calculus 1 and 2	Advanced Mathematics
 Classroom-based	
Statistics and Data Analysis 1, 2	Statistics
 Classroom-based	

D

Science 2 years required, 3 years recommended

<div><div>★</div><div> Online</div></div> AP Environmental Science	Interdisciplinary Sciences
BIOLOGY 1 and 2	Biology / Life Sciences
 Classroom-based	
<div><div>★</div><div> Online</div></div> Biology Honors with Labs	Biology / Life Sciences
Biology with Labs	Biology / Life Sciences
 Online	
CHEMISTRY 1-2	Chemistry
 Classroom-based	
<div><div>★</div><div> Online</div></div> Chemistry Honors with Labs	Chemistry
Chemistry with Labs	Chemistry
 Online	

 Online

 Honors Chemistry 1, 2

Chemistry

 Classroom-based

Physics 1 and 2


Physics

 Classroom-based

Physics with Labs

Physics

 Online

 Language Other than English *2 years required, 3 years recommended*

French 1, 2

LOTE Level 1

 Classroom-based

French 3, 4

LOTE Level 2

 Classroom-based

French 5/6

LOTE Level 3

 Classroom-based

French I

LOTE Level 1

 Online

French II

LOTE Level 2

 Online

French III

LOTE Level 3

 Online

German 1,2

LOTE Level 1

 Classroom-based

German 3,4

LOTE Level 2

 Classroom-based

GERMAN 5, 6

LOTE Level 3

 Classroom-based

GERMAN 7, 8

LOTE Level 4+

 Classroom-based

German I Competency (WLG120)
(MIL)

LOTE Level 1

 Online

German II Competency (WLG220)
(MIL)

LOTE Level 2

 Online

Spanish 1,2


LOTE Level 1

 Classroom-based





Spanish 3-4

LOTE Level 2










 Classroom-based
















Spanish 5	LOTE Level 3
 Classroom-based	
Spanish 6	LOTE Level 3
 Classroom-based	
Spanish I Fluency (WLG101) (MIL)	LOTE Level 1
 Online	
Spanish II Competency (WLG200) (MIL)	LOTE Level 2
 Online	
Spanish III Competency (WLG300) (MIL)	LOTE Level 3
 Online	

F Visual & Performing Arts *1 year required*

ART 1 and 2	Visual Arts
 Classroom-based	
Commercial Art 1,2	Visual Arts
 Classroom-based	
Drawing 1 & 2	Visual Arts
 Classroom-based	
Photography 1,2	Visual Arts
 Classroom-based	

G College-Preparatory Elective *1 year required*

 AP Psychology	History / Social Science
 Online	
Career and Life Management 1, 2	Interdisciplinary
 Classroom-based	
Child Development Pathway 1, 2	Interdisciplinary
 Classroom-based	
Child Development Pathway 3, 4	Interdisciplinary
 Classroom-based	
Design Careers 1,2	Interdisciplinary
 Classroom-based	
Digital Arts	Interdisciplinary
 Online	
Earth Science 1 & 2	Science – Physical Sciences
 Classroom-based	
Economics	History / Social Science
 Online	


ECONOMICS 1	History / Social Science
 Classroom-based	
Entrepreneurship/Self-Employment	Interdisciplinary
 Online	
Health Science and Medical Technology	Interdisciplinary
 Online	
Health Science Concepts	Interdisciplinary
 Online	
Hospitality and Tourism Year 1	Interdisciplinary
 Classroom-based	
Hospitality and Tourism Year 2	Interdisciplinary
 Classroom-based	
Information and Communication Technology	Interdisciplinary
 Online	
Introduction to Business	Interdisciplinary
 Online	
Nursing Assistant	Interdisciplinary
 Online	
PHILOSOPHY 1	History / Social Science
 Classroom-based	
Psychology	History / Social Science
 Online	
PSYCHOLOGY 1,2	History / Social Science
 Classroom-based	
Sociology	History / Social Science
 Online	
SOCIOLOGY 1	History / Social Science
 Classroom-based	
World Regional Geography	History / Social Science
 Online	

NCAA APPROVAL LIST



[Home](#)[Login](#)[Resources](#)[List of NCAA Courses](#)

High School's NCAA Courses

Account Status*	Account Status Type	High School Account Status		Description (Please review the Additional Information box below as it may contain other important information about this account.)
		May approved core courses be used?	May proof of graduation be used?	
 (07/18/2016)	Cleared	Yes	Yes	Courses and proof of graduation may be used in the initial-eligibility certification process. Some CLEARED accounts may have coursework that does not meet NCAA core-course legislation.
	Extended Evaluation	Pending Individual Review	Yes	The use of courses in the initial-eligibility certification process is pending individual review. Proof of graduation may be used in the initial-eligibility certification process.
	Not Cleared	No	No	Courses and proof of graduation may not be used in the initial-eligibility certification process.
	In Review	No	No	Courses and proof of graduation may not be used in the initial-eligibility certification process at this time. Upon rendering of a decision, courses and proof of graduation may or may not be used in the initial-eligibility certification process, depending on account status.
	Suspended	No	No	This account did not complete the review process. To determine if courses and proof of graduation may be used in the initial-eligibility certification process, this account must complete the review process. This account may resume its review by contacting the NCAA Eligibility Center.
	Closed	No	No	This account is no longer in operation. Please review the Additional Information and List of NCAA Courses for details regarding use of courses and proof of graduation in the initial-eligibility certification process.
	None	No	No	This account has not been reviewed. To determine if courses and proof of graduation may be used in the initial-eligibility certification process, this account must complete the review process.
	Not Applicable	No	No	An account status is not applicable for this account. Courses and proof of graduation may not be used in the initial-eligibility certification process.
	Withdrawn	No	No	This account has opted out of the review process. Courses and proof of graduation may not be used in the initial-eligibility certification process. This account may resume its review

* Proof of graduation will be used through the remainder of the academic year in which a high school's account status changes if its previous account status permitted the use of proof of graduation. For high schools that do not operate on a traditional academic calendar, proof of graduation will be used only through the completion date of coursework for which the student was enrolled prior to the change in account status. The status of core courses will remain through the academic term (e.g., semester, quarter) in which a high school's account status changes. For schools with nontraditional academic calendars, core course statuses will remain for students with a course enrollment date prior to and including the date of school status change.

High School Summary

NCAA High School Code	053199
CEEB Code	053199
High School Name	AUDEO CHARTER SCHOOL
Address	10170 HUENNEKENS ST SAN DIEGO CA - 92121
Primary Contact Name	CATHRYN RAMBO
Primary Contact Phone	858-678-4808
Primary Contact Fax	Not Available
Primary Contact Email	crambo@charterschool-sandiego.net
Secondary Contact Name	TIM TUTER
Secondary Contact Phone	8586782042
Secondary Contact Fax	8585526660
Secondary Contact Email	ttuter@audeocharterschool.net
School Website	http://www.audeocharterschool.net/
Link to Online Course Catalog/Program of Studies	http://www.audeocharterschool.net/
Last Update of List of NCAA Courses	21-Jun-19
Other Teams Formally Affiliated	No teams data found

Please review information regarding your school and district. The information listed below applies only to courses completed at the above school.

High School Information

CREDIT RECOVERY coursework from this school/program, designated as "R" on students' transcripts, meets NCAA nontraditional core-course legislation.

Legal Disclaimer: The list of NCAA courses, and courses contained within, are maintained as a guide for prospective student-athletes seeking NCAA initial-eligibility. The list of approved courses does not, nor is intended to, signify accreditation, certification, approval or endorsement of any high school or specific courses by the NCAA or NCAA Eligibility Center and is subject to change at any time and without notice. Core course information included on this Web site is provided for guidance purposes only and should not be solely relied on as an indication of NCAA initial-eligibility. Certification of a prospective student-athlete is case-specific, and the Eligibility Center has the authority to determine in its sole discretion whether the prospective student-athlete has met all criteria.

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[Back to List of High Schools](#)

Grading Scales

HS Grading Scale Period: 2020-21 through 2020-21 ▼

HS Grading Period: 2020-21 through 2020-21

HS Numeric Grade:

There are no numeric grades available for this grading period.

HS Weighted Grade:

Honors		Advanced Placement	
Grade	Unit	Grade	Unit
A	5	A	5
B	4	B	4
C	3	C	3
D	1	D	1
		F	0

High School Core Course Information

Select Course Category

☐ Show All Approved Courses☐ English ☐ Social Science ☐ Mathematics ☐ Natural/Physical Science ☐

Additional Core Courses

☐ Show All Not Approved Courses☐ English ☐ Social Science ☐ Mathematics ☐ Natural/Physical Science ☐

Additional Core Courses

☐ Show All Archived Courses☐ English ☐ Social Science ☐ Mathematics ☐ Natural/Physical Science ☐

Additional Core Courses

☐ Show All Pending Individual Review Courses☐ English ☐ Social Science ☐ Mathematics ☐ Natural/Physical Science ☐

Additional Core Courses

☐ Show All Additional Information Required Courses☐ English ☐ Social Science ☐ Mathematics ☐ Natural/Physical Science ☐

Additional Core Courses

Courses designated with a '=' symbol are courses that may be used only by students with a diagnosed disability. A course for a student with disabilities must be **exclusively** open to students with documented learning disabilities. The course must be quantitatively and qualitatively the same as the regular equivalent and there must be a standardized curriculum/syllabus.

NCAA legislation permits a student to receive credit for a core course only one time. As a result, if a student repeats a core course, the student will only receive credit once for the core course, and the highest grade earned in the course will be included in the calculation of the student's core course grade point average. Likewise, if a student completes a course that is duplicative in content with another core course, the student will only receive credit for one of the duplicative courses, and the course with the highest grade earned will be included in the calculation of the student's core course grade point average.

Approved Courses

English

Course Weight	Title	Notes	Max Credits	OK Through	Disability Course
	ACCELERATED ENGLISH 1-2				No
	AMERICAN LITERATURE 1				No
	AMERICAN LITERATURE 2				No
	AP ENGLISH LANGUAGE & COMPOSITION 1				No
	AP ENGLISH LANGUAGE & COMPOSITION 2				No
	AP ENGLISH LITERATURE & COMPOSITION 1				No
	AP ENGLISH LITERATURE & COMPOSITION 2				No
	CONTEMPORARY VOICES IN LIT 1				No
	CONTEMPORARY VOICES IN LIT 2				No
	ENGLISH 1				No
	ENGLISH 2				No
	ENGLISH 3				No
	ENGLISH 4				No
	ENGLISH LITERATURE 1				No
	ENGLISH LITERATURE 2				No
	HONORS AMERICAN LITERATURE 1				No
	HONORS AMERICAN LITERATURE 2				No
	HONORS ENGLISH 3-4				No
	HONORS ENGLISH LITERATURE 1				No
	HONORS ENGLISH LITERATURE 2				No
	JOURNALISM 1				No
	WORLD LITERATURE 1				No
	WORLD LITERATURE 2				No
	WRITERS WORKSHOP 1				No
	WRITERS WORKSHOP 2				No

Social Science

Course Weight	Title	Notes	Max Credits	OK Through	Disability Course
	AP GOVERNMENT & POLITICS-UNITED STATES				No
	AP HUMAN GEOGRAPHY 1				No
	AP HUMAN GEOGRAPHY 2				No
	AP PSYCHOLOGY 1				No
	AP PSYCHOLOGY 2				No
	AP US HISTORY 1-2				No
	AP WORLD HISTORY 1-2				No
	ECONOMICS 1				No
	GEOGRAPHY 1				No
	GOVERNMENT 1				No
	HONORS UNITED STATES HISTORY 1				No
	HONORS UNITED STATES HISTORY 2				No
H	HONORS US HISTORY 1				No

Course Weight	Title	Notes	Max Credits	OK Through	Disability Course
H	HONORS US HISTORY 2				No
	PHILOSOPHY 1				No
	PSYCHOLOGY 1				No
	PSYCHOLOGY 2				No
	SOCIOLOGY 1				No
	UNITED STATES HISTORY 1				No
	UNITED STATES HISTORY 2				No
	WORLD HISTORY GEOGRAPHY ECONOMICS 1				No
	WORLD HISTORY GEOGRAPHY ECONOMICS 2				No

Mathematics

Course Weight	Title	Notes	Max Credits	OK Through	Disability Course
	ALGEBRA 1-2				No
	AP CALCULUS AB 1-2				No
	GEOMETRY 1-2				No
	HONORS PRE-CALCULUS 1-2				No
	INTEGRATED MATH 1 A-B				No
	INTEGRATED MATH 2 A-B				No
	INTEGRATED MATH 3 A-B				No
	INTERMEDIATE ALGEBRA 1-2	DUPLICATIVE OF ALGEBRA 2			No
	PRE- CALCULUS 1-2				No
	STATISTICS 1-2				No

Natural/Physical Science

Course Weight	Title	Notes	Lab	Max Credits	OK Through	Disability Course
	AP ENVIRONMENTAL SCIENCE 1					No
	AP ENVIRONMENTAL SCIENCE 2					No
	BIOLOGY 1		X			No
	BIOLOGY 2		X			No
	CHEMISTRY 1		X			No
	CHEMISTRY 2		X			No
	EARTH SCIENCE 1		X			No
	EARTH SCIENCE 2		X			No
	HONORS BIOLOGY 1-2					No
	HONORS CHEMISTRY 1		X			No
	HONORS CHEMISTRY 2		X			No
	PHYSICS 1		X			No
	PHYSICS 2		X			No

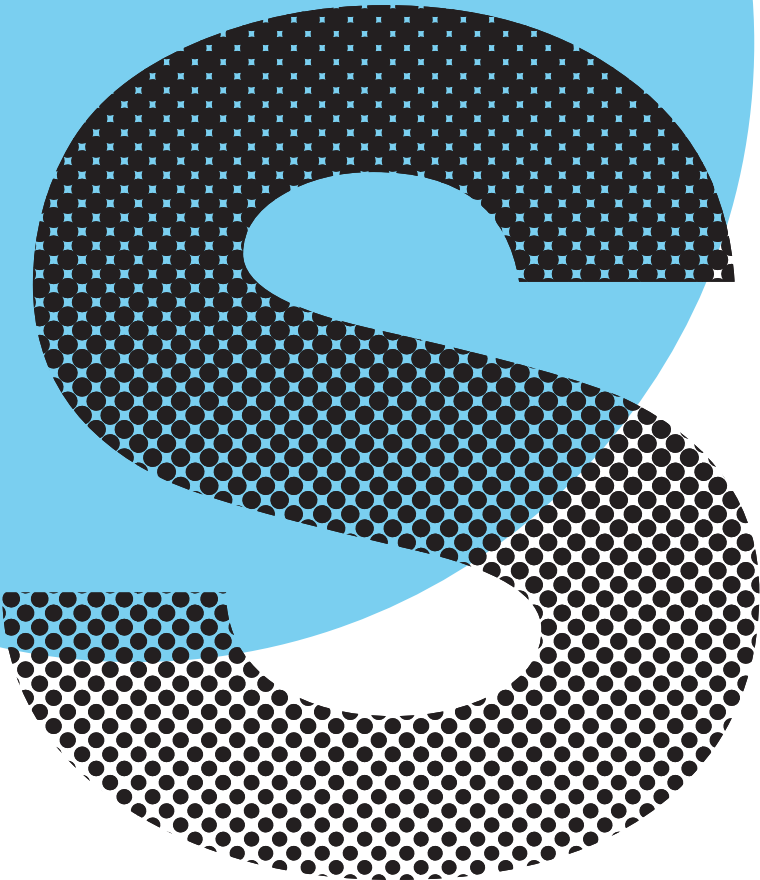
Additional Core Courses

Course Weight	Title	Notes	Max Credits	OK Through	Disability Course
	FRENCH 1				No
	FRENCH 2				No
	FRENCH 3-4				No
	FRENCH 5				No
	FRENCH 6				No
	GERMAN 1				No

Course Weight	Title	Notes	Max Credits	OK Through	Disability Course
	GERMAN 2				No
	GERMAN 3				No
	GERMAN 4				No
	GERMAN 5				No
	GERMAN 6				No
	SPANISH 1				No
	SPANISH 2				No
	SPANISH 3				No
	SPANISH 4				No
	SPANISH 5				No
	SPANISH 6				No

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COLLEGE BOARD APPROVAL LIST



AP Course Ledger Preview

The ledger preview below represents courses offered, either authorized or renewed, by your school for 2020-2021. If you would like to review your school's AP course offerings from previous years, you may do so by accessing your school status page or by visiting the AP Course Ledger (/ledger/).

Audeo Charter School

10170 Huennekens St

San Diego, CA 921212964

Subject and Teachers	2020-2021
AP Calculus AB <div>Online Course(s) provided by: Edgenuity</div>	1
AP English Language and Composition <div>Online Course(s) provided by: Edgenuity</div>	1

Subject and Teachers	2020-2021
AP English Literature and Composition <div>Online Course(s) provided by: Edgenuity</div>	1
AP Environmental Science <div>Online Course(s) provided by: Edgenuity</div>	1
AP Human Geography <div>Online Course(s) provided by: Edgenuity</div> <div>Ryan Forbes</div>	2
AP Psychology <div>Online Course(s) provided by: Edgenuity</div>	1
AP U.S. Government and Politics <div>Online Course(s) provided by: Edgenuity</div> <div>Ryan Forbes</div>	2
AP United States History <div>Ryan Forbes</div> <div>Online Course(s) provided by: Edgenuity</div>	2

Subject and Teachers	2020-2021
<p>AP World History: Modern</p> <div data-bbox="126 258 1166 352"> <p>Ryan Forbes</p> </div> <div data-bbox="126 363 1166 478"> <p><i>Online Course(s) provided by:</i> Edgenuity</p> </div>	2

Note: Although teacher names will not appear on the published ledger, we provide them here for you to easily verify that the number of authorized AP courses published for your school is correct.

20-21 GATE PLAN



GIFTED AND TALENTED EDUCATION MANUAL

Audeo Charter School

GIFTED AND TALENTED EDUCATION PROGRAM MANUAL

Gifted and Talented Programs



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SECTION 1: GATE PROGRAM

1.1 GATE Program Design

Audeo Charter School (“Audeo” or “Charter School”) recognizes that each student is a unique individual with their own interests, strengths, and challenges. The school’s goal is to identify and celebrate the unique gifts and talents of every student. “Giftedness” occurs along a continuum. Strategies that work for one gifted student will not necessarily work for all gifted students. The Charter School pairs the principles of personalized learning with research-based strategies for gifted students to maximize the academic, social, and personal successes of GATE (Gifted and Talented) students.

At the Charter School, GATE students are offered an Individualized Gate Plan (IGP). The IGP is created by the student, parent(s), and teachers, to plan the services and program options that address the unique needs of each gifted student based on their needs, interests, and abilities.

Each IGP incorporates essential elements of gifted education:

- Differentiated learning experiences including Acceleration and Enrichment
Differentiated curriculum responsive to the needs, interests, and abilities of students that utilizes a variety of teaching and learning platforms
- Learning environments that inspire creativity, flexibility, and autonomy
Small group instruction
- Opportunities for independent study, community-based learning, and project-based learning
- Postsecondary Education

Students receive individualized instruction with a GATE Certified teacher one-on-one and in small groups. Students are encouraged to enroll in Honors courses, Advanced Placement courses, and Accelerated courses. Curriculum is compacted based on standards mastery. At all times possible, courses incorporate project-based learning, community-based learning, and student choice and voice in topics and subject matter to master key concepts and skills.

Homeschool K-5 Program

The goal of homeschooling is to provide the environment, resources, and experiences which encourage curiosity, growth, and exploration for children. These principles, as applied to the GATE program, enhance gifted students’ learning experiences.

GIFTED AND TALENTED EDUCATION MANUAL

Gifted children respond very well to the homeschooling approach, which provides more flexibility and personal attention than traditional schooling. Gifted children often work at a quicker pace than their peers and enjoy exploring a subject to a much greater degree of depth than might be taught in a traditional school setting. Homeschooling is the perfect approach to cater to these preferences. Students have the opportunity to address academic or intellectual advancement in many ways:

- Thematic Units
- Learning Centers
- Differentiated Units
- Computer-Based Instruction

Talented and gifted students benefit from participation in special programs designed to address critical thinking and creative problem-solving. Some programs that Audeo Kids may participate in include:

- Project Lead the Way
- Destination Imagination
- Odyssey of the Mind
- National History Day
- Science Olympiad

1.2 Characteristics of Gifted Students

Learning and Behavioral Characteristics

Every student is unique, each with their own patterns and traits. There are characteristics that gifted students have in common, but no gifted learner exhibits the same combination of traits.

This list is a general reference for common traits observed among students who are gifted:

Cognitive	Creative	Affective	Behavioral
Keen power of abstraction	Creativeness and inventiveness	Unusual emotional depth and intensity	Spontaneity
Interest in problem-solving and applying concepts	Keen sense of humor	Sensitivity or empathy to the feelings of others	Boundless enthusiasm
Voracious and early reader	Ability for fantasy	High expectations of self and others, often leading to feelings of frustration	Intensely focused on passions—resists changing activities when engrossed in own interests
Large vocabulary	Openness to stimuli, wide interests	Heightened self-awareness, accompanied by feelings of being different	Highly energetic—needs little sleep or down time
Intellectual curiosity	Intuitiveness	Easily wounded, need for emotional support	Constantly questions
Power of critical thinking, skepticism, self-criticism	Flexibility	Need for consistency between abstract values and personal actions	Insatiable curiosity
Persistent, goal-directed behavior	Independence in attitude and social behavior	Advanced levels of moral judgment	Impulsive, eager and spirited
Independence in work and study	Self-acceptance and unconcern for social norms	Idealism and sense of justice	Perseverance—strong determination in areas of importance
Diversity of interests and abilities	Radicalism		High levels of frustration—particularly when having difficulty meeting standards of performance (either imposed by self or others)
	Aesthetic and moral commitment to self-selected work		Volatile temper, especially related to perceptions of failure
			Non-stop talking/chattering

Source: Clark, B. (2008). *Growing up gifted* (7th ed.) Upper Saddle River, NJ: Pearson Prentice Hall.

Students Who Are Twice Exceptional

Students that have exceptional ability and disability are referred to as “twice exceptional.” These students are gifted but they also face learning challenges. Students may qualify as GATE and also as having a physical, emotional, or learning disability: i.e. hearing or visually impaired, Asperger’s Syndrome, specific learning difficulty, ADHD. The student and family tend to have a school experience where the focus is on the disability rather than on the whole child. The Charter School is committed to creating a strengths-based, personalized plan to meet students’ unique needs and maximize their potential. A student’s general education team partners with the student’s Special Education team to coordinate plans that complement each other in the following ways:

- Strengths-based curriculum and instruction
- Social-Emotional curriculum and counseling services
- Explicit instruction in organizational skills, time management, study skills
- Integration of technology tools

Gifted Underachievers

GATE students who have a large difference between their potential and their performance are referred to as “gifted underachievers.” Gifted underachievers may share common motivational and attitudinal characteristics. The most common characteristic is low self-esteem. These students may not believe that they are capable of achieving the high standards set for them by family members, educators, and themselves. They may experience pressure and stress related to being identified as “gifted.” As with all students, there is no one-size-fits-all profile for gifted underachievers. However, it is helpful to examine common types of students to identify behaviors, characteristics, and needs to inform their educational program: The Successful, The Creative, The Underground, The At-Risk.

Type	Feelings/Attitudes	Behaviors/ Characteristics	Needs (at school and at home)
Type 1: The Successful	Bright, motivated achievers. However, their motivation may be directed mainly towards teacher acceptance rather than towards the full development of their high abilities	Well behaved, conformist; Achieve in schoolwork; seek approval from teachers and other adults; neat, tidy bookwork; may be perfectionists; seek order and structure; like clear instructions; do not take risks; may 'achieve', but at levels significantly below their true ability	Self-knowledge; independent learning skills; assertiveness skills; creativity development; to be challenged; to see deficiencies; to take risks; to develop an incremental view of intelligence; risk-taking experiences; affirmation of their ability to cope with challenges; independence; freedom to make choices
Type 2: The Creative	Frustrated because school system does not recognize their high abilities; often overlooked as their impatience can mask their giftedness; may be bored, angry, resentful, and may 'take it out' on teachers and other students, which can further decrease likelihood of being identified as gifted	Can be obstinate, tactless, sarcastic; question and challenge authority; can be rude, arrogant, unpopular with peers; sometimes acts as class clown; does not 'suffer fools gladly'	To connect with others; learn tact, flexibility, self-awareness and self-control; support for creativity; contractual systems; less pressure to conform; interpersonal skills; strategies to cope with potential psychological vulnerabilities; affirmation of strengths; confidence in their abilities communicated to them; appropriate behavior modelled for them; respect their goals

GIFTED AND TALENTED EDUCATION MANUAL

Type 3: The Underground	Chooses acceptance by peer group over excelling academically, then may be afraid to drop the camouflage; can feel conflicted, guilty, and insecure, and/or have a diminished sense of self	Conceal ability for peer acceptance; strong belonging needs; may be insecure, anxious; may feel guilty for denying their gifts	Freedom to make choices; conflicts to be made explicit; support for abilities; role models who cross cultures; self-understanding and acceptance; an audience to listen to what they have to say; college and career planning; lifelong learning modelled; gifted role models; reassurance
Type 4: The At-Risk	Physically present, but intellectually/emotionally divorced from what is going on; angry with adults and themselves b/c the system has not met their needs and they feel rejected; withdraw, refuse to participate; act out or respond defensively	Can be depressed and withdrawn or angry and defensive; interests may lie outside curriculum and not perceived as valued by teachers or classmates; extremely low self-esteem; low performance	Safety; structure; professional counselling; alternative environment; individualized program; confrontation and accountability, but minimal punishments; direction and short-term goals; family counselling; avoid power struggles; confidence conveyed about their ability to overcome obstacles; preserve relationships

Adapted from: https://www.education.act.gov.au/teaching_and_learning/g-and-talented-education

SECTION 2: STUDENT IDENTIFICATION

2.1 Identification Process

The Charter School's procedures for identification are equitable, comprehensive, and ongoing. The Charter School has developed an identification process that ensures all students, including those from diverse socioeconomic and cultural backgrounds, and/or disabilities, have equal opportunity to be identified and participate in the GATE program.

The Charter School uses a multi-criterion assessment process to determine identification for the Gifted and Talented Education (GATE) Program. Students in grades 2-5, 7, 9 are universally evaluated. Parent permission is required to administer assessments to their child. The school conducts assessments biannually. Parents are provided with information on the assessment windows, assessment types, and the GATE identification process, through traditional and electronic mailings.

The following categories are used for identification of students' extraordinary capability in relation to their chronological peers:

- Intellectual Ability: A student demonstrates extraordinary or potential for extraordinary intellectual development. The school measures intellectual ability with the Cognitive Abilities Test (CogAT).
- Creative Ability: A student displays characteristics of flexibility, originality of thought, curiosity, and adventurousness. The school measures creative ability with the Renzulli scales.
- Leadership Ability: A pupil displays the characteristic behaviors necessary for extraordinary leadership. The school measures creative ability with the Renzulli scales.
- Motivation Ability: A student demonstrates a capacity for high levels of interest, enthusiasm, perseverance, and endurance. The school measures creative ability with the Renzulli scales.

Students are eligible to participate in the GATE program with the following qualifying scores:

Option 1: CogAT composite score or any subtest score at or above 90th percentile

Option 2: CogAT composite score or any subtest score between 84th-89th percentiles + above average Renzulli Scale score

The final determination of eligibility of a student rests with School Coordinator and the GATE Coordinator.

2.2 Assessments

The Cognitive Abilities Test (CogAT)

The Cognitive Abilities Test (CogAT) is a nationally standardized, norm-referenced test (NRT).

The CogAT measures reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Reasoning skills develop gradually throughout a person's lifetime and at different rates for different individuals. Reasoning abilities and problem-solving skills are predictors of success in school and are important characteristics of students who are gifted and talented.

The Charter School uses the CogAT national percentile rank (NPR) score as a component to determine eligibility for the GATE program. A percentile rank indicates the percentage of students in the same age or grade group whose scores fall below the score obtained by a particular student. For example, if a fifth-grade student obtains a grade PR of 90 on the Quantitative Battery, it means that the student scored higher than 90 percent of the fifth-grade students in the national sample.

Students who score at or above the 90th percentile in the composite ranking or any subtest are generally very gifted students who are eligible to participate in the GATE program.

Students who score between the 84th-89th percentile on their composite scores or any subtest may be identified as gifted and designated to participate in the GATE program. Determination for GATE will include additional factors based on the student's characteristics using the Renzulli Scales. The student's skills and abilities in the areas of Leadership, Motivation, and Creativity are assessed along with any areas of specific talent such as: Music, Art, Drama, Math, Technology, and Communication.

Students who score between 80-83rd percentile on their composite scores or any subtest are not eligible for the GATE program. These students are very bright students who have the capability of being very high achievers in school. These students may need enrichment, advanced curriculum, or differentiated instruction to keep them challenged and motivated.

Verbal subtest

Verbal Subtest measures verbal aptitude, word knowledge and concepts, facility with language, verbal reasoning, and analogies. Students with high verbal scores can usually be expected to do well in reading and language activities. Since most instruction and assignments are language-based, these students typically perform very well in school on a daily basis. To support their advanced

linguistic abilities, they may need to be provided with enrichment activities including advanced vocabulary, real-world writing, and a wide range of supplemental reading. Students with low verbal scores may struggle with reading, writing, and other language-based activities. They may need supplemental instruction in vocabulary as well as in basic literacy skills.

Quantitative Subtest

Quantitative Subtest measures mathematical reasoning and problem solving, numerical sequences and patterns, manipulation of mathematical concepts. Students with high quantitative scores usually do well with complex mathematical or numerical activities and concepts. Enrichment tasks should go beyond calculations and include mathematical thinking, explorations of advanced concepts, and real-world problem solving (probability, codes, etc.). Students with low quantitative scores may need supplemental instruction in basic math skills to achieve success.

Non-verbal subtest

Non-verbal Subtest measures reasoning and problem solving with patterns and relationships, pictorial analogies, and categories. This subtest is also helpful for obtaining an accurate assessment of the cognitive abilities of a student who may have limited proficiency in English or who has had limited opportunities to acquire verbal or quantitative knowledge. Students with high non-verbal scores can often be expected to do well with logic, models, creative thinking, constructions or building, technology, or other non-language-based activities. Because the problem-solving skills on the non-verbal subtest have little direct correlation to most reading, writing, and math instruction, students with high non-verbal scores who have strong aptitudes in this area may not be easily recognized in the classroom. It is important to help these students continue to develop their verbal and quantitative skills, but also to find ways for them to apply their excellent non-verbal skills. Use a variety of graphic organizers and other pictorial ways for students to demonstrate learning (including thinking maps, diagrams, drawings, models, multimedia projects, etc.). Provide opportunities for creative problem solving, finding logical patterns and relationships, and use of high-level questions and critical thinking activities. Students with low non-verbal scores may just not have strengths in this area, OR may have had no previous exposure to pictorial problem solving and analogies, OR may be “out-thinking” themselves (“well, it could be this, but if you look at it that way, it could be this, or even this...”), OR have vision issues, OR may just not understand the tasks.

Composite score

The Composite Score is the student's total or overall score. Students with high composite scores often seem to be the traditional "gifted" students, with excellent skills in most areas. Students with high scores in one or two subtests may also be gifted and may need differentiated instruction in their areas of strength. Low composite scores may indicate that the student will need more structure, time, and practice for learning effectively.

Renzulli Scale Scores

The Scales for Rating the Behavioral Characteristics of Superior Students are referred to as the Renzulli Scales. This standardized, observational instrument is supported by research and used as an effective method for identifying gifted and talented students. The scales are completed by teachers, who rate students on certain observable behaviors and characteristics such as Leadership, Motivation, and Creativity. Teachers will observe additional behaviors based on specific student characteristics. For identification purposes, students who score above average will be considered for GATE programs.

Rating Scale	Eligible Score Range	Characteristics
Leadership	35-42	Behaviors that reflect an individual's ability to guide or direct actions by other individuals
Motivation	55-66	Behaviors that reflect an individual's ability to bring energy to bear on problems or tasks
Creativity	45-54	Behaviors that reflect an individual's ability to produce original, novel, and unique ideas or products
Additional	Varies	Behaviors that reflect exceptional skills and abilities in areas such as: Artistic Musical Dramatics Mathematics Technology

Homeschool K-5 Program

In addition to the use of the COGAT and Renzulli Scales, parents of K-5 students use the Learner Talent Area Survey to identify areas of relative strength in ten areas of giftedness.

SECTION 3: CURRICULUM AND INSTRUCTION

The Charter School develops strengths-based customized curriculum, differentiation of instruction, and personalized strategies that build upon CCSS and curriculum frameworks. Teachers implement research-based strategies to effectively engage GATE students in the educational program. Teachers are coached and advised by Instructional Leads and GATE Certified Staff to create meaningful and relevant educational experiences for GATE students.

GATE students are encouraged to enroll in Audeo's advanced courses. The Charter School will offer Accelerated courses, Honors courses, and Advanced Placement (AP) courses:

Accelerated	Honors	Advanced Placement
English 1, 2 English 3, 4	English 3, 4 American Literature 1, 2 British Literature 1, 2 U.S. History 1, 2 Pre-Calculus 1, 2 Chemistry 1, 2 Biology 1, 2	English Literature & Composition 1, 2 Language and Composition 1, 2 Human Geography 1, 2 U.S. History 1, 2 Psychology 1, 2 World History 1, 2 Government Calculus AB 1, 2 Environmental Science 1, 2

Additionally, GATE students are able to concurrently enroll in college courses for high school and college-level credit. The instructional model creates a flexible learning schedule that allows students to participate in college courses while maintaining their status as a high school student.

Differentiation

Teachers differentiate for advanced students through a variety of methods - they may change the instructional strategies, alter the format of an assignment, increase the intellectual demand of an assignment, or provide additional complexity. Essentially, all assignments offer the student the opportunity to utilize higher level thinking skills such as analysis, evaluation, and creation.

Acceleration

GATE students are given the opportunity to academically accelerate. This allows gifted students, who have demonstrated subject matter mastery, to proceed to the next course in the subject area. This allows the student to be engaged in coursework that is developmentally appropriate, make progress aligned to their preferred rate of learning, and to be intellectually stimulated.

Enrichment

GATE students participate in supplemental educational activities that allow them to explore subjects of interest in depth and from different perspectives. Students are engaged in community-based learning experiences, labs, extended research, guest speakers, and project-based learning opportunities.

Customized Curriculum

The Charter School customizes curriculum according to a strengths-based approach to meet the individual needs, interests, and learning style of each gifted student. The instructional team, including the gifted student, analyzes their Personality Profile, Learning Style Inventory, and Strengths Assessment to create lessons and assignments within each course that fosters student engagement, creativity, and expression in mastery of state standards.

Curriculum Compacting

Curriculum compacting is a research-based strategy for differentiating instruction that allows teachers to make adjustments to curriculum for students who have demonstrated standards mastery of the material by replacing content that students already know with extension activities. Students engage in the same standard at a higher level of thinking that involves depth and complexity. This strategy eliminates repetition of work for gifted students and boredom. Teachers streamline courses for students to complete at a pace and level of depth commensurate with the gifted student's ability and motivation.

Community-Based Learning

Community-Based Learning is a research-based strategy that bridges academics and real-world practice. Gifted students actively connect their academics with experience in the community. These learning experiences promote the development of analysis, reflection, and problem-solving skills that benefit gifted students beyond the school site.

Project-Based Learning

Gifted students are provided with opportunities to apply their knowledge and extend their learning through authentic, meaningful projects. Project-based learning opportunities promote creativity, critical thinking, and communication skills.

Homeschool K-5

Thematic Units: Thematic units deal with information from various disciplines that is integrated under a broad-based theme such as conflict, power, patterns, etc. Because it provides the opportunity to deal with content at a highly abstract level of sophistication, it is an appropriate way to modify curriculum for gifted students. Units might incorporate original work, experimentation, independent learning, cooperative learning, critical thinking, problem solving, analysis, synthesis and evaluation. Techniques of flexibility, fluency, elaboration and divergent thinking may be taught. Open-ended discussions, imaginative play, reader's theater and drama may be used. Students will generate new ideas by synthesizing current knowledge and transferring it to new applications.

Learning Centers: Learning centers have been found to be an appropriate way to provide content enrichment. These are designed as tabletop workstations for individual or group work. Students may self-select centers or be assigned to a center on a rotating basis. The center approach adapts well to the development of multiple intelligences.

Differentiated Units: One of the most effective ways to deliver differentiated curriculum to gifted students is through designing differentiated units that incorporate individual learning abilities and levels of content and skill. Tiered assignments may also be incorporated into differentiated units to allow students of varying skill levels to create products according to their ability.

Computer-Based Instruction: Computer-based instruction can be used both to enrich the curriculum and to remediate specific skill deficits. This is particularly appropriate for gifted students having specific skill gaps (e.g., gifted underachievers, learning disabled, and culturally diverse).

SECTION 4: SOCIAL AND EMOTIONAL DEVELOPMENT

The Charter School supports the social and emotional development of GATE students to increase responsibility, self-awareness, esteem, and agency. The school provides social-emotional learning opportunities through RISE (Resilience in Students and Education). Students learn essential social skills, coping strategies, and resiliency factors through monthly interactive sessions throughout the school year.

SECTION 5: PROFESSIONAL LEARNING

The Charter School provides a comprehensive professional learning experience for teachers in order to improve educational experiences for GATE students. Teacher certification is a key component for providing GATE students with a rigorous and relevant educational experience. GATE Certification through the Charter School's professional development program is recognized by California State University-San Marcos to provide teachers with Continuing Education Units (CEUs).

GATE Certification (2 CEUs)

Professional development program designed to provide teachers with the knowledge and tools necessary to effectively support gifted students' learning through: differentiation of curriculum, teaching strategies, leveraging technology, and engagement methodologies.

SECTION 6: PARENT AND COMMUNITY INVOLVEMENT

Parents and community members are meaningfully engaged in the development, implementation, and evaluation of the school's GATE program. The Charter School partners with parents in the development of each student's Individualized GATE Plan (IGP). Parents co-create the plan that drives the curriculum and instructional decisions for students. The Charter School further engages parents and community members through the following methods:

- Newsletters
- community partnerships
- parent trainings
- surveys

APPENDIX I: RESOURCES**Organizations**

American Association for Gifted Children

<http://www.aagc.org/>

Duke University organization and resources related to gifted education and students.

The Association for the Gifted (TAG)

<http://www.cectag.org/>

A division of the Council for Exceptional Children. Promotes scholarly research, advocacy, and professional development.

California Association for the Gifted (CAG)

<http://www.cagifted.org/>

A non-profit organization of teachers, administrators, parents, and professionals interested in promoting gifted education in California.

Davidson Institute for Talent Development

<http://www.ditd.org/public/>

Supports profoundly gifted young people and opportunities for development of talents.

Stanford University Education Program for Gifted Youth (EPGY)

<http://epgy.stanford.edu/>

Computer-based distance-learning courses for high-ability students of all ages in an individualized educational experience in a variety of subjects from kindergarten through advanced-undergraduate.

Hoagies' Gifted Education Page

<http://www.hoagiesgifted.org/>

Gifted information and resources for parents, educators, counselors, administrators, other professionals, kids and teens

National Research Center on the Gifted and Talented (NRCGT)

<http://www.gifted.uconn.edu/nrcgt.html>

The NRCGT promotes and publishes research on gifted education related to current and emerging issues in education of gifted and talented students, including GATE students from diverse cultural, linguistic, and socioeconomic groups.

Odyssey of the Mind

<http://www.odysseyofthemind.com/>

An international educational program that provides creative problem-solving opportunities for students from kindergarten through college involving regional, state, and international competitions.

Supporting Emotional Needs of the Gifted (SENG)

<http://www.sengifted.org/>

Fosters education and research to support the unique social and emotional needs of gifted individuals.

World Council for Gifted and Talented Children

<http://www.worldgifted.org/>

A worldwide network of educators, scholars, researchers, parents, educational institutions, and others interested in research and information on the gifted.

Publications

Gifted Education Communicator, California Association for the Gifted

Gifted Program Standards, National Association for Gifted Children

Gifted Child Quarterly, National Association for the Gifted

Gifted Child Today, Purfrock Press

Meeting the Standards, A Guide to Developing Services for Gifted Students, California Association for the Gifted

Meeting the Challenge, A Guidebook for Teaching Gifted Students, California Association for the Gifted

Raising Your Gifted Child, California Association for the Gifted

Creative Kids http://www.purfrock.com/client/client_pages/prufrock_jm_createkids.cfm

Gifted Children Monthly <http://www.gifted-children.com/>

Imagine <http://jhuniverse.jhu.edu/gifted/imagine/>

Journal for the Education of the Gifted
http://www.purfrock.com/client/client_pages/prufrock_jm_jeg.cfm

Journal of Secondary Gifted Education
http://www.purfrock.com/client/client_pages/prufrock_jm_jsge.cfm

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Understanding Our Gifted <http://www.openspacecomm.com/publications.htm>

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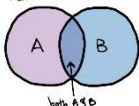
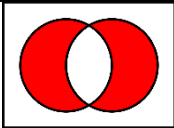





APPENIX II: FORMS

Curriculum Compacting and Extension Activities

7 Steps to Successful Compacting

1. Identify the learning objectives- the CA CCSS is the student required to learn.
2. Give students time to examine the content to be tested- provide the lesson guide and texts for the student to review in class.
3. Offer a pretest opportunity- explain the level of achievement needed to pass the pretest (should not be below 85%). Pretest results will not be entered as grades. The pretest allows advanced students to demonstrate that they need less instruction or practice in certain content. The pretest can be chapter or unit tests for a course, or a version of the End of Course Exam (the other version used as a post-test).
4. Have an Extension Menu available- Once students have demonstrated mastery on content with a pre-test or assessment, do not assign lesson guide work on that content- give students choices on extension activities to deepen their knowledge and extend their learning beyond the lesson. Consult with the GATE Certified Teacher at the Resource Center and/or your Learning Lead on Extension options.
5. Eliminate drill, practice, and review for students who have demonstrated advanced levels of mastery. Use that instructional time for Extension.
6. Keep accurate and detailed records- use the Compactor sheet to document the process and note appropriately on the Assignment and Work Record. Consult with your Learning Lead on best practices for documentation.
7. Maintain a system of organizing Compacting Documents, including Extension Menus. Collaborate with Resource Center colleagues.

ThinkTrix Extension Lesson Planning

Objective:		
Required Standards:		
Cause and Effect		
Recall		
Similarity	<p>VENN DIAGRAM!</p> 	
Difference		
Idea to Example	  <div style="border: 1px solid black; padding: 2px; display: inline-block;">EX</div>	
Example to Idea	<div style="border: 1px solid black; padding: 2px; display: inline-block;">EX</div>  	
Evaluation		

Gifted and Talented Classification Profile

Student Name: _____ SSID: _____

Grade: _____ Teacher: _____ School/ Resource Center: _____

A. CogAT Scores - Cognitive Abilities Test Results

Test Date:	Verbal	Quantitative	Nonverbal	Composite
Percentile Rank (PR)				

B. Renzulli Scales - Rating the behavioral characteristics of gifted and talented students

SCALE	SCORE	Description
Leadership		35-42 range demonstrates exceptional characteristics of dependability, collaboration, directing, facilitating, and articulation.
Motivation		55-66 range demonstrates exceptional characteristics of goal orientation, self-directedness, inquisitiveness, and intrinsic motivation
Creativity		45-54 range demonstrates exceptional characteristics of imaginative, risk taking, flexible thinking, non-conformity, and astuteness.
Additional		

Student qualifies under the following option:

___ Option 1: CogAT composite score or subtest score at or above 90th percentile

___ Option 2: CogAT composite score or subtest score in 84th– 89th percentile + Renzulli Scale score

___ Student does not qualify at this time

C. Teacher Judgment

By signing this profile, teacher represents that he/she believes the student will be able to be successful in specialized program and courses designed for Gifted and Talented students.

Teacher Signature: _____ Date: _____

D. Parent Consent

By signing this profile, parent agrees with the GATE qualification determination and gives consent for student to participate in a specialized program and courses designed for Gifted and Talented students.

Parent Signature: _____ Date: _____

FOR OFFICE USE ONLY

Status Date: _____

 Date Entered in
SIS: _____

Dear Parents/Guardians,

The (Spring/FALL) GATE evaluation window is upon us! Audeo Charter School will be administering the CogAT assessment to students in grades 3-5, 7 and 9 as part of the multiple criteria used to identify students as Gifted and Talented (GATE). The CogAT is an alternative measure of cognitive development that is used to:

- Adapt instruction to the needs & abilities of students
- Provide information about possible school program placement
- Identify students with discrepancies between observed & actual levels of achievement

The CogAT consists of three subtests: verbal battery, quantitative battery, and nonverbal battery. Each battery is a separate section of the test containing 3 different types of questions that cover unique cognitive abilities.

In addition to the CogAT, students will be evaluated on behavioral characteristics such as: learning, motivation, creativity, and leadership. Each assessment and rating will be included in a GATE profile specific to the student to determine identification for GATE services.

Following a GATE Profile review, students may be identified for participation in the GATE program and services. Once identified, students remain in the GATE program throughout their middle school and high school grades.

Parent permission is needed for assessment. Please return this form with your level of consent.

☐ I give permission for my child to participate in the GATE Eligibility Assessment.

☐ I **do not** give permission for my child to participate in the GATE Eligibility Assessment.

Parent Name: _____ Parent Signature: _____ Date: _____

Frequent Questions & Answers

Q: Who will be offered the CogAt Assessments?

A: Students enrolled in the k-5 program, students in grade 7, and students in grade 9.

Q: How will the results be used?

A: Student score results will be used as the basis for the GATE identification process. Additionally, students will be rated on behavioral characteristics of superior students using the Renzulli Scales for learning, motivation, creativity, and leadership. The whole student profile will be used to determine eligibility for GATE.

Q: If a student transferred to The Charter School from another district in which they were identified for GATE, do they need to test again?

A: No. Students who have previously been identified as GATE do not need to test again. They may participate in GATE services with verification of eligibility.

Dear Parents/Guardians,

Thank you! We have received your consent for your child to participate in the CogAT assessment.

Date:

Time:

Location:

Details

The CogAT consists of a **verbal battery, quantitative battery, and nonverbal battery**. Each battery is a separate section of the test containing 3 different types of questions that cover unique cognitive abilities. The test session is expected to take less than 2 hours.

Students will take the online version of the test

Administered by a test proctor who is a school counselor or administrator

Grade	CogAT Test Level	Number of Questions	Test Time
7th Grade	Level 13/14	176	90 Minutes
9th Grade	Level 15/16	176	90 Minutes

Results

Audeo Charter School will obtain results after all designated grade levels have completed testing. Results will be made available to parents from the student's teacher and a copy of the results will be kept in the student files. The results will be the basis of the overall qualification criteria for Gifted and Talented Education (GATE).

Please contact the School Coordinator if you have any questions about this assessment or the GATE identification process.

Thank you

Student's grade level:

Student's Learning Strengths	Student's Areas of Interest

Learning Goals and Needs	Instructional Options for Advanced Studies	Special Activities
<p><i>Describe the student's learning goals:</i></p> <p><i>Describe the student's learning needs:</i></p>	<div style="margin-bottom: 10px;"><input type="checkbox"/> Thematic Units</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Learning Centers</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Differentiated Units</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Computer-Based Instruction</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Other</div> <p><i>Describe the Curriculum and Instruction Program specific for this GATE student:</i></p>	<p><i>Describe the specific individualization activities for this GATE student:</i></p> <div style="margin-bottom: 10px;"><input type="checkbox"/> Curriculum Compacting</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Choice Boards</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Project-Based Learning</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Genius Hour</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Community Based Program (list):</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Other</div>

Student's signature: _____ Teacher's signature: _____

Parent's signature: _____ Coordinator's signature: _____

Differentiated Curriculum Examples Aligned to Bloom's (Revised) Taxonomy

Subject	Example Lesson Adjustment 1	Example Lesson Adjustment 2	Example Lesson Adjustment 3
English Language Arts	Course novel(s) selected based on student interest and reading level. Novel lessons adjusted to require Analysis, Evaluate, and Create levels of questioning and response	Lessons adjusted to address debate skills on a key theme in ELA course. Series of lessons on research, organizing ideas, and verbal articulation skills.	Curriculum includes lessons on discussion or interviewing—particularly question-asking, probing, and building on ideas
Math	Content acceleration: based on assessments, students do not complete already mastered content, but move on to more challenging content and activities where lessons are extended to include deeper learning.	Adjusted lessons: include open-ended problems with multiple solutions or multiple paths to solutions. Use problems that relate mathematical principal to student's career of interest	Projects: create hands-on representations of learning to extend lesson; students create a model that represents mathematical principal
Science	Independent Investigation: student works with teacher and chooses a key topic/question to research, creates a work plan, defines the final product and evaluation method.	Scientific Experiment: student designs an experiment that aligns to learning objectives within the course and presents findings to teacher group	Lectures: Student attends several lectures on scientific topic at local college or community centers and creates a presentation on current scientific thoughts/ideas on subject
Social Science	Real World Problem Solving: students take an active role in solving a current problem, that has a historical context. Students research and define the problem, make a decision about the problem and present the solution.	Compare and Contrast Assignments: examine the standard of living in two different countries or U.S. states. Include relevant historical causes and events. Create a visual presentation or video that presents the results.	Editorializing: Students write an editorial about a current issue with a historical context, citing research and statistics, proposing an action, and predicting outcomes if not implemented.

2020-2021 Individualized Gate Plan for _____

Student's grade level: _____ Teacher's Name: _____

Student's Gifts and Talents

Student's Academic Strengths: _____

Student's Unique Talents: _____

Students Interests and Preferences: _____

Curriculum <i>Identify the advanced coursework the student will take this school year</i>	Instruction Describe Differentiation, Acceleration, Enrichment, Compacting, Community– Based Learning, Project-Based Learning
English Language Arts Course: _____ <input type="checkbox"/> AP Course <input type="checkbox"/> Honors Course <input type="checkbox"/> Custom Blended Course <input type="checkbox"/> Concurrent Enrollment	
Mathematics Course: _____ <input type="checkbox"/> AP Course <input type="checkbox"/> Honors Course <input type="checkbox"/> Custom Blended Course <input type="checkbox"/> Concurrent Enrollment	
Science Course: _____ <input type="checkbox"/> AP Course <input type="checkbox"/> Honors Course <input type="checkbox"/> Custom Blended Course <input type="checkbox"/> Concurrent Enrollment	
Social Science : _____ <input type="checkbox"/> AP Course <input type="checkbox"/> Honors Course <input type="checkbox"/> Custom Blended Course <input type="checkbox"/> Concurrent Enrollment	

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

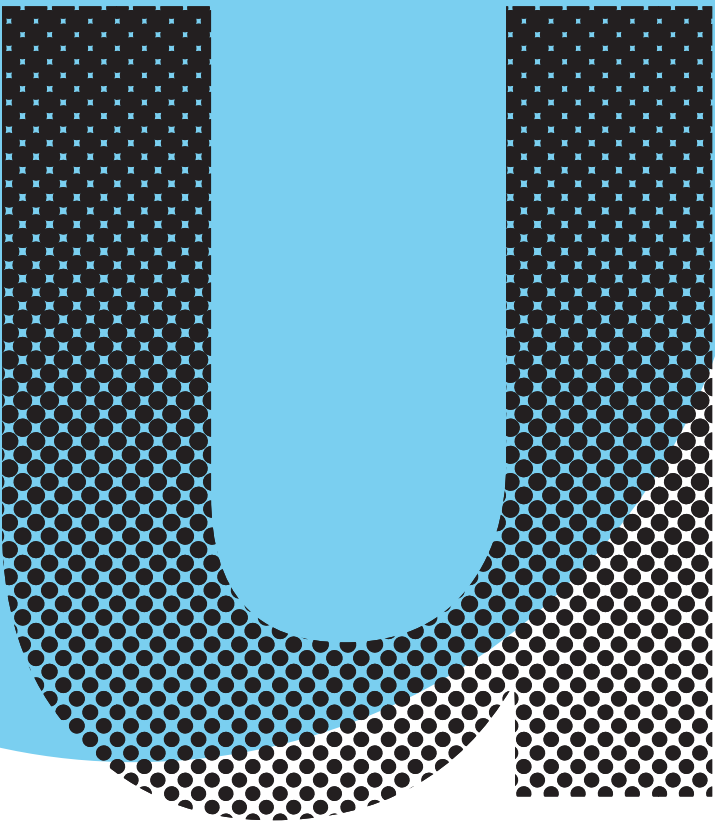
School Coordinator Approval/Date: _____

Differentiated Curriculum Examples Aligned to

Bloom's (Revised) Taxonomy

Subject	Example Lesson Adjustment 1	Example Lesson Adjustment 2	Example Lesson Adjustment 3
English Language Arts	Course novel(s) selected based on student interest and reading level. Novel lessons adjusted to require Analysis, Evaluate, and Create levels of questioning and response	Lessons adjusted to address debate skills on a key theme in ELA course. Series of lessons on research, organizing ideas, and verbal articulation skills.	Curriculum includes lessons on discussion or interviewing- particularly question-asking, probing, and building on ideas
Math	Content acceleration: based on assessments, students do not complete already mastered content, but move on to more challenging content and activities where lessons are extended to include deeper learning.	Adjusted lessons: include open-ended problems with multiple solutions or multiple paths to solutions. Use problems that relate mathematical principal to student's career of interest	Projects: create hands-on representations of learning to extend lesson; students create a model that represents mathematical principal
Science	Independent Investigation: student works with teacher and chooses a key topic/question to research, creates a work plan, defines the final product and evaluation method.	Scientific Experiment: student designs an experiment that aligns to learning objectives within the course and presents findings to teacher group	Lectures: Student attends several lectures on scientific topic at local college or community centers and creates a presentation on current scientific thoughts/ideas on subject
Social Science	Real World Problem Solving: students take an active role in solving a current problem, that has a historical context. Students research and define the problem, make a decision about the problem and present the solution.	Compare and Contrast Assignments: examine the standard of living in two different countries or U.S. states. Include relevant historical causes and events. Create a visual presentation or video that presents the results.	Editorializing: Students write an editorial about a current issue with a historical context, citing research and statistics, proposing an action, and predicting outcomes if not implemented.

20-21 EL PLAN



Audeo

Charter School



English Learner Plan 2020-21

English Learner Plan

2020– 2021

Purpose and Overview

Audeo Charter School (“Audeo”) meets the applicable legal requirements for English Learners (EL) pertaining to annual notification to parents, student identification, placement, program options, ELD and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Audeo’s English Learner Plan is built upon the school’s unique ELA/ELD Framework, and the California English Learner Roadmap.

The English Learner Plan is organized into the following sections:

Section 1: Student Identification, Assessment and Reclassification

Section 2: Equitable Access to Rigorous Course of Study
& High Quality Instruction

Section 3: Teaching and Learning — Essential Elements of
Effective Programs

Section 4: Professional Learning and Support

Section 5: Parent and Community Involvement

Introduction

The California English Learner Roadmap was adopted by the State Board of Education in July, 2017:

“The new English Learner policy explicitly focuses on English learners in the context of the state’s efforts to improve the educational system, the quality of teaching and learning, and educational outcomes. It centers on standards, curriculum frameworks, assessment, accountability/school improvement, educator quality, early childhood/preschool, social and family support services, and parent/community involvement. Its purpose is to promote local capacity-building and continuous improvement in each of these areas and their interrelationship, based on evidence of effectiveness from local experience as well as the most current rigorous research evidence that speaks to the strengths and needs of the diverse population of English learners.”- CA Roadmap Policy 2017

This English Learner policy was outlined in a guidance document and made available to LEAs in March, 2018. The California Roadmap outlines four interrelated principles that guide all levels of school systems towards a coherent set of practices, services, and approaches to teaching and learning.

Principle #1: Assets-Oriented and Needs-Responsive Schools

Principle #2: Intellectual Quality of Instruction and Meaningful Access

Principle #3: System Conditions to Support Effectiveness

Principle #4: Alignment and Articulation Within and Across Systems

Audeo has aligned these principles to each of the school's systems:

CA EL Roadmap Principles	Program Highlights
Assets-Oriented and Needs-Responsive Schools	<ul style="list-style-type: none"> -Pathways Personalized Education Plan (PPEP) establishes an on-going process of customizing instruction, curriculum, and services and supports for each EL -Data Integration Systems ensure that student data informs curriculum and instructional decisions for each individual student
Intellectual Quality of Instruction and Meaningful Access	<ul style="list-style-type: none"> -Comprehensive ELD program includes Integrated ELD and Designated ELD -Curriculum is rigorous and standards-based (CA UC a-g approved) -Instruction is engaging, relevant, and scaffolded based on individual student needs , strengths, and interests
System Conditions to Support Effectiveness	<ul style="list-style-type: none"> -Strategic Planning and cycles of continuous improvement are based on multiple measures and key performance data, with a focus on student groups -Professional development focuses on English Learners: English Learner Achievement Department's goals to ensure excellence over compliance with implementation of EL Plan and Professional Development
Alignment and Articulation within and across Systems	<ul style="list-style-type: none"> -English Learner Advisory Council ensures alignment and articulation across curriculum development - School Coordinator ensures consistency and continuity in the implementation of research-based instructional practices, effective engagement strategies, and formative & summative assessment procedures

Section 1: Student Identification, Assessment and Reclassification

English Learner Identification

Students who have been indicated, as with the Home Language Assessment Survey, to speak a language other than English at home will be given an Initial Language Assessment approved and adopted by the state of California: the ELPAC (English Language Proficiency Assessments for California). If a student does not demonstrate proficiency, the student will qualify as an English Learner (EL).

English Learner Assessment

English Language Proficiency Assessment Transition-

The English Language Proficiency Assessment for California (ELPAC) is the successor to the California English Language Development Test (CELDT). Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

- Initial ELPAC—an initial identification of students as English Learners, assesses their English language proficiency level so that they receive appropriate instruction in English
- Summative ELPAC—an annual assessment to measure an English Learner's progress in learning English and to identify the student's ELP level in Listening, Speaking, Reading, and Writing, one of the criteria used for informing ELD plan and reclassifying EL students

The following table shows the correlating proficiency levels for each assessment:

CELDT (previous)	Beginning- Early Intermediate (levels 1-2)	Early Intermediate – Intermediate (levels 2-3)	Intermediate – Early Advanced & Advanced (levels 3 – 4 & 5)
ELPAC (now)	Emerging	Expanding	Bridging

For students who enroll with previous ELPAC testing, the ELPAC will be administered annually based on the ELPAC testing cycle until students are reclassified as fluent English proficient. Students with disabilities who are also identified as ELs will be assessed based on modifications according to their Individualized Education Plans (IEP) or 504 plans or by an alternate assessment as determined by the IEP or 504 team.

The school will notify all parent/guardians annually, in writing, and in the student's home language when possible, of the ELPAC assessment administration, the reasons their child is identified as an EL, and of ELPAC results.

Additionally, Audeo assess all students upon enrollment and at the beginning and end of each school year using a standards-based assessment, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in reading, language usage, and math. MAP assessments provide detailed, actionable data with students' present skill levels in relation to state standards to inform the creation of the Pathways Personalized Education Plan (PPEP) upon enrollment. MAP pre and post assessments provide student growth data for the school year to inform the adjustment of the PPEP as necessary for student achievement. MAP data provides specific information about student reading skills in the areas of word recognition, word structure, vocabulary, reading literature and reading informational text skills for comprehension and fluency.

English Learner Reclassification

Reclassification is the process in which an English Learner is reclassified as a Fluent English Proficient (RFEP) student after meeting various linguistic and academic criteria. Audeo has developed student reclassification procedures based on criteria set forth by California Department of Education (CDE) guidelines. In general, students initially identified as English Learners (ELs) are reclassified as Fluent English Proficient when they meet the following criteria:

CDE Guideline 1: Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development

Audeo Criteria 1: English Language Proficiency Assessments for California (ELPAC) Results demonstrate English proficiency in all areas.

ELPAC Overall Performance Level (PL): 4

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	Emerging — Requires substantial linguistic support	Expanding —Requires moderate linguistic support		Bridging —Requires light linguistic support

CDE Guideline 2: Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery

Audeo Criteria 2: Teacher Observation

Teacher observation protocol used to evaluate EL student use of English while engaging in academic content learning. The protocol criteria is aligned to the ELD standards and the performance rating is aligned to ELPAC performance levels.

CDE Guideline 3: Parent opinion and consultation

Audeo Criteria 3: Parent Input

Parent has been consulted and provided a formal opportunity to give input into their student's progress towards English language proficiency.

CDE Guideline 4: Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Audeo Criteria 4: Standards-based Assessment Results

NWEA MAP Assessment Results (spring): Reading and Language scores reflect the student's grade level range

Or

Smarter Balanced Assessment Results in ELA: Level 3 or 4

Audeo monitors the academic progress of Reclassified English Learners (RFEP) students for **four years** from the reclassification date, as required by state and federal guidelines. Each year, through the Pathways Personalized Education Planning (PPEP) process, the instructional team meets to review the performance and progress of RFEP students. For students not meeting proficiency targets, staff analyzes student assessment data and creates an instructional intervention plan. Assessment data that is monitored includes:

- ELPAC scores
- Smarter Balanced ELA results
- MAP Reading scores and Language Usage scores
- Curriculum Embedded Assessments
- Participation Rates
- Teacher and parent observation

The instructional team, through the PPEP, collaborates to determine the effectiveness of the program for each student. When students have not made adequate progress, interventions are applied. These interventions can include additional ELD instruction, instructional aids and supports, and/or family and community support services.

Intervention measures may include:

- Conference with student and parent
- Specialized reading and/or writing tutoring sessions
- Placement in Literacy and/or Literature and Comprehension courses

Section 2: Equitable Access to Rigorous Course of Study and High Quality Instruction

Comprehensive English Language Development (ELD) Programs

Audeo's goal for comprehensive English Learner (EL) programs is to support the development of ELs' fluency in English and proficiency in the core curriculum. Program participation and program effectiveness is monitored using assessment data. Programs are customized as needed based on information from assessments and instructional team input.

"English learners at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD. Such a multilayered application of the CA ELD Standards requires deep collaboration among educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence." - CA ELA/ELD Framework (2015), Ch. 2. P. 119

ELs have full access to the school's educational program, including distance learning, through **Integrated English Language Development (ELD)**. Teachers use the California English Language Development (CA ELD) Standards in tandem with California Common Core State Standards (CCSS) for ELA/Literacy and other content standards.

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence
- Build both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge

(Anstrom, and others 2010; August and Shanahan 2006; Francis, and others 2006; Genesee, and others 2006; Short and Fitzsimmons 2007)

Key Components of Integrated ELD at Audeo:

- ELA Courses Aligned to ELD Standards
- English Learner Supplemental Guides to Curriculum
- Achieve 3000 aligned to ELA Curriculum (CA ELA and ELD Standards)
- MyPath Reading aligned to ELA Curriculum (CA ELA and ELD Standards)
- Embedded Instructional Strategies and Supports: Specifically Designed Academic Instruction in English (SDAIE), Scaffolds, Resources (BrainPOP, BrainPOP ELL), graphic organizers, videos, audio texts

Teachers are specifically trained on ELD standards and research-based instructional strategies including Specially Designed Academic Instruction in English (SDAIE) and Writing Redesigned

for Innovative Teaching and Equity (WRITE). The WRITE Institute is a national Academic Excellence model for professional development that supports schools with systemic, K-12 literacy implementation in English. WRITE provides research-based professional learning and curriculum, including a focus on the specific needs of English learners and dual language learners. Integrating these frameworks, our school leverages six high-leverage research-based academic literacy practices:

1. Teach genre writing as a process.
2. Build on students' backgrounds.
3. Model writing for and with students.
4. Develop academic oral language.
5. Teach grammar and vocabulary explicitly and in context.
6. Publish student writing.

Achieve 3000 is an online literacy tool that provides differentiated instruction based on individual student reading levels. The program allows students to build literacy and content-area knowledge simultaneously. Embedded scaffolds and supports, including Spanish language support, accelerate student learning gains within the school year.

MyPath Reading is a supplemental reading intervention program that provides differentiated instruction based on individual student reading levels. The program helps students improve reading comprehension, vocabulary, and fluency.

The school utilizes a web-based comprehensive English language learning program (BrainPOP ELL) that uses highly engaging animated visuals and provides explicit instruction of grammar concepts and academic vocabulary.

Additionally, to support distance learning, the schools offer EL students blended (independent study/online) learning opportunities. Online courses (Edgenuity) offer many supports for EL students including:

- Audio translation of text
- Explicit instruction of academic vocabulary
- Close reading of text
- Closed captioning of instruction, available for translation

Designated ELD enables students to engage in courses that are aligned to the CA ELD standards in order to develop critical language skills needed for content learning in English. These literacy courses are enhanced with individualized tutoring sessions, in person or virtually, with an instructional focus on linguistic elements and language communication. The instructional team, including parents, sets proficiency goals for students with measures and benchmarks for achievement.

Students are identified to participate in appropriate Designated ELD programs based on their language proficiency aligned to the CA ELD standards.

Designated ELD Program A:

Students participate in program A if they are new to the country and/or new to the English language; these students require **substantial** linguistic support as assessed by:

ELPAC – Overall Performance Level of 1 or “Emerging”

Program A consists of:

- Literacy Courses based on English Language Learning Program (Rosetta Stone)
- Literacy Courses customized with BrainPOP ESL and other language learning programs
- Bilingual Instruction and Instructional Supports (Khan Academy, Publisher Videos)
- Daily instructional sessions, in person or virtual

Designated ELD Program B:

Students participate in program B if they are identified as needing substantial - **moderate** linguistic support as assessed by:

ELPAC – Overall Performance Level of 2 or “Early Expanding”

Program B consists of:

- Literacy Circle Instruction, in person or virtual
- Literacy Courses customized with Achieve 3000
- MyPath ELA courses

Designated ELD Program C:

Students participate in program C if they are identified as needing moderate – **light linguistic** support as assessed by:

ELPAC – Overall Performance Level of 3 or “Exit Expanding” or “Early Bridging”

Program C consists of:

- Literacy Circle Instruction, in person or virtual
- Literacy Courses customized with Achieve 3000
- MyPath ELA courses
- Edgenuity Literature and Comprehension Courses (Lessons based on literacy development across curricular areas)

Designated ELD Program D:

Students participate in program D if they are identified as needing **occasional** linguistic support as assessed by:

ELPAC – Overall Performance Level of 4 or “Exit Bridging”

Program D consists of:

- Edgenuity Literature and Comprehension Courses (Lessons based on literacy development across curricular areas)
- Literacy Courses customized with Achieve 3000
- Courses customized with academic vocabulary development
- Regular instructional sessions, in person or virtual

Access to Honors, Advanced/AP Classes, and Special Education

English learners have the same access to the education programs and services as English-speaking students. At Audeo, lack of proficiency in English is not a barrier to enrollment in courses meeting the A – G requirements or in AP/Honors classes in subject areas other than English. Students will be placed in these courses according to the PPEP, teacher recommendation, and the approval of the School Coordinator and Counselor.

English learners have equitable access to the same education programs and services as English-speaking students, including special education services. In making the determination of eligibility for special education services, English proficiency is not a determining factor for establishing that a child has a disability.

A student is not referred for special education services unless and until it is established, through the Student Study Team (SST) that the student has been provided with an effective instructional program and that research-based interventions, which have been implemented with fidelity over time, have been confirmed as insufficient.

Once referred, Audeo will make every reasonable effort to ensure that all notification requirements governing Prior Written Notice (PWN) and Assessment Plan (AP) will be provided to the parent or legal guardian of the child in a language they understand. The school will develop an AP for each English learner who has been referred in accordance with SELPA requirements, procedures and timelines. Wherever possible, assessments will be conducted in the language in which the student is most proficient and will be conducted by trained bilingual personnel. An Individualized Education Plan (IEP) for an English learner will be developed, reviewed, and revised in accordance with SELPA procedures and include all required language and linguistic elements.

Section 3: Teaching and Learning — Essential Elements of Effective Programs

The majority of students who enroll at Audeo are ages 16 and older. These students are, on average, several years behind in academic skills and credits to earn a high school diploma at the time of enrollment. The overwhelming majority of ELs who enroll are either designated as Long Term English Learners (LTELs) or at high risk of becoming LTELs. LTELs struggle academically and have distinct language issues. These students tend to have social vocabulary skills to communicate at home, in school, and in the community but are historically “stuck” at intermediate or below levels on the CELDT assessment, have low academic language skills, and do not have generalized reading and writing skills across curricular areas or domains. Research indicates that many LTELs have learned behaviors of school avoidance, non-engagement, and passive learning. This makes this group of students at high risk of not achieving language proficiency and of dropping out of high school.

Audeo has identified essential elements of the school program to meet the needs of these students: **Specially Designed Academic Instruction in English (SDAIE), Literacy Circles, and Blended Learning.**

Teachers are trained in **SDAIE**. SDAIE is method of teaching that promotes skill acquisition in literacy as well as subject material. SDAIE focuses on academic content, provides scaffolding for key concepts, and frontloads vocabulary. SDAIE is employed during in person and virtual instruction.

The key aspects of SDAIE employed at Audeo are:

1. Grade-level content is rigorous and engages students in high level learning tasks. Instructional techniques are employed to promote literacy development while learning content. Strategies include: building background knowledge and accessing prior knowledge, frontloading vocabulary, and repetition of key words in context.
2. Lessons are differentiated based on students’ language proficiency so that all material is comprehensible. Essential vocabulary is defined, visuals are embedded into instruction (pictures, charts, graphs, objects), lessons include focus on vocabulary and grammatical structures, literacy supports are embedded into the courses (audio, translation, videos, close reading).
3. Teachers and students interact with a focus academic language. Teachers ensure opportunities for social interaction and verbal processing of information in order to increase meaning making and retention.

Teachers are trained in facilitating **Literacy Circles**. Through novel study, teachers engage homogeneous groups of students in relevant, high interest learning experiences. Literacy Circles focus on building grammar skills, English pronunciation and listening skills, vocabulary building, reading comprehension, reading fluency, speaking, and writing structures. Literacy Circles utilize the Sheltered Instruction Observation Protocol (SIOP) Model. The six SIOP principles of instruction are to:

- Provide many opportunities for ELs to develop oral language competency through interaction with others.
- Explicitly link EL's background knowledge and experiences to lesson content and past learning.
- Provide explicit and contextualized vocabulary instruction to ELs.
- Provide meaningful, comprehensible, and accessible lessons.
- Stimulate EL's thinking and provide meaningful activities for students to demonstrate learning.
- Assess ELs frequently, before, during, and after lessons, and plan purposefully, based on the assessment data.

Audeo provides English learners with a customized **Blended Learning Program**. The key idea behind blended learning is that students have some control over *time, pace, path, and place*. This model promotes a locus of control with students and increases their motivation to learn and allows them the time they need to work through the material. This approach gives EL students the ability to read and hear the instruction (often at the same time), while utilizing context to help create connections between the English words and their meaning.

The Blended Learning Program combines the school's existing curriculum for English Language Arts and Literacy in conjunction with online curriculum (Edgenuity) and online tools (Achieve 3000, Brainpop ESL) that provide systemic and personalized learning. The Blended Learning Program employs research based strategies within the curriculum and utilization of online tools for instructional support:

- Set high expectations (rigorous curriculum)
- Provide explicit instruction (online curriculum and online tools)
- Make instruction accessible through the elements of Universal Design for Learning (UDL) (curriculum design)
- Make learning relevant and engaging (web 2.0 tools and high interest content)

Section 4: Professional Learning and Support

Audeo Charter School has an English Language Achievement Department (ELAD) . The ELAD's mission is to increase student achievement for English Learners. The ELAD's primary function is to collaborate with the School Coordinator, Teachers, and ELAD Department Members in service of Audeo's English Learner Plan guidelines and the full range of curriculum and instructional activities as detailed in the Local Control Accountability Plan (LCAP). Under the supervision of the Administrator of Special Instructional Services and the Curriculum and Professional Development Coordinator, ELAD supports the achievement of English Learners (ELs) by assisting teachers in implementing ELD methodology as detailed by the English Learner Plan.

The English Learner Achievement Department is a group of specially trained and experienced educators who support the needs of English Learners (EL). ELAD members are collaborators, working with other educators to engage this diverse population of students and provide enriching activities that support both integrated and designated ELD. Furthermore, they are community members who work to educate and engage EL families to ensure they are empowered with relevant information and encouraged to provide input so EL services are appropriately adjusted.

As part of the school's professional development program, the ELAD provides these essential supports for teachers of English learners:

- Provide Designated ELD training for staff including peer coaching and from research-based instructional practices and curriculum selection for in person and distance learning environments
- Present to staff on best practices for engaging ELs , in person and virtually, in Designated and Integrated ELD
- Coordinate the English Learner Advisory Committee (ELAC) and other groups related to the needs of ELs
- Provide recommendations to Curriculum departments on English Learner Supplemental Guides, materials and supports for ELs based on student data and achievement levels and goals
- Facilitate Parent Trainings focused on technology tools, distance learning, and accessibility features within curriculum and instruction

Audeo

Charter School

Audeo's professional development program provides customized professional learning experiences for teachers of English Learners across curricular areas. As examples: math professional development highlights research-based strategies to support EL achievement in math. Social Science professional development focuses on literacy routines to build College and Career Readiness.

Additionally, Audeo partners with the County Office of Education for professional learning and development opportunities for school leaders, teachers, and support staff.

Section 5: Parent and Community Involvement

Audeo partners with parents to create a custom plan to meet the unique needs and establish goals for each English learner. Each student has a Pathways Personalized Education Plan (PPEP) to engage them in a course of study based on their interests, goals, academic and literacy skill levels, and learning style. Parent input is essential to the design of the PPEP and parent involvement is critical to the monitoring and evaluation of the PPEP effectiveness.

The design of the school allows for teachers, students, parents, counselors, and leadership team members to meet, discuss, and plan for the needs of each individual student. In addition to the weekly and monthly PPEP meetings, parents have many opportunities, and are encouraged, to be involved and participate in the decision making process of the school and the development of the English Learner Plan, the LEA Plan, and LCAP. Parents attend Resource Center events throughout the school year such as Open House and Senior Nights. These events offer bilingual presentations and translation services. The events provide parents with important information and solicit parent input regarding curriculum, instruction, and assessment. Audeo sends out surveys (in English and in Spanish) several times throughout the year in order to gather input and feedback from parents of English learners. EL parent involvement contributes to the Audeo school plan development in several important ways: identification and refinement of needs, goals, targets, activities and resource allocation.

All families of English Learners are invited to participate in the School Site Council and English Learner Committee at their school. The following describes the responsibilities of each group:

SCHOOL SITE COUNCIL (SSC)	ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)
<ul style="list-style-type: none"> Establishes and regularly reviews Parent Involvement Policy and Home-School Compact Develops, monitors and evaluates LCAP ESSA Federal Addendum Gets input from other advisory councils and committees Establishes and maintains bylaws 	<ul style="list-style-type: none"> Advises the School Coordinator on programs and services for ELs Advises the SSC on the development of the Addendum and the Supplemental Concentration Grant – English Learners Assists with school needs assessment and annual language census Builds parent awareness on importance of school attendance

All California K-12 Public Schools, with 21 or more English Learners, must form a functional **English Learner Advisory Committee (ELAC)**. The ELAC is a committee for parents or other community members who to advocate for and provide input into the instructional program for ELs. Audeo holds formal ELAC meetings throughout the year at Resource Centers with high EL populations.

Composition Requirements:

Requirements for ELAC elections include:

1. Parents of English Learners comprise at least the same percentage of the ELAC membership as English Learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English Learners, then parents/guardians of English Learners must comprise 25 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

Pursuant to California Education Code (EC) Section 52855 and EC 64001 a **School Site Council (SSC)** is to develop, annually review and update the Single Plan for Student Achievement (SPSA) for programs funded by federal title monies. The SSC must recommend the SPSA to the local governing board for approval.

Composition Requirements:

The SSC must meet the composition requirements specified in EC 52852. The composition of the SSC is specified as follows:

The SSC shall be composed of:

- the School Coordinator; teachers selected by teachers at the school, and
- other school personnel selected by other school personnel at the school,
- parents of students attending the school and/or community members selected by such parents, and
- in secondary schools, students selected by students attending the school



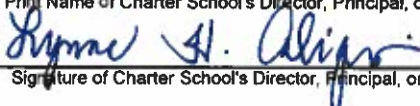
SB740 FUNDING DETERMINATIONS



Determination of Funding Request for Audeo Charter #0406

California Department of Education
Charter Schools Division

Revised December 2017

California Department of Education Nonclassroom-Based Funding Determination Form Fiscal Year 2017-18					
California Department of Education (CDE) Nonclassroom-Based Determination of Funding Web page: http://www.cde.ca.gov/sp/cs/as/nclb/funddet.asp					
Charter School Type				Due Date	Check One (X)
New Charter School in Fiscal Year (FY) 2017-18 (Use: FY 2017-18 budget data)				12/1/2017*	()
Existing Charter School (Funding Determination Form (FDF) expires FY 2017-18; Use: FY 2016-17 audited financial data)				2/1/2018*	(X)
New Charter School in FY 2016-17				9/30/2017**	()
**Within 90 days after the end of a charter school's first year of operation, two reports must be filed with the CDE: (1) FDF using FY 2017-18 budget data (2) FY 2016-17 unaudited actual report data					
Other FDF (Enter FY source data)				FY: yyyy / yy	
* Deadline Missed: A charter school who misses the deadline will need to obtain a waiver from the State Board of Education. Information on the waiver process is posted on the CDE Waiver Web page at: http://www.cde.ca.gov/ine/rl/wr/ The governing board of the charter school's authorizing local educational agency will need to request a waiver and conduct a public hearing. The SBE may approve such waivers under the general waiver authority, under California Education Code (EC) sections 33050-33053.					
Complete Sections I through V					
Section I. Charter Information (Complete lines 1-17)					§ CCR 11963.3 (a)(1) to (4)
1. Charter Name	Audeo Charter School			2. Charter #	406
3. Charter Authorizer	San Diego Unified School District			4. CDS Code	37-68338-3731395
5. Street Address	10170 Huennekens Street				
6. City	San Diego	7. State	CA	8. Zip Code	92121
9. Contact Name	Lynne H. Alipio			10. Title	Chief Business Officer and CFO
11. Phone Number	858-678-2048			12. E-Mail	lalipio@altusschools.net
13. Funding Requested (Enter 100%, 85% or 70%)	100%				
14. Years Requested (Enter 2, 3, 4, or 5)	5 <small>Note: New charter schools are limited to two years pursuant to § CCR 11963.6 (a)</small>				
15. Funding Determination Period Requested	FY 2018/19 to 2022/23			16. Grade Levels Served	Grades K-12
17. Date Charter Expires	6/30/2021				
Section II. Certification (Review, sign, and date)					§ CCR 11963.3 (b)(1)
I certify that: <ol style="list-style-type: none"> The information provided is true and correct to the best of my ability and knowledge. This charter school's nonclassroom-based instruction is conducted for and substantially dedicated to the instructional benefit of the school's students. This charter school's governing board has adopted and implemented conflict of interest policies. All of the charter school's transactions, contracts, and agreements are in the best interest of the school and reflect a reasonable market rate for all goods, services, and considerations rendered for or supplied to the school. 					
LYNNE H. ALIPIO Print Name of Charter School's Director, Principal, or Governing Board Chairperson					
 Signature of Charter School's Director, Principal, or Governing Board Chairperson					
Chief Business Officer and CFO Title of Authorized Individual					1/29/2018 Date Signed
Section III. Financial Information (Complete sections A, B, D, and E)					§ CCR 11963.3 (a)(5)(A) and (B)
A. Total Resources (Complete lines A.1.a. to A.1.d.)					
1. Revenues and Other Resources <div style="margin-left: 20px;"> a. Federal Revenues <div style="margin-left: 20px;"> (i) Enter amount of Public Charter Schools Grant Program included under Federal Revenues (Line A.1.a.) </div> </div>					\$ 259,450
<div style="margin-left: 20px;"> b. State Revenues <div style="margin-left: 20px;"> c. Local Revenues </div> d. Other Financing Sources </div>					\$ 6,862,509 \$ 79,510 \$ -
e. Total Revenues (Sum of lines A.1.a. to A.1.d.)					\$ 7,201,469
B. Total Expenditures and Other Uses (Complete lines B.1. to B.4.)					
1. Instruction and Related Services					§ CCR 11963.3 (a)(5)(B) and (B)

Determination of Funding Request for Audeo Charter #0406

California Department of Education
Charter Schools Division

Revised December 2017

California Department of Education Nonclassroom-Based Funding Determination Form Fiscal Year 2017-18			
a. Salaries and Benefits			
(i) Certificated			\$ 3,366,553
(ii) Classified			\$ 688,851
b. Books, Supplies, and Equipment			\$ 1,071,707
c. Services and Other Operating Costs			
(i) Contracts for Instructional Services			\$ 156,418
(ii) Contracts for Instructional Support			\$ 384,855
(iii) All other Instruction Related Operating Costs			
d. Total Instruction and Related Services			\$ 5,670,384
2. Operations and Facilities		\$ CCR 11963.3 (a)(5)(C) and (8)	
a. Salaries and Benefits			
(i) Certificated			
(ii) Classified			
b. Books, Supplies, and Equipment			\$ 3,251
c. Services and Other Operating Costs			\$ 628,355
d. Facility Acquisition and Construction			
e. Total Operations and Facilities			\$ 631,606
f. Allowable Facility Costs		\$ CCR 11963.3 (b) (7)	
(i) Enter the total facility square footage occupied by the charter school		15,993	
(ii) Enter total Classroom-Based P-2 ADA reported in the prior FY. DO NOT INCLUDE NCB ADA.		-	
(iii) Enter the total Student Hours attended by NCB pupils at the school site in the prior FY		108,625	
(iv) Calculated Facilities Costs		\$ 125,144	
Lesser of Line B2e or $((B2fii + (B2fiii / 868)) * \$1,000)$			
Allowable (Lesser of Line B2e or B2fiv)		\$ 125,144	
3. Administration and All Other Activities		\$ CCR 11963.3 (a)(5)(D) and (8)	
a. Salaries and Benefits			
(i) Certificated			\$ 79,116
(ii) Classified			\$ 203,490
b. Books, Supplies, and Equipment			\$ 8,156
c. Services and Other Operating Costs			
(i) Contracts for Other Administrative Services			\$ 48,594
(ii) Supervisorial Oversight Fee			\$ 60,507
(iii) All Other Administration & Other Activities, Services & Operating Costs			\$ 457,355
d. Total Administration and Other Activities			\$ 857,216
4. Other Outgo and Other Financing Uses		\$ CCR 11963.3 (a)(5)(E) and (8)	
a. Debt Service			\$ 1,921
b. Transfers to local educational agencies			\$ -
c. All Other Transfers and Outgo			
d. Total Other Outgo and Other Financing Uses			\$ 1,921
5. Total Expenditures			\$ 7,161,127
(Sum of lines B1d, B2e, B3d, and B4d)			
C.	Revenues Over Expenditures - Surplus or (Deficit) (Line A.1.e. minus Line B.5.)		\$ 40,342
\$ CCR 11963.3 (a)(5)(F)			
D.	Fund Balance (Complete line D.a.)		
a. Enter Beginning Fund Balance (July 1)		\$ 6,194,650	
b. Ending Fund Balance (June 30 / Line C plus Line D.a.)		\$ 6,234,992	
E.	Reserves (Complete lines E.a. to E.e.)		
If reserves in lines E.a. or E.b. are more than \$50,000 or over 5% of total expenditures, provide an explanation in Section IV.6, pursuant to 5 CCR 11963.3(a)(5)(F).			
		% of Expenditures	
a. Designated for Economic Uncertainties		21.8%	\$ 1,561,614
b. Facilities Acquisition or Capital Projects		36.3%	\$ 2,598,961
c. Reserves required by Charter Authorizer			\$ 187,394
d. Other Reserves (explain in Section IV.5 below)			\$ 1,876,583
e. Unassigned/Unappropriated Fund Balance			\$ 10,440
f. Total (Sum of lines E.a to E.e.) Note- Line E.f. must agree with Line D.b.			\$ 6,234,992

California Department of Education
Nonclassroom-Based Funding Determination Form
Fiscal Year 2017-18

Section IV. Supplemental Information (Complete lines 1 through 7)

1. Pupil to Teacher Ratio (PTR), pursuant to EC Section 51745.6 and California Code of Regulations, Title 5 (5 CCR) Section 11704.

a. Enter the charter school's PTR:	24.39 : 1
b. If the charter school's PTR in line IV.1.a. exceeds 25:1, enter the name of the largest unified school district in the county or counties in which the charter school operates:	San Diego Unified School District
c. Enter the PTR for the unified school district listed in line IV.1.b.	: 1

2. Did any entity receive \$50,000 or more OR 10% or more of total expenditures (Line B.5.) in the FY 2016-17 OR will receive in the FY 2017-18? 5 CCR 11963.3 (b) (3).

Yes

If Yes, list the name of each entity and the cumulative amount received by each entity. Are contract payments made by the charter school based on specific services rendered or upon an amount per unit of average daily attendance (ADA) or some other percentage of the charter school's revenues, enrollment, etc.? If yes, please identify.

Name of Entity	Amount	Purpose/Explanation	Contract payments	
			Based on specific services rendered (Yes or No)?	If payments are not based on services rendered, are payments based on an amount per ADA or some other percentage (Yes or No)?
a ALTUS INSTITUTE	\$ 60,543	Research & Advocacy, Marketing & Licensing, Executive Coaching & Consultancy Services	Yes	Yes
b BKM OFFICEWORKS LLC	\$ 179,234	Resource Center and Office Furniture	No	No
c EDGEUNITY	\$ 98,390	Virtual Classroom - Online Courses	Yes	No
d LA JOLLA PEARL PLAZA	\$ 81,487	Facility Lease	Yes	No
e PRINCIPAL LIFE INSURANCE	\$ 112,768	Facility Lease	Yes	No
f SOUTHLAND TECHNOLOGY	\$ 395,621	Computer/Software/Technology Support Services	Yes	No
g SPECIALIZED THERAPY	\$ 158,318	Special Education and/or Related Services Provider	Yes	No
h WEINGARTEN STONERIDGE	\$ 100,389	Facility Lease	Yes	No

3. List the charter school's CURRENT governing board members, pursuant to 5 CCR Section 11963.3(b)(4).

Name of Board Member	Identification of Board Member (Parent, Teacher, etc)	How was board member selected?	Is the member affiliated in any way with any entity listed in Section IV. 2 (Yes/No)?	Member's Board Term (From/To)
a Admiral Len Hering	Community at Large	Nominated and elected	No	Jan 1, 2018 - June 30, 2020
b Jim Hernandez	Community at Large	Nominated and elected	No	Sept. 14, 2017 - June 30, 2019
c Jennifer Montgomery	Teacher Plurality	Nominated and elected	No	Sept. 29, 2016 - June 30, 2018
d Barbara Peluso	Parent Interest	Nominated and elected	No	July 1, 2016 - June 30, 2018
e Roman Rubio	Teacher Representative	Nominated and elected	No	Sept. 14, 2017 - June 30, 2019
f Vacant	Parent Representative			
g				

Has the governing board adopted and implemented conflict of interest policies and procedures?

Yes

For any governing board member identified as affiliated with any entity reported above in Section IV.2, explain the nature of the affiliation.

N/A

4. If transfers are reported on lines B.4.b. or B.4.c., describe the nature of the transaction and identify the accounts or entities involved in the transfer pursuant to 5 CCR Section 11963.3(b)(5).

\$ -	B.4.b.	\$ -	B.4.c.
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5. If reserves are reported on line E.d., explain the purpose for the "Other Reserves"

Reserves in Line E.d.	Purpose of Reserve
\$ 1,220,283	Contractual Obligations for facility leases

Determination of Funding Request for Audeo Charter #0406

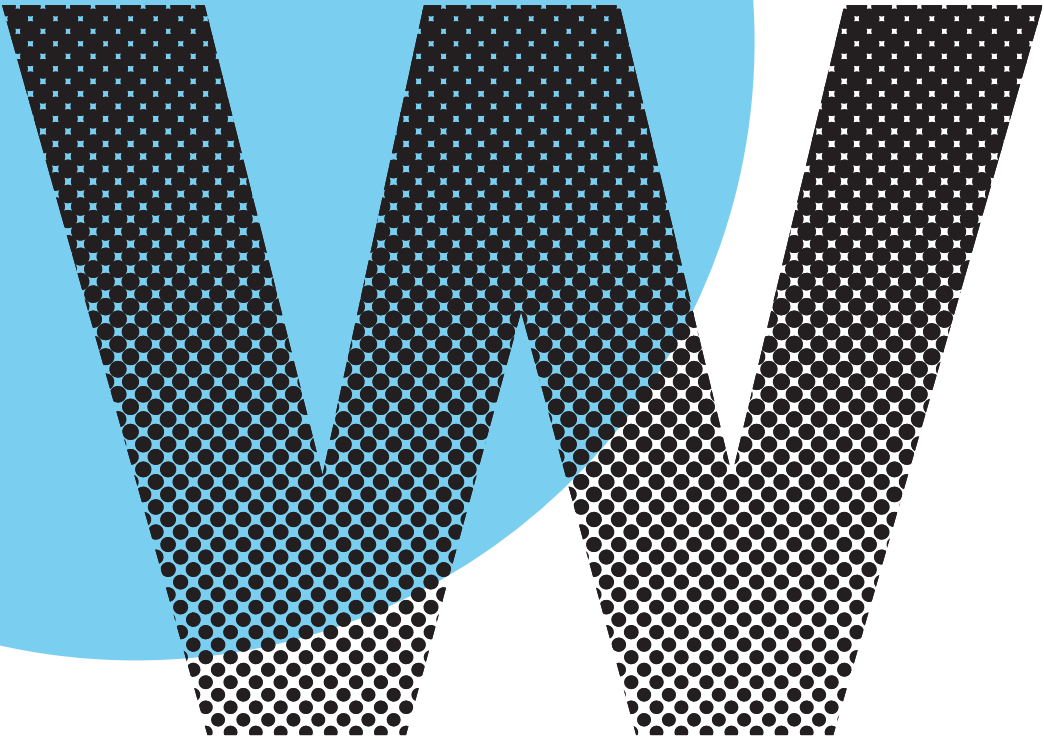
California Department of Education
Charter Schools Division

Revised December 2017

California Department of Education						
Nonclassroom-Based Funding Determination Form						
Fiscal Year 2017-18						
\$	132,958	Prepaid Expenditures				
\$	48,209	Security Deposit for Lease of Resource Centers				
\$	115,133	Restricted Fund Balance - Unspent Balances of Educator Effectiveness and College Readiness Block Grant				
\$	360,000	Reserve for Retirement Contributions				
\$	1,876,583	TOTAL				
6.	If reserves reported on lines E.a. (designated for economic uncertainties) OR E.b. (facilities acquisition or capital projects) exceed the greater of \$50,000 or 5% of total expenditures, explain the reason for the need of such excess reserves.					
\$	1,561,614	21.8%	E.a.	\$	2,598,961	36.3% E.b.
<p>E.a. Designated for Economic Uncertainties - The School's Board of Directors approved the Reserve Policy for Economic Uncertainties equivalent to 3 to 7 months of the total year's budgeted expenditures. This reserve is designated for emergencies or economic events, such as revenue shortfalls that could not be anticipated. The average monthly expenditures based on preliminary budget for FY 2017-18 is \$520,538. We designated \$1,561,614 for economic uncertainties which is equivalent to three months of budgeted expenditures.</p> <p>E.b. Reserve for Facilities and Capital Projects - The amount of \$448,961 represents the net book value of the capital asset as of June 30, 2017 and \$2,150,000 represents the estimated cost of capitalized improvements for FY17-18.</p>						
7.	Enter the full-time equivalent (FTE) employees working at the charter school that possess a valid teaching certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, issued by the Commission on Teacher Credentialing, and are required to provide direct instruction or direct instructional support to students.					
	FY 2016-17	25.0	FTE		FY 2017-18	24.0 FTE
8.						
	FY 2016-17	609.7	P-2 ADA		FY 2017-18	551.0 Est. P-2 ADA
Section V. Nonclassroom-Based Virtual or On-Line Charter Schools (Complete lines 1 and 2)						
1.	Is this charter school a virtual or on-line charter school as defined pursuant to 5 CCR Section 11963.5?					
	[A virtual or on-line charter school is one in which at least 80 percent of teaching and student interaction occurs via the Internet]					
	No					
2.	If Yes to line V.1., can the charter school demonstrate compliance with 5 CCR sections 11963.5(b)(2) to (8)?					
	NA	Regulations are available on the CDE Charter School Regulations Web page at		http://www.cde.ca.gov/sp/csl/csregsmar04.asp		
Section VI. Calculated Funding Determination Percentage						
Ch.#	406	Charter	Audeo Charter School			
	47.27%	1. Percent spent on Certificated Employee Salaries & Benefits to Total Public Revenues (5 CCR 11963.3[c][1])				
		Formula: Certificated S&B costs Line B.1.a(1) / Federal Revenues Lines A.1.a - PCSGP A.1.a(i) + State Revenues A.1.b				
	80.48%	2. Percent spent on Instruction & Instruction-Related Services to Total Revenues (5 CCR 11963.3[c][2])				
		Formula: Instructional & Related Services costs. Line B.1.d. + Allowable Facilities costs 2.f.(iv) / Total Revenues Line A.1.e.				
Funding Determination Criteria						
If the percentages from lines VI.1 OR VI.2 do not meet the spending criteria required of the funding level requested, a Mitigating Circumstances Request Summary Sheet may be filed with the FDF for consideration by the Advisory Commission on Charter Schools. Mitigating Circumstances Request Summary Sheet is available on the CDE Nonclassroom-Based Determination of Funding Web page at, http://www.cde.ca.gov/sp/cs/as/nclrbifunddet.asp						
100%	1) Line VI.1. must equal or exceed 40 percent. 2) Line VI.2 must equal or exceed 80 percent, AND 3) Line IV.1.a. PTR cannot exceed of 25:1 OR the PTR on Line IV.1.c. the largest unified school district in the county or counties in which the charter school operates, the ACCS shall recommend approval at 100%, unless there is a reasonable basis to recommend otherwise (5 CCR 11963.4 [a][3]).					
85%	1) Line VI.1. must equal or exceed 40 percent, AND 2) Line VI.2 must equal or exceed 70 percent but less than 80 percent, the ACCS shall recommend approval at 85 percent, unless there is a reasonable basis to recommend otherwise (5 CCR 11963.4[a][2]).					
70%	1) Line VI.1. must equal or exceed 35 percent, AND 2) Line VI.2 must equal or exceed 60 percent but less than 70 percent, the ACCS shall recommend approval at 70 percent, unless there is a reasonable basis to recommend otherwise (5 CCR 11963.4[a][1]).					

California Department of Education Nonclassroom-Based Funding Determination Form Fiscal Year 2017-18	
Denied	1) Line VI.1. is less than 35 percent, OR 2) Line VI.2 is less than 60 percent, the ACCS shall recommend that the SBE deny the request, unless there is a reasonable basis to recommend otherwise (5 CCR 11963.4[a](4)).

COMMUNITY LETTERS OF SUPPORT



August 16, 2020

To San Diego Unified School District Board Members,

My name is Benjamin Schwab. My daughter, Maisy attends Audeo Resource Center in Kearney Mesa. About two years back, she started attending Audeo halfway through the sixth grade. She was struggling academically and had lost confidence in her ability to learn. I support the renewal of Audeo because this is the only school my daughter has flourished at academically, the staff at Audeo is very patient and supportive. The software used for distance learning helps us all make sure Maisy is staying on track. Mrs. Marquardt has been so gracious and attentive to Maisy. Since attending Audeo, her confidence has returned and enjoys talking about what she's been learning. Maisy has even made academic goals. The combination of your school's technology, flexibility and the caring staff makes for a special environment that children can thrive in.

Please let me know if you have any additional questions, by emailing me at:
bschwab03@yahoo.com

Sincerely,

Benjamin Schwab

5322 Via Aquario Street
San Diego CA 92111
(619) 386-1383

August 17th 2020

Dear San Diego Unified School District Board Members:

Hi my name is Fa'aalo Tivao and I have a daughter that is attending Audeo Charter School in Kearny Mesa. Before Audeo Charter School Luisa was attending Madison High School which she was not happy at. I can see the BIG difference in her not only with her schoolwork but also herself. Luisa is very quiet, shy, and keeps to herself a lot. She is the type that would be too shy to even ask for her help. Ever since she has been going to Audeo Luisa has been so motivated in her schoolwork and asking for help and not being shy. She always looks forward to seeing her teachers at school because she feels so comfortable to ask for their help and to even to sit and work with them. All the teachers at Audeo Charter School are such good teachers that are so caring and have such BIG HEARTS!!! They go above and beyond for their students. They look at them more than just students and that is what I love about Audeo. I tell all my friends and family about this Audeo Charter how wonderful all the teachers are and how good there are about making sure your child is where they need to be with work and credits even college. This was the best decision I made is enrolling Luisa at Audeo Charter School!!! We both love her teachers Mrs. Marquardt and Ms. Armell. They go so much out of their way to make sure Luisa is on track and making sure she is getting all her credits that she needs for her to graduate. They always keep in close contact with me and her making sure I am always updated with any changes. And I thank you both so very much. Because of them, Luisa has become a smart and confident young lady that is knows she accomplish anything when she puts her mind to it. Thank you again Audeo Charter School and Mrs. Marquardt and Ms. Armell for being such great loving teachers that looks beyond each of them then just them being students. You are all the best at Audeo Charter School in Kearny Mesa woohoo!!!!

Sincerely,

Fa'aalo Tivao

3931 Carson St
San Diego, CA 92117

August 11, 2020

San Diego Unified School District Board Members,

My name is Heather Schwab. My child, Maisy, attends Audeo Resource Center in Kearney Mesa. We are going on 2 years of attending Audeo. I support the renewal of Audeo because this is the only school my daughter has flourished academically. We toured several different schools before committing to Audeo. I loved the hands on learning and the supportive staff.

Before Audeo, my daughter's grades were all D's and F's and now she's getting all A's and B's. The reason for the improvement is due to Mrs. Marquardt and her teaching abilities. Her attitude towards school has changed since attending Audeo. She actually enjoys learning and now has academic goals. My daughter now wants to be a nurse when she gets older. If Mrs. Marquardt didn't make learning enjoyable, I don't think Maisy would want to attend college or pursue higher learning. I enjoy Audeo so much that I have recommended it to other parents and I do know her old classmates will be attending Audeo this fall.

If you have any additional questions, please call me at 619-200-0842 or email me at leopardmama@hotmail.com.

Sincerely,
Heather Schwab

August 25, 2020

Dear San Diego Unified School District Board Members,

My name is Justin Sill. I am a recently graduated senior from San Dieguito High School Academy. I would like to write this letter on behalf of Audeo Charter School. I attended summer classes at Audeo during my sophomore and junior years. During that time, I completed coursework in World History and U.S. History. I found the online classes to be every bit as challenging, thorough and informative as my courses at SDA. The classes were challenging but manageable with the support and guidance of my teacher. Mrs. Marquardt is one of the most dedicated instructors that I encountered during my high school education. In talking with my friends who took the same courses at other high schools, I feel like my education was every bit as complete as theirs. One of the best things about having the option to take coursework during the summer through Audeo was that it provided me the flexibility to take other classes during the regular school year. By taking the history classes in the summer, I was able to take a fifth year of math and statistics during my senior year. I honestly believe this was a huge benefit to me in applying to colleges and a major factor in my acceptance to Cal Poly SLO. I hope you will continue to offer Audeo as an option to high school students in our area. They work really hard, care greatly about the students and provide a really valuable educational alternative for students.

Sincerely,



Justin Sill
3553 Corte Dulce
Carlsbad, CA 92009


Kacey Sill
3553 Corte Dulce
Carlsbad, CA 92009
August 25, 2020

Dear San Diego Unified School District Board Members:

My name is Kacey Sill. I have attended the Kearny Mesa Resource Center for the last two summers. I didn't know what to expect when I first started there, but I was very impressed. I love Audeo and recommend it to all of my friends. I am in full support of the renewal of Audeo. My teacher has been Mrs. Rachel Marquardt. She is an amazing teacher. I wish all of my teachers were like her. She is organized, understanding when I have issues, helpful when I have questions and does whatever she can to help me be successful. She has helped me learn and grow a lot over these last two years.

By taking summer classes at Audeo, I have benefitted because I have gotten some of my required classes out of the way. With more of my requirements completed, I have more room to take classes in additional areas that I want to explore and it helps to strengthen my academic record. I am a junior at La Costa Canyon High School and currently have a 4.0 GPA. I know I will be going to a 4 year college and want to thank Audeo for being part of my high school journey.

Gratefully,

A handwritten signature in cursive script that reads "Kacey Sill". The signature is written in dark ink and is positioned above the printed name and school information.

Kacey Sill
Current Junior at La Costa Canyon High School

Claire Sill
3553 Corte Dulce
Carlsbad, CA 92009
August 25, 2020

Dear San Diego Unified School District Board Members:

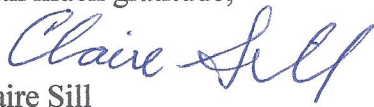
My name is Claire Sill. I have had the pleasure of being associated with the Kearny Mesa Resource Center for four years. My son Justin took summer classes for two years and my daughter just finished her second summer and plans to attend next summer too. I am so impressed with Audeo. I have recommended the school to many parents and have considered it for the regular school year too. I am amazed at the number of classes Audeo offers and from what I've seen, the class curriculums are excellent. They offer many classes that our local high school (La Costa Canyon) doesn't offer. I think Audeo provides a quality education with excellent teachers and I absolutely support the renewal of the school.

When my son and I first went to the Kearny Mesa Resource Center, I didn't know what to expect. I saw students working independently on laptops, some getting help from teachers and all of the students focused and studying. Seeing this made me realize what a critical part of education this school filled. Not all students learn best when sitting in a large classroom with a teacher at the front of the class. I saw that this school provided classes that allowed students to learn at their own pace and to get help from their teachers when they needed it. The Resource Center was nicely arranged with plenty of space for all of the students to work independently. I was also impressed with the additional resources the school provided such as free meals. Although we didn't use these programs, I know they are counted on by so many families.

The accountability that the students have is excellent. I know that both of my kids have had some weeks that weren't as productive as they should have been (due to illness or crashed cars!). Their teacher was always monitoring their progress and when necessary, she was right there gently reminding them of what their goals and deadlines needed to be. Her simple comment that they were a little behind, had more impact and quickly got them back on track more than any begging, pleading or yelling from me did.

Both of my kids have had Mrs. Rachel Marquardt as their teacher. She is one of those teachers that truly cares about her students and absolutely makes a difference. She knows that each student is different and she works hard to find a way to reach, engage and inspire each one of them to live up to his/her potential. We have been so blessed to have her in our lives. I believe that Audeo and Mrs. Marquardt have been an important part of my children's academic success. Justin is now heading off to Cal Poly – San Luis Obispo and I know that Kacey will be heading off to a competitive 4 year college too. Thank you Audeo, for being an important part of this journey. Your renewal is critically important for the success of many current and future students to come.

With much gratitude,


Claire Sill

August 12, 2020

To San Diego Unified School District Board Members:

After completing his freshman year at La Jolla High School, my son was excited to return for his sophomore year. However, despite being a conscientious and successful student, after just a couple of weeks he refused to attend school. He became overwhelmed and emotionally unhappy, so I knew he needed another alternative. That is when we discovered Audeo Charter School and since October of 2018 he has thrived there emotionally and academically.

My son is now in his senior year at the La Jolla Audeo Resource Center under the mentorship of his teacher, Chrissy Hunsaker. She is one of a kind. She has the perfect blend of intelligence, compassion, and sincerity that any parent and student could ever want. Her approach and talent, coupled with the individualized model at Audeo, helped a struggling but motivated student develop skills, self-confidence, and independence. As a psychologist and a mother, the importance of the individual attention and flexibility in curriculum was crucial for my son, as I imagine it is for many students.

Audeo has been an incredible find for our family and particularly for our son. In fact, he is currently in the process of completing his applications to some highly competitive four-year universities, and just very successfully finished his first community college course. Had he not been able to work at his own pace in the comfortable and supportive environment that Audeo provides, I am not sure if he would have been able to accomplish either of these goals. The past three years at Audeo Charter School have literally transformed my son's life.

Sincerely,

Amy Epner

FRAN SHIMP

5525 Soledad Road, La Jolla, CA 92037

San Diego Unified School District
4100 Normal Street
San Diego, CA 92103

August 13, 2020

Dear San Diego Unified Board of Trustees,

My daughter, Anessa Shimp, has been attending Audeo Charter School in La Jolla for the past year, and plans to continue through high school graduation.

She had a difficult time transitioning, not only into a new home (she's adopted), but also into life as a teenager. She enjoyed her time at La Jolla Elementary, but moving into middle school was tough, and her anxiety and depression sky-rocketed. We attended Mt. Everest for a few months, but even that campus was too much interaction for her. Audeo has provided my daughter with a private, welcoming atmosphere, and one-on-one teaching when she doesn't understand the material. The curriculum can be designed to fit her needs in any given subject, and she can focus on school when she is mentally ready, which fluctuates from day to day. Only having one or two courses at a time, instead of six, also alleviates her anxiety.

I am a huge supporter of our local public schools, I have been on many SDUSD committees, and I have met with many of you throughout the past 15 years. My three other children have either graduated, or will graduate, from La Jolla Elementary, Muirlands Middle, and La Jolla High, and I was PTSA and/or Foundation president at all of those schools. I was also a founding member of the La Jolla Cluster Association (before clusters were mandated by the district). Despite my passion for public education, I recognize that traditional public schools are not the best fit for all children, and it's important to offer options for those that need an alternate path. I sincerely hope you will consider renewing Audeo's charter for a very long time.

Sincerely,



Fran Shimp

Monday, August 24, 2020

Dear San Diego Unified Board of Trustees:

My name is Lisa Chen. My daughter goes to Audeo Charter school at the La Jolla center. She started there in November 2019 as a tenth grader and has been there ever since. The Audeo Charter school has been a wonderful experience for my daughter and I think others in the future would benefit from this choice of schooling. You may ask why I took her out of La Jolla High; My daughter enrolled there after attending SDUSD (the La Jolla cluster since kindergarten) because she was not happy (and constantly anxious) at La Jolla High. She was a hard worker there, but has some learning issues that were not addressed when she was there. (She had been diagnosed with ADD and anxiety in third grade and due to some health concerns, needed to stop the meds near the end of middle school.) She was constantly worried about her work. She did not have time to do anything other than school items, and did not get enough sleep. She was not a kid who watched TV or went out with friends very much. School mattered to her. Watching her work, using tutors, as well as myself (who taught at Mesa College for years) and finding that she could not get through virtually any multiple choice test with a good/passing grade did not make sense. We had finally asked them to help her and get her tested in October of her ninth grade year, but was given road blocks and ultimately ignored. In Fall of her tenth grade year, it got worse. We got her tested outside of school and yes, she has some learning issues too. We brought it to the school's attention, and they continued to drag their feet, but did offer to start an IEP process. In the meantime, nothing had changed and she felt ignored and even more deflated, as when she asked for help, she stated that the teacher made her feel stupid for asking. Enrolling at Audeo, has been the best thing for her. They listened to her. They reviewed the testing information, and ran some of their own tests too. She likes having one teacher with one or two courses at a time. Having the assignments on one site and in order, has brought down her stress levels dramatically, because she doesn't have to juggle with a variety of books, websites, class notes... to figure out her assignments for each class when she gets home. She also likes to be able to rewind course material to review more difficult concepts and can work at the pace that she can learn. She also feels like she has a teacher that she can ask things and feels like her questions matter and is supported. She has told me that she has felt like she has learned more in the courses here than she ever could at La Jolla High. Jessica is much happier and her anxiety is much better controlled, as she still spends a lot of time with school, but it now allows her to be a teen with other interests too, which in her case is music (singing) and creating and starting a small jewelry business.

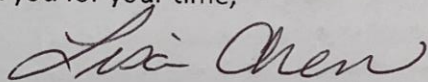
With Covid, it was not a giant stretch to do pure online schooling. When she attended twice a week before Covid, the facility is very nice, clean, cheerful and quiet, and had lots of support available. She did her chemistry lab work there and was able to get feedback on items such as essays she had written as well as test result feedback. Her teacher and the assistants seemed more than adequate with helping her apply what she learned and also review areas with her to strengthen weaker areas. (When she was at La Jolla High, it was not very often (teacher dependent) she would get her essays back, let alone with real feedback.) She really likes this about Audeo.

We have just started eleventh grade here and we will probably stay until she graduates. She wants to go to a four-year college, and probably major in something creative (music, art, graphic design?) or business related. One nice thing that they have~~there~~ are multiple electives that are not only STEM related. She just finished her business courses, and that was something that I believe was a great elective option, that she would not have had at her local high school. There are some other electives she wants to take, that would not have even been an option either in our cluster.

Audeo benefits the community, as our local traditional high school, although can be great for many teens, particularly those who are more extroverted, it is not great for everyone. It seems that it has a somewhat rigid model, that unless you are either seminar or failing, then you just had to fall in line, sit in a chair, follow a time schedule and follow this one model of schooling. Ironically, due to Covid, this model had to abruptly change, on a temporary basis, and we hear reports of teens not doing well or doing their work. At Audeo, our daughter never lost her motivation, does her work independently and in a timely manner and quite frankly, is coping better, more mature, and much happier. If you want a healthier community, please don't put every child in the same box.

I would recommend Audeo to anyone who was not happy with their local school, or wants more choices, as long as their child wants to learn and has other goals to obtain. It works. They learn. They do succeed. For us, our family is a lot happier too. (I think there is some truth to the saying that "You're only as happy as the least happy person in the family.") I know some people think that the education may not as good. I disagree completely. If anything, I'd say it has become broader, more complete, and she has become someone with real goals in life. We are glad this option exists. I think it should be more available and advertised than it is to parents and children.

Thank you for your time,



Lisa Chen

858-775-9782

Andrew Silverman
13199 Sunset Point Way
San Diego, CA 92130
(858) 414-3114

To San Diego Unified School District Board Members,

My name is Andrew Silverman and I am writing to strongly endorse the Audeo Charter School. My daughter, Calle Silverman, currently attends the La Jolla Audeo Resource Center. She began the program last year (Fall 2019) at the beginning of her high school sophomore year. Calle is a competitive dancer and we were looking for an academic program that could provide her with a more flexible schedule due to her frequent travel. Audeo's format worked out fabulously because the majority of the school work can be completed in a remote fashion.

We also feel very lucky to be working with Calle's teacher, Chrissy Hunsaker. Mrs. Hunsaker has always been responsive to our concerns and has helped keep Calle on track in her first year. She is a pleasure to work with and Calle is crazy about her. Calle is getting excellent grades while still being able to meet all of her dance obligations!

Our plan is to keep Calle in the Audeo program until she graduates high school. Audeo is a fantastic alternative for those kids with outside obligations who have trouble keeping up with traditional high school formats.

We would strongly recommend Audeo to others in the community and would like to ask the board to renew the petition for Audeo Charter School.

Very Truly Yours,

Andrew Silverman

Andrew Silverman

To the San Diego Unified School District Board Members:

My son has been attending Audeo School since the middle of his 11th grade year. My son became ill in August 2019 and was unable to attend high School. He missed a semester. Audeo made it possible for him to attend school while he was still recovering on a schedule that worked with his health issues. Shortly after COVID hit and he was still able to continue with his classes.

His teacher is very supportive of him and has been available every step of the way. My son says that his teacher is the best teacher he has ever had. She has been encouraging, supportive and opened his eyes to many opportunities. He has been doing so well and so encouraged that he wanted to continue going to school through the summer, even when offered to take a break so he can just relax and play all summer. His grades have improved, he does his school work without hesitation or me asking and has chosen to continue with Audeo over going back to his previous high school that he was engaged in with friends and sports. He now thrives on learning!

Between the opportunity at Audeo and his teacher, my son now wants to go to college and has taken an interest in finding a career. Because he is able to attend Audeo he will be graduating in scheduled year.

Being at Audeo has also given my son the flexibility to work part time and volunteer at the food bank and other community services.

My son's experience at Audeo has encouraged my younger son to look closely at his education and the schools he will be attending,

Audeo and Mrs. Mullane have inspired my son to succeed not only in learning and his education but his future.

Schools, such as Audeo are a necessity in our unpredictable times and for many kids needing a flexible school schedule. It is the wave of the future.

Thanks you for making Audeo available to my son and many others! It is a rewarding experience!

Regards,
Lacey Johnson, RDH, HCM
Laceyjohnson03@gmail.com
858-395-9809

August 20, 2020

To San Diego Unified School District Board Members,

My name is David Glass and I am writing to attest to how instrumental Audeo Charter School has been in my sons' development.

Entering into the 7th grade my son developed an anxiety that nearly immobilized him and prevented him from keeping up with his school work. Counseling alone was not enough to help him out and he fell behind.

Audeo @ Mission Valley gave him the one on one help he needed, and the smaller class size reduced his anxiety level. The ability to focus on an individual subject and better understanding what each day was going to bring has allowed him to remain focused. When completing lessons at home and he's unsure of how to proceed, he knows how to reach out to his teacher and get answers.

Beginning his third year, things are going smoothly and with the current pandemic, the transition to 100% online learning was seamless.

Sincerely,

David Glass

leventesdad@gmail.com

August 20,2020

To: SDUSD Board

From: Drs. Nemati and Pousti: 7514 Girard Avenue, Suite 1231, La Jolla, CA 92037

We are writing to the SDUSD board to absolutely ask for them to renew the petition for the Audeo Charter School. We are long time La Jolla residents and La Jolla High grad and have chosen Audeo for their exceptional services. We have found our local Audeo school at Mission Valley, specifically our resource teacher, Mr. Dominic Rios, to be an excellent communicator, teacher, and advocate for our students.

We joined Audeo for the Summer of 2020 and now the 2020-2021 school year and have found it to be a wonderful opportunity to achieve a concierge class education for your student. Mr. Rios is able to tailor the instruction and the course to best fit our students and their needs. He is willing to collaborate and do what seems best for the student at hand. Unlike a large district school, Audeo is able to spend the one on one time with our student and completely understand their needs and shortcomings and tailor and adjust the curriculum in direct response to this one student's strengths and weaknesses. We have yet to find a SDUSD school that has the capacity or willingness to do so. We have two bright students with specific demands and abilities and they were doing well before in SDUSD, however with Audeo, our student, specifically with an IEP, is for once, getting some deserved one on one attention and instructions that were lacking at the large neighborhood schools. Our student can work much more effectively with no waste of time, and tailor her courses to best fit her strengths. For instance, we can slow down and dive deeper into a subject she needs more help on, and or work faster through another subject that she has prior knowledge of and achieve a much higher and individualized education that no community private or public school has been able to offer her before.

After years of worrying about our kids' education, we now have been able to focus more on our careers knowing that our student is being cared for by a teacher that can guide, instruct and advance her studies in a deliberate manner that best fits her particular learning profile.

We 100 percent support the renewal of Audeo Charter schools and we should be very grateful to have them in San Diego, as our family has greatly benefitted from their diligence and sincerity, which we were not able to achieve at a large community school.

We ask the SDUSD board to please renew the petition for Audeo Charter School. If you have any questions, please don't hesitate to reach out to us. We are both doctors, have vast experiences in our local San Diego schools, both private and public, and have gladly joined the Audeo family and plan to continue to have our students engaged and learning with Audeo.

Sincerely,



Drs. Nemati and Pousti

August 21, 2020

Hello San Diego Unified School District Board Members,

My name is Jesse Orozco; I have attended Audeo Charter School at the Mission Valley resource center for five years now. Audeo has helped me to succeed in my academics and help me get ahead. I was enrolled into Audeo because my parents considered it to be a safer and more education-oriented environment compared to traditional schools near us. Because the resource center is safe and has met my educational needs, I support Audeo's charter renewal and hope that many other families choose Audeo as their preferred school.

Sincerely,

Jesse Orozco

jorozco1800@gmail.com

Levente Glass
Audeo Charter School Student
6460 Convoy Ct. #76
San Diego, CA 92117

619-771-7009
levisaudeo@gmail.com

8/19/2020

To San Diego Unified School District Board Members:

I am Levi Glass, a current student at Audeo Charter School. I have been going to the Mission Valley resource center since 2018. I completed 7th and 8th grade at Audeo, and have now started my high school coursework. Before attending Audeo, I was having anxiety and this school was flexible and helped me with my stress, by having control over my schedule. I would like to attend college and this way I am able to keep up with my education. I think anybody who is having stress or social issues would benefit from this school.

I am supporting the renewal of Audeo because it is a helpful school and I rely on it for my education.

Sincerely,

Levente Glass

Audeo Charter School Student

August 19, 2020

Dear San Diego Unified School District Board Members,

My name is Isabelle Aguilar. I have attended Audeo Charter School for about four years and I attend the resource center in Mission Valley. I enrolled at Audeo because they helped me fulfill my goal of finishing school quickly while getting the credits that I needed to get further into my career requirements. The teaching staff at Audeo are very helpful and always answer any questions I have regarding lessons, assignments, and quizzes. I enrolled at Audeo because of my struggles in regular school and the struggle of not being able to advance fast enough how I'd like to. Next year I plan to graduate from Audeo and I plan to start my career of pediatrics through UCSD. Thank you for considering the renewal of Audeo Charter School.

Sincerely,

Isabelle Aguilar

Class of 2021

August 19, 2020

Dear San Diego Unified School District Board Members:

Hi my name is Alexis. I recently graduated from Audeo Charter School in Mission Valley. I went to Audeo from grades 7 to 12. I support Audeo because they really helped me to become someone who strives for better. Before I attended Audeo, my school experience was very bad. It was not a safe space, physically and mentally, and my grades were starting to suffer from it. Moving to Audeo was a whole new experience; I felt I could be myself and with that my grades and confidence improved.

I'm thankful for my teacher and staff for being patient and really working one-on-one with me, and because of this I was able to finish high school six months earlier. They helped me do this by teaching me to be organized and reasonable with my goals. The staff at my Audeo location were so supportive and although I was assigned to one teacher, I always felt comfortable asking any of the other teachers for assistance. They all worked together to make the school a safe and fun learning experience. I would definitely recommend Audeo to my peers, and in the past I have; two of my cousins have graduated from Audeo and another one of them is on his way to graduating. Thank you!

Sincerely,

Alexis Escamilla

Audeo Charter School Alumna

To the San Diego Unified School District Board Members:

My name is Coleen Sangiolo & I'm the parent Of Jayden Dawson. I enrolled Jayden at the end of March 2020. LJHS & the SDUSD was going to be taking too long to get online schooling , due to Covid & schooling being shut down. So, I made the decision based on that & also Jayden's needs weren't getting met at LJHS. He's a T1D, with ADHD . He has an ISHP & IEP in place. He was failing & struggling, during his 2nd semester. It was an adjustment in the beginning, but now his grades are the best eve , but he's slow . His diabetes comes into play with that. Some nights are wild with his blood glucose, & therefore not getting much sleep, so it's nice he can get started when he's able too & not at a set time. Ms. Armell is great working with him, along with his teacher Mr. Buchler. They have patience with him, which is needed. Jayden is enrolled in the PB location. I hear it's being remolded & hoping soon for him to get into some classroom time.

I feel there's a great need for Audeo charter school as it is well organized & easy to use. I know Jayden will continue through this school year and be able to complete his sophomore year. As of now, Jayden will be going to a community college. I have recommended Audeo to a few other families.

Members of the Board , please renew the Petition for Audeo Charter school . This community needs this charter School for so many different learning issues with kids.

Thank you,

Coleen Sangiolo

JAMES ARMSTRONG
3121-B EVENING WAY LA JOLLA CA 92037

Email: jpaljca@gmail.com

Tel: 858.352.6575

August 20, 2020

VIA UNITED STATES MAIL

San Diego Unified School District
Board of Education
Attn: Charter School Renewals
4100 Normal Street
San Diego, CA 92103

**Re: Audeo Charter School
La Jolla Resource Center**

Ladies and Gentlemen of the Board:

My daughter has attended two summer sessions at La Jolla's Audeo Charter School during the 2019 and 2020 summer breaks, taking French 1/2 and 5/6, and Integrated Math III to supplement the course offerings at her home school, La Jolla High.

We chose Audeo because it offers courses not otherwise available through our local school (LJHS). We also chose Audeo because it permits academically gifted and motivated students to advance their education over the summer, something SDUSD precludes (for reasons unknown).

As a parent of five children, two of whom recently graduated from LJHS, we have seen that SDUSD generally, and LJHS specifically, can sometimes limit educational opportunities for its students. Consequently, Audeo fills a critical gap that is currently not met by LJHS. Without Audeo, my talented high school student would be hampered in her goal to reach her highest academic goals and in achieving her highest potential at the college level and beyond.

Over the past two summers, Audeo's teaching staff have provided a safe, challenging, content-rich, and supportive learning experience. In particular, the lead teacher has always responded promptly, provided input, supported and encouraged this student in her academic growth. We could not have done it without this excellent educator.

Due to our student's personal success, but also because of Audeo's long history of providing online learning, we have made the decision to permit our student to continue her education at Audeo for the 2020-21 school year. We have made this decision in part because the support provided by the Audeo staff permits our academically-gifted student to not only challenge herself, but also to enhance her attractiveness to the nation's top universities and academies. Of particular significance, the AP and Honors course offerings at Audeo cover greater content and permit more advanced classes to be taken, which is limited at LJHS for reasons unknown; plus, the CACC offers leadership opportunities this year at Audeo. We want our student to fly, and having the Audeo option is the best fit for her exceptionally high skills, character, and goals.

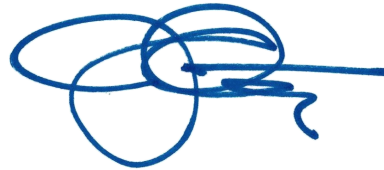
SDBOE
August 20, 2020
Page 2 of 6

In addition to our high school student, and primarily based on the educational leadership of the Audeo staff that we have witnessed first-hand over the past two summers, we are planning to permit our rising 7th grader to select Audeo for the coming school year as well. By having an additional high-level educational provider in our community such as Audeo, our middle-school student will also have the opportunity to select the best fit for her educational goals.

Education is not a one-size-fits-all commodity; neither public schools, nor private, nor parochial schools can be all things to all learners. Each student is different. As a public charter school, Audeo permits a student, and their family, to evaluate what is best for that specific learner. As a result, the entire community benefits from Audeo's presence, because Audeo supports the community's goals of ensuring each child in La Jolla is empowered to select the educational institution of his or her choice that will provide the best education "fit" available in the community. We would be missing a crucial gap in that goal without Audeo.

Thus, we are able to recommend with unqualified enthusiasm Audeo to our friends, neighbors and family members as being among the top educational options in La Jolla, as well as San Diego County.

Very truly yours,

A handwritten signature in blue ink, consisting of several loops and a long horizontal stroke extending to the right.

cc: Audeo Charter School

August 14th, 2020

San Diego Unified School District Board Members:

We are writing to provide a letter to strongly support the renewal of the Audeo Charter School. We are Quan Zhu and Richard Hou, the parents of Angie Hou. Angie is attending the Audeo Resource Center at Pacific Beach, San Diego. She started on July 2nd, 2020 as a summer only student. We support Audeo because it provides students with alternative schooling. It is especially important under current pandemics. Audeo's curriculum has been well developed to adapt the special need for the students to carry out independent studies. There are many choices of subjects. Angie has been taking Integrative Math III. The lectures are perfectly organized; the homework has the appropriate quantity and connection to the concepts that are taught in the corresponding unit. The presentations by the teaching staff are superb with clear language and welcoming manner. Even though the videos are pre-recorded, most of them are very engaging to the students. Angie's teacher Mr. Connor Quinn has been extremely supportive for the course. He arranges timely meetings with her and is very responsive to her questions and requests. He also sends timely reminders about her progress as well as compliments when she does well.

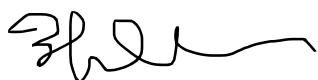
We definitely support the renewal of Audeo so our children can take the classes in the near future. We enrolled Angie for Audeo based on the recommendation of our friends so that students will not have a knowledge gap in the summer break. Now that Angie has been having highly satisfying experience we will definitely recommend Audeo to other friends and enroll again whenever possible.

Angie's long term goal is to attend college. Therefore, the courses provided by Audeo will allow her to both broaden and accelerate the course selection process that is required by the high school.

We would like to thank the teaching staff at Audeo for their hard work and support the renewal of Audeo without any hesitation.

Sincerely,

•



Quan Zhu and Richard Hou (Angie Hou's parents)

August 23, 2020

Audeo Charter School
Pacific Beach
San Diego, CA

RE: Audeo Charter School RENEWAL

Attention Board Members:

It is urgent and imperative that Audeo Charter School renew, continue to be chartered and operate in San Diego, California. Audeo Charter School is at the forefront of assuring the forward flow of kids excelling in education at this crucial time when students, schools and whole districts are falling through the cracks! Audeo Charter School, already had the operational structure of online education which created an opportunity for my daughter to proceed with velocity. During the pandemic, she completed 9th grade, took on 10th and is starting 11th, is looking into college and future career options. Honor and gratitude to her teacher Mr. Baptiste Buchler who has led the pack that she is part of with his outstanding stand for education, frequently reaching out as a support, being in communication with weekly check-ins, replying to texts immediately, progressing with coursework guidance, logistics and grading feedback efficiently and effectively. Mr. Buchler has been an unstoppable contribution for anything possible in education through Audeo Charter School! We commend him.

On the other hand, my daughter's counterparts in the public elementary, middle and high schools are stuck with little to no structures in place with a five month stop in academic brain stimuli. It has been tragic to observe a backwards slope in the academic progress of this nation.

Audeo Charter School is also hope and respite for the epidemic of anxiety that has appeared amidst the teenage population in this society. With unimaginable social pressures of social media, as technology has advanced faster than the development of tools needed to mitigate the pace combined with the increased access to drugs running rampant in traditional academic establishments, kids need a safe place to study which has been accessible through Audeo Charter School.

It would be a disgrace to drop this torch that Audeo Charter is carrying above and beyond, and way ahead of the race. Keep running this race because the lives of the students and future of this country are at stake!

In conclusion, gratitude to the members of the board for your stand amidst the declaration for the renewal of Audeo Charter School.

Attentively,



Dr. Wendy Clare, ND, MA, ATC, CSCS, PAS
wendyjoclare@gmail.com
(858)842-7689
5404 Moonlight Lane
La Jolla, CA 92037

August 20, 2020

To SDUSD Board Members,

My son attended Audeo this past summer session. We had heard about Audeo from a neighbor who was also enrolling for the summer session, as well as from the San Diego Unified School district website.

We were pleasantly surprised at the level of education and patient guidance provided by our Audeo teacher (Connor Quinn). To be frank, I was disappointed at the level of education that my son received in his public-school 5th grade class, especially after it went online due to COVID. It was very clear to me that the public-schools were ill-prepared and lacked the experience to deliver a high-quality education using online technology. For this reason, we were excited to enroll at Audeo for the summer which obviously has the experience and know-how to leverage technology to teach even young elementary school students.

My son took Social Studies and PE. Both classes were well structured and challenged him to learn the material. I liked that there were fun mini-projects and presentations on top of the normal quizzes. And if we ever had questions, we had Connor available to meet with us weekly to review questions on the material.

For Fall 2020, my son will be leaving Audeo and returning to the public school. He was accepted into the GATE SEMINAR class, which is too good an opportunity to miss even though we still do have some doubts on the ability of the public school to deliver coursework online during COVID. We are comforted knowing, however, that we can return to Audeo if things do not work out at public school.

Thank you again for offering this wonderful alternative especially during COVID.

Sincere regards,

 8/20/20

Henry H. Isakari

8388 Caminito Helecho, La Jolla CA 92037

To SDUSD Board Members;

My name is Michael R. Lewis Sr., my son Michael Lewis II, is a student at Audeo, Pacific Beach. He has been a student since 2018.

Audeo has been a "lifesaver" for my family. In January 2018, I had a massive inter-cerebral stroke that kept me in the ICU for 33 days with a 1% chance to survive and then 6 weeks in a rehab hospital in a wheelchair. 2 years and 8 months later, I still have no feeling in my right side from the "TBI".

I have two adult children so I've dealt with teachers for over 25 years so I have met a lot of teachers and without a doubt, Mr. Menestrina is the best teacher any of my children has ever had.

If Audeo were to not be renewed, my family would be devastated! Recently, I have referred several of my closest, life-long friends to Audeo. It's important to many people that Audeo remain open. In my case, life-threatening consequences could occur. My stroke was from stress, working 7 days a week, and being a single parent.

I implore the district to renew Audeo's renewal without any other reason than an Audeo student's future to go on to higher education because of his father's disability is solely merited at the least. Without Audeo, my health is in danger and my son's education is jeopardized.

Sincerely,

Michael Lewis

Michael R. Lewis Sr.
619-956-6492

As a "single-use" POA, I authorize Chad Menestrina to sign this document in my absence.

Claire Hale
4683 Olney St.
San Diego, California 92109
619-874-7010
clairemarie2878@gmail.com

8-18-2020

To the San Diego Unified District Board Members,

I am writing this letter to share my appreciation for the Audeo Charter School community. Audeo has helped me with so many things including, staying focused, learning differently, retaining knowledge, and motivating me to do things on my own. I would like to pledge for the renewal of Audeo Charter School's charter.

I am a Junior in high school and I have been with Audeo for about a year now. I'm very outgoing but also a shy person so being around a lot of people in a public school was really difficult for me. I couldn't properly focus on the things that were in front of me. I struggle with Anxiety and Depression and being at my previous school with a workload that takes the same amount of time as a school day was very stressful and hard to manage. Audeo has given me the opportunity to work at a pace that fits for me. It's given me more time with my family and friends, and as a plus it's allowed me the chance to graduate early. The teachers and helpers at Audeo make things less stressful and easier to understand for the people that need it. We have help at the touch of our fingertips which not most students have especially during such a rough time. Being able to focus on one subject at a time is also very helpful. There's no stress over the homework of the next class, nor do we forget what we just learned.

After high school I am going to Texas A&M University of Kingsville, hopefully. I am going to be studying for my Veterinary Technition Degree. I will be proudly graduating from Audeo Charter School.

I really do hope the renewal of Audeo happens. It would mean a lot to me and my little brother who is almost in the 8th grade. He struggles a lot with learning things the way others do and Audeo Charter has finally been the miracle we have been hoping for to help him and me as well with our school. I have many friends that I have made through and introduced to Audeo. This school has made a wonderful impact on many people and my family and I hope it stays open.

Sincerely,
Claire Hale

Claire Marie Hale

PUPIL CALENDAR



TRACK A

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

TRACK B

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July / August	2	26 2 9 16	27 3 10 17	28 4 11 18	29 5 12 19	30 6 13 20	0	20	0	20	
August / September	3	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	1	17	2	20	Sep 3: Teacher NWD Sep 6: Holiday
September / October	4	20 27 4 11	21 28 5 12	22 29 6 13	23 30 7 14	24 1 8 15	20	0	0	20	Oct 6: CBEDS Information Day
P1 October / November	5	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	19	0	1	20	Nov 11: Holiday Total P1 Days 40
November / December	6	15 22 29 6	16 23 30 7	17 24 1 8	18 25 2 9	19 26 3 10	15	0	5	20	Nov 22-24: Teacher NWD Nov 25-26: Holidays
December / January	7	13 20 27 3	14 21 28 4	15 22 29 5	16 23 30 6	17 24 31 7	10	0	10	20	Dec 20-22 & 27-29: Teacher NWD Dec 23-24: Holiday Dec 30-31: Holiday
January / February	8	10 17 24 31	11 18 25 1	12 19 26 2	13 20 27 3	14 21 28 4	18	0	2	20	Jan 14: Teacher NWD Jan 17: Holiday
February / March	9	7 14 21 28	8 15 22 1	9 16 23 2	10 17 24 3	11 18 25 4	18	0	2	20	Feb 18 & 21: Holiday
P2 March / April	10	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	11 18 25 1	15	0	5	20	Mar 28 - Apr 1: Spring Break Total P2 Days 116
April	11	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	20	0	0	20	Available CAASPP Window April 4 - June 25
May	12	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	20	0	0	20	Available CAASPP Window April 4 - June 25
May / June	13	30 6 13 20	31 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	19	0	1	20	May 30: Holiday Available CAASPP Window April 4 - June 25
		27	28	29	30						Jun 27-30: Teacher NWD
Total Instructional Days:							175	37	28	240	

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

STUDENT SUCCESS PROGRAMS

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

(A California Non-Profit Public Benefit Corporation)

Len Hering RADM, USN (ret) – Chairman,

Scott Barton – Member, Eric Schweinfurter – Member, Steve McNulty – Member

SPECIAL BOARD OF DIRECTORS MEETING MINUTES

Wednesday, August 26, 2020, 8:30 AM

Via Video Conference

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

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

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

1. OPEN SESSION

1.1. Call to Order

Hering called the meeting to order at 8:35 a.m.

1.2. Roll Call

Board Members and Staff introduced themselves.

1.3. Establishment of Quorum

It was moved by Barton and seconded by Schweinfurter that the following directors, constituting a quorum of Student Success Programs Board were present: Scott Barton, Len Hering, Eric Schweinfurter

Absent: Steve McNulty

Staff members present: Lynne Alipio, William Berry, Mary Bixby, Angela Neri, Jackie Robertson, Tim Tuter

1.4. Pledge of Allegiance

Hering lead all in the Pledge of Allegiance.

1.5. Approval of Agenda

It was moved by Barton and seconded by Schweinfurter to Approve the Agenda.

Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

2. PUBLIC COMMENT

2.1 Non-agenda Public Comment

There were no comments from the public.

2.2 Agenda Public Comment

There were no comments from the public.

3. PUBLIC HEARING- *Time Certain 8:35 a.m., or soon thereafter*

The Governing Board of Directors encourages participation by parents, teachers, and members of the community interested in the affairs of the Audeo Charter School and The Charter School of San Diego.

3.1 Public Hearing for the Learning Continuity and Attendance Plan (LCP)

Hering opened the Public Hearing at 8:42 a.m. There were no comments from the public.

Hering closed the Public Hearing at 8:47 a.m.

4. ADMINISTRATIVE ITEMS

4.1 Approval of August 26, 2020 Special Board Meeting

It was moved by Barton and seconded by Schweinfurter to Approve the August 26, 2020 Special Board Meeting.

Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

4.2 Approval of Special Board Meeting in September

It was moved by Barton and seconded by Schweinfurter to Approve a Special Board Meeting on September 22, 2020,

Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

4.3 Approval of New Board Member David Crean effective August 26, 2020 – June 30, 2022

It was moved by Barton and seconded by Schweinfurter to Approve New Board Member David Crean effective August 26, 2020 – June 30, 2022

Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

4.4 Approval of New Board Member Jane Gawronski effective August 26, 2020 – June 30, 2022

It was moved by Barton and seconded by Schweinfurter to Approve New Board Member Jane Gawronski effective August 26, 2020 – June 30, 2022

Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

5. CONSENT AGENDA

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

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

5.1.1 Approval of Amendment to the Conflict of Interest Code

5.1.2 Approval of Amendment to the Bylaws

5.1.3 Approval of Amendment to the Uniform Complaint Policy and Procedures

5.1.4 Approval of Board Meeting Minutes for June 24, 2020

5.1.5 Approval of the 2020-2021 Consolidated Application

5.1.5.1 Audeo Charter School

5.1.5.1.1 Certificate of Assurance

5.1.5.1.2 Protected prayer Certification

5.1.5.1.3 LCAP Federal Addendum Certification

5.1.5.1.4 Application for Funding

- 5.1.5.2 The Charter School of San Diego
 - 5.1.5.2.1 Certificate of Assurance
 - 5.1.5.2.2 Protected prayer Certification
 - 5.1.5.2.3 LCAP Federal Addendum Certification
 - 5.1.5.2.4 Application for Funding

It was moved by Barton and seconded by Schweinfurter to Approve the Consent Action Items

5.1.1 – 5.1.5.2.4.

Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

6. BOARD ANNOUNCEMENTS AND COMMENTS

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

The Chairman thanked the team working on the Learning Continuity and Attendance Plan.

The Board discussed attending a training/workshop coordinated by the School.

7. ADJOURNMENT

It was moved by Barton and seconded by Schweinfurter to adjourn the meeting.

Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

PUPIL CALENDAR FOR STUDENT SUCCESS PROGRAMS CORPORATION

CSSD and Audeo
MULTI-TRACK CALENDAR**2019-2020****TRACK A**

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	SUPPLEMENTAL INSTRUCTION DAYS (NACD)	Non-School Days	Total Days	Important Dates
July	1	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	18	0	2	20	July 5 Teacher Non-Work Days July 4 : Holiday
July / August	2	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	2 9 16 23	20	0	0	20	
August / September	3	26 2 9 16	27 3 10 17	28 4 11 18	29 5 12 19	30 6 13 20	18	0	2	20	Sept. 3 Teacher Non-Work Days Sept. 2: Holiday
September / October	4	23 30 7 14	24 1 8 15	25 2 9 16	26 3 10 17	27 4 11 18	20	0	0	20	October 2 - CBED Day
P1 October / November	5	21 28 4 11	22 29 5 12	23 30 6 13	24 31 7 14	25 1 8 15	19	0	1	20	Nov. 11 - Holiday Total P1 Days 95
November / December	6	18 25 2 9	19 26 3 10	20 27 4 11	21 28 5 12	22 29 6 13	0	15	5	20	Nov. 25-27 Teacher Non-Work Days Nov. 28-29: Holidays
December / January	7	16 23 30 6	17 24 31 7	18 25 1 8	19 26 2 9	20 27 3 10	0	10	10	20	Dec 23 - Jan. 3: Winter Break Dec. 24;25;31; and Jan. 1: Holidays
P2 January / February	8	13 20 27 3	14 21 28 4	15 22 29 5	16 23 30 6	17 24 31 7	0	17	3	20	Jan. 17 and 21 Teacher Non-Work Days Jan. 20: Holiday Total P2 Days 95
February / March	9	10 17 24 2	11 18 25 3	12 19 26 4	13 20 27 5	14 21 28 6	7	11	2	20	Feb. 14 and Feb 17: Holidays
March / April	10	9 16 23 30	10 17 24 31	11 18 25 1	12 19 26 2	13 20 27 3	20	0	0	20	Available CAASPP Window March 27 - June 18
April / May	11	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 1	20	0	0	20	Available CAASPP Window March 27 - June 18
May	12	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	19	0	1	20	Available CAASPP Window March 27 - June 18 May 25: Holiday
June	13	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	14	0	6	20	June 19 - 25: Spring Break Available CAASPP Window March 27 - June 18 June 26 Teacher Non-Work Days
		29 30									
Total Instructional Days:							175	53	32	260	

PUPIL CALENDAR FOR STUDENT SUCCESS PROGRAMS CORPORATION
CSSD and Audeo
MULTI-TRACK CALENDAR
TRACK B

2019-2020

Calendar Month	School Month						Teaching Days (ADA)	SUPPLEMENTAL INSTRUCTION DAYS (NACD)	Non-School Days	Total Days	Important Dates
		M	T	W	Th	F					
July / August	2	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	2 9 16 23	20	0	0	20	
August / September	3	26 2 9 16	27 3 10 17	28 4 11 18	29 5 12 19	30 6 13 20	18	0	2	20	Sept. 3 Teacher Non-Work Days Sept. 2: Holiday
September / October	4	23 30 7 14	24 1 8 15	25 2 9 16	26 3 10 17	27 4 11 18	20	0	0	20	October 2 - CBED Day
P1 October / November	5	21 28 4 11	22 29 5 12	23 30 6 13	24 31 7 14	25 1 8 15	19	0	1	20	0 Nov. 11 - Holiday Total P1 Days 77
November / December	6	18 25 2 9	19 26 3 10	20 27 4 11	21 28 5 12	22 29 6 13	15	0	5	20	Nov. 25-27 Teacher Non-Work Days Nov. 28-29: Holidays
December / January	7	16 23 30 6	17 24 31 7	18 25 1 8	19 26 2 9	20 27 3 10	10	0	10	20	Dec 23 - Jan. 3: Winter Break Dec. 24;25;31; and Jan. 1: Holidays
P2 January / February	8	13 20 27 3	14 21 28 4	15 22 29 5	16 23 30 6	17 24 31 7	12	5	3	20	Jan. 20: Holiday Jan. 17 and 21 Teacher Non-Work Days Total P2 Days 114
February / March	9	10 17 24 2	11 18 25 3	12 19 26 4	13 20 27 5	14 21 28 6	0	18	2	20	Feb. 14 and Feb 17: Holidays
March / April	10	9 16 23 30	10 17 24 31	11 18 25 1	12 19 26 2	13 20 27 3	8	12	0	20	Available CAASPP Window March 27 - June 18
April / May	11	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 1	20	0	0	20	Available CAASPP Window March 27 - June 18
May	12	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	19	0	1	20	Available CAASPP Window March 27 - June 18 May 25: Holiday
June	13	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	14	0	6	20	June 19 - 25: Spring Break Available CAASPP Window March 27 - June 18 June 26 Teacher Non-Work Days
Total Instructional Days:							175	35	30	240	

PUPIL CALENDAR FOR STUDENT SUCCESS PROGRAMS CORPORATION
CSSD and Audeo
MULTI-TRACK CALENDAR
TRACK C

2019-2020

Calendar Month	School Month						Teaching Days (ADA)	SUPPLEMENTAL INSTRUCTION DAYS (NACD)	Non-School Days	Total Days	Important Dates
		M	T	W	Th	F					
August / September	3	26 2	27 3	28 4	29 5	30 6	3	15	2	20	Sept. 3 Teacher Non-Work Days Sept. 2: Holiday
September / October	4	23 30 7 14	24 1 8 15	25 2 9 16	26 3 10 17	27 4 11 18	20	0	0	20	October 2 - CBED Day
P1 October / November	5	21 28 4 11	22 29 5 12	23 30 6 13	24 31 7 14	25 1 8 15	19	0	1	20	Nov. 11 - Holiday Total P1 Days 42
November / December	6	18 25 2 9	19 26 3 10	20 27 4 11	21 28 5 12	22 29 6 13	15	0	5	20	Nov. 25-27 Teacher Non-Work Days Nov. 28-29: Holidays
December / January	7	16 23 30 6	17 24 31 7	18 25 1 8	19 26 2 9	20 27 3 10	10	0	10	20	Dec 23 - Jan. 3: Winter Break Dec. 24;25;31; and Jan. 1: Holidays
P2 January / February	8	13 20 27 3	14 21 28 4	15 22 29 5	16 23 30 6	17 24 31 7	17	0	3	20	Jan. 20: Holiday Jan. 17 and 21 Teacher Non-Work Days Total P2 Days 84
February / March	9	10 17 24 2	11 18 25 3	12 19 26 4	13 20 27 5	14 21 28 6	18	0	2	20	Feb. 14 and Feb 17: Holidays
March / April	10	9 16 23 30	10 17 24 31	11 18 25 1	12 19 26 2	13 20 27 3	20	0	0	20	Available CAASPP Window March 27 - June 18
April / May	11	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 1	20	0	0	20	Available CAASPP Window March 27 - June 18
May	12	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	19	0	1	20	Available CAASPP Window March 27 - June 18 May 25: Holiday
June	13	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	14	0	6	20	June 19 - 25: Spring Break Available CAASPP Window March 27 - June 18 June 26 Teacher Non-Work Days
		29 30									
Total Instructional Days:							175	15	30	220	

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Charter School	Veronica Ballman, School Coordinator	Email: vballman@audeocharterschool.net Phone: (858) 678-2050

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Since 2001, Audeo Charter School (Audeo) has offered a free public-school option to students in grades 6-12 who are seeking an alternative learning experience to the traditional school setting. Audeo offers an academic intervention program to re-engage students by guiding them to return to their school of residence after catching up in credits or into a college or career post-secondary pathway. The School dramatically reduces dropout rates – an issue critical to the nation’s future. Audeo currently serves more than 1,000 students annually, with an average enrollment of approximately 500 students at CBEDS. Audeo’s student average length of enrollment is 18 months. This is due in part to the School’s re-directive nature, and to the fact that many students enroll with Audeo as 11th and 12th grade students who need the personalized educational program provided by Audeo to achieve their academic goals. In 2015, Audeo expanded its grade levels to begin offering a homeschool program for students in grades K-5.

Audeo is an independent study program that transforms students into self-motivated, self-disciplined, and accountable learners. Teachers actively engage and support students along the way, providing enrichment and one-on-one tutoring as needed. Audeo offers students an alternative to the traditional school setting. Resource Centers provide a safe and supportive environment that is centered on teaching and conducive to learning, a flexible schedule, and an around-the-year calendar to better serve student needs. To maximize student focus and ensure mastery of content while studying an academically rigorous curriculum, Audeo students are assigned only one or two subjects/courses per learning period.

The goal for every student is their mastery of state standards, as well as a successful transition from high school to their post-secondary choice. This mastery and successful transition are accomplished through the School’s understanding that every student is unique in their quest for college and career readiness. Whether their goal is to attend college or enter the workforce, Audeo students work one-on-one with their teachers to develop a personalized plan that will bring them closer to accomplishing their dreams.

As of the 2019-2020 school year, Audeo is identified by the California Department of Education (CDE) as participating in the Dashboard Alternative School Status (DASS) program. 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. Audeo served a student population comprising of 72% high-risk student groups in 2019-2020.

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

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

School staff have remained committed to mitigating loss of learning during the COVID-19 emergency. Teachers and special education case managers conduct virtual conferences, make daily phone calls, send emails and secure text messages to students and parents. Teachers have worked closely with all students to ensure they have a daily distance learning schedule. In addition to distance learning instructional time, teachers provide "office hours" to ensure that students have access to teachers for assistance and guidance. All staff communication and intervention efforts are documented in the School Information System (SIS). From March 16, 2020 to June 30, 2020, Audeo staff reported more than 34,470 communication and intervention efforts with students and families. These communication efforts include emails to students and/or parents, communication via a secure digital application, virtual conferences, and phone calls.

By providing students with health support/services, access to distance learning tools/technology and ongoing academic instruction, Audeo students have been able to continue their educational plan. For the 2019-2020 school year, 91 Audeo students have completed high school graduation requirements.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Students and families have been contacted directly by teachers, special education case managers, counselors, and school instructional leaders in multiple formats including secure text message, phone calls, emails, and virtual conferences. As school staff communicate with

families, they document their conversations in the School's Student Information System (SIS). The School's Data Department publish weekly and monthly contact reports that summarize frequency of interventions, methods of communication, staff involvement, and intervention purpose. Staff use multiple collaborative settings such as Resource Center Meetings, Department Meetings, and Leadership Team Meetings to review intervention reports and discuss ongoing needs of students. Collaboration is focused on finding solutions to meet the needs of all students, but with an emphasis on reengaging and supporting the lowest-achieving students. The School's Multi-Tiered System of Support (MTSS) is an integrated team of teachers, instructional leaders, counselors, school nurses, and social workers working together to review and analyze data to meet the educational, physical, emotional and mental health needs of all students.

Audeo has also used a mass notification system, Blackboard, to send English and Spanish announcements to students and parents focused on food resources, health and wellness, and access to additional supports. The School has sent needs assessment surveys and distance learning satisfaction questionnaires to families to determine specific household needs. The School's Data Department organizes the results so that school leaders can respond to each household's needs and adjust academic programs. Lastly, feedback gathered from these surveys help enhance the distance learning approach.

Students and parents are encouraged to participate in regularly scheduled Family Learning Series. The goal of these weekly virtual meetings is to educate and support the needs of parents and family members. In collaboration with stakeholders, the School was able to identify topics most relevant to families: distance learning resources and supports, health and safety, social-emotional support, IEP support services and support for English Learners. This continues to be a setting in which the School can gather information regarding family needs and potential distance learning barriers.

[A description of the options provided for remote participation in public meetings and public hearings.]

The English Learner Advisory Committee (ELAC) and School Site Council (SSC) are notified by email and/or phone approximately a week in advance of scheduled meetings. Courtesy meeting reminders are also provided to members 72 hours in advance. Members and participants are provided agendas and technology, if needed, such as a Chromebook and/or internet hotspot to join the meeting virtually. Technology training and support is offered and made available when needed. Participation and feedback are encouraged and documented. The Learning Continuity and Attendance Plan (LCP) was presented to both the ELAC and SSC for review and comment. Participants were provided an opportunity to provide feedback during the meeting or thru follow-up communication after the meeting.

[A summary of the feedback provided by specific stakeholder groups.]

Audeo values the perspective and feedback provided by all stakeholder groups. Some of the most important feedback was collected in May 2020 when Audeo sent a distance learning satisfaction survey to all parents. Key findings are provided below:

- 97% of parents report that their child has had full access to curriculum during distance learning.
- 97% of parents report that their child's teacher sets high expectations for their student and provides the support they need to achieve.
- 96% of parents report that the School has provided their child the supports they need to engage in distance learning.

- 93% of parents report that the School has provided them with information that is responsive to their child's and family's needs.
- 97% of parents report satisfaction with the services and supports they have received during COVID-19.

The high levels of satisfaction that parents reported in the May 2020 survey is consistent with the feedback collected at other settings and formats, including the Family Learning Series, ELAC, and SSC. While parents are very satisfied with the distance learning program their child has received, they want the school to remain focused on the following areas:

- School safety is a key requirement.
- Continue to ensure that all students have access to Chromebooks and home internet.
- A strong school-to-home partnership will lead to student success.
- Personalized learning is now more important than ever before.

From July 1, 2020 through July 20, 2020, Audeo surveyed parents on their thoughts of returning to a pre COVID-19 blending learning environment versus a distance learning environment. Parents were asked if they would send students to in-person instructional offering at Resource Centers if students were required to wear a facial covering, complete no touch temperature screenings, practice social distancing, and frequently wash hands. Based upon the survey results, it is evident that most parents require health and safety precautions implemented at Resource Centers when it is safe to return to school. Staff sentiment regarding re-opening guidelines were consistent with parents. Staff and parents agree that the school to home partnership is critical for students to stay engaged and achieve in a distance learning environment. The daily communication of secure text messages, emails, virtual conferences, and phone calls strengthen this partnership. Lastly, staff and parents agree that students need ongoing social-emotional learning opportunities and supports during this uncertain time.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Stakeholder groups followed an Improvement Science protocol to determine student achievement gaps and the school's ideal rate of growth. Some of the academic achievement data analyzed was student participation rates, credit completion rates, graduation rates, chronic absenteeism rates, and math and ELA test scores. Groups considered the needs of All Students, and unique pupils. Discussion also centered on how to support student engagement and academic achievement in distance learning and/or in-person instruction. There was group consensus that the School's PPEP is an effective systematic approach that supports the unique needs of each student. Stakeholder groups stated that while the School is making improvement in graduation rates, chronic absenteeism rates and English language arts achievement, there is consensus that math achievement and college/career readiness needs to be an area of focus for the 20-21 school year. Lastly, stakeholder groups believe expanded social-emotional learning will lead to increase levels of student engagement and academic achievement. The School plans to meet this need by offering the following services and supports:

- Expand School Social Worker program that offers counseling to students in need of mental and social-emotional supports.

- Continue to offer Family Learning Series to educate parents and caregivers on the academic, physical, mental, and social-emotional services and supports available.
- Continue to offer Resilience in Student Education (RISE) to all students which are focused on the Social and Emotional Core Competencies.
- Continue to offer the Character and Leadership Development Program to students which promotes overall health, fitness, wellness, team building, and positive interactions with peers.
- Schedule professional learning opportunities for staff related to social-emotional learning such as Trauma Informed Practices (TIPS), Youth Mental Health First Aid Training, and AVID.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Audeo is committed to physically reopening school sites to students and staff and offer in-person instructional offerings. The School will continue to coordinate with state and county health officials to determine when it is safe to re-open school sites. When it is safe to bring students and staff back to school sites, Audeo will establish clear plans and protocols for students and staff to follow which are consistent with the guidance advocated by the California Department of Education (CDE) and San Diego County Office of Education (SDCOE). All students and staff will be required to complete temperature screening and symptoms assessment before entering school facilities. Personal Protective Equipment (PPE) will be available to students and staff along with training on how to use this specialized equipment. Students and staff will be required to wear facial coverings throughout the school day.

Audeo is an Independent Study Program which provides students with access to Resource Centers throughout the week. When it is safe to return to Resource Centers, student schedules will be modified to reduce the number of students on-site to ensure social distancing requirements are met. Staff will strategically assign students to certain learning stations within the Resource Centers to mitigate close contact with other students. Each Resource Center will have hand sanitizer stations that students and staff will be directed to use throughout the workday to ensure healthy hygiene. Resource Centers will also be equipped with cleaning and disinfectant kits which will be restocked as needed. School staff will receive training on how to properly clean and disinfect facilities after student use.

All students will have access to instructional support and tutoring at the Resource Centers. Students With Disabilities (SWD) will have access to all special education services. Additional school staff such as counselors, nurses, and social workers will be available to support students with social-emotional needs. Students with underlying health challenges who do not want to return to Resource Centers will be provided personalized distance learning and support that meet their individual needs. School staff will remain committed to making daily

contact with all students thru secure text messages, virtual conferences, email messages, and phone calls to determine specific learning needs and communicate academic progress with parents and/or caregivers.

Audeo will be able to mitigate potential student learning loss by implementing the School's key process, the Pathways Personalized Education Plan (PPEP). The PPEP continues to be the key instructional process that staff use to analyze each student's current academic levels, grades/credits, educational goals, learning style/preferences, interests, and post high school pathway in order to build an individual academic plan for each and every student. This process is developed and continually revised in collaboration with the student, parent, teacher, counselor, and school instructional leader. As part of the PPEP and Instructional Plan, the School will administer a fall benchmark assessment, NWEA Measures of Academic Progress (MAP), to all students to measure academic levels and proficiency in Reading, Language and Mathematics. Teachers and instructional leaders will use student assessment results to make data informed decisions such as increasing individual tutoring support in certain academic domains or utilizing specialized instructional strategies, curriculum, and programs to improve student skills.

One of the key elements of the PPEP is monitoring student academic progress and growth. When students do not demonstrate improved academic growth over time, instructional staff initiate and increase academic intervention efforts and supports. Audeo utilizes a Student Intervention Program which is aligned to the framework of the Multi-Tiered System of Support (MTSS). This intervention model is designed to provide instructional staff with a system that quickly identifies and matches the needs of all students. Each intervention completed by a teacher, counselor or school support staff is documented in the school information system. At the end of each month, the School's Data and Assessment department provides staff with a Monthly Storybook that summarizes specific interventions completed. School leaders use this intervention data to monitor intervention effectiveness and ongoing student needs.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
To support the 19-20 fleet of Chromebooks and internet hotspots, additional units will be purchased in 20-21 to increase student access to the full curriculum	\$55,137	Yes
Personal Protective Equipment (PPE) and standing no-touch temperature screening systems to meet health and safety reopening requirements	\$35,655	Yes
Teachers and Certificated Teacher Resources (CTRs) to support in-person learning: train students on school social distancing requirements/procedures, ongoing communication with students and parents, creation of personalized learning plans, facilitate one-on-one and small group tutoring sessions in core subjects, and English Language Development services/instruction	\$3,419,656	Yes
Special Education Case Managers to support Students With Disabilities (SWD)	\$549,578	Yes

Description	Total Funds	Contributing Page 545 of 593
School Coordinator to support management of both the PPEP and MTSS, along with ongoing teacher coaching focused on effective delivery of instruction to meet the needs of all students	\$43,762	Yes
Counselors to support the academic and social-emotional needs of students within MTSS	\$127,773	Yes
The Ed Ladder- supplemental math and ELA tutoring services for lowest-achieving and grade 12 students	\$108,000	Yes
Classified school personnel to support the development of the Monthly Storybook	\$42,916	Yes
NWEA- assessment program to measure student academic levels in the fall and spring semesters	\$5,352	Yes
Edgenuity- online learning platform to deliver distance learning	\$89,578	Yes
School Pathways Student Information System- platform for instructional staff to report student attendance, document contacts, monitor student progress, and record grades	\$37,631	Yes
Professional Learning opportunities for staff, including Leading Edge Certification (LEC), Youth Mental Health First Aid (YMHFA), Writing Redesigned for Teaching and Equity (WRITE), and AVID	\$7,496	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Audeo recognizes that all students learn differently and possess different skills. Therefore, the School is committed to providing a personalized instructional approach to each student to meet their needs. While some students are proficient users of technology and distance learning resources, there are other students who need support in this area. To meet this need, Audeo teachers have been able to provide ongoing technology training and support to all students. In addition, teachers have been able to extend technology training and support to parents and caregivers as well to ensure that they are involved in their child's distance learning education. This ongoing technology support has strengthened the school-to-home partnership and increased equity and access to the School's full curriculum.

Throughout the COVID-19 emergency, students continue to have access to a traditional, textbook-based independent study curriculum. This curriculum is aligned to state standards and is developed by subject matter experts. Since students cannot go to the Resource Center to pick up physical materials, the School's Curriculum Department has taken steps to ensure students can access digital lesson guides and have access to online textbooks. Students and families who require hard copy materials are provided textbooks, lesson guides, and supplemental materials through no-contact deployment methods.

Edgenuity is the learning platform the School uses to deliver online curriculum. Edgenuity curriculum was offered to students prior to the COVID-19 closure if online instruction was their preferred learning style. Students have access through the Edgenuity curriculum platform to multiple scaffolds to support their learning; these are essential learning supports for English Learners and Students with Disabilities with functioning and universal tools to support all learners. Students have access to digital notetaking, transcripts of the instruction available in a variety of languages, hard copy graphic organizers that they can utilize during the instructional component of the lesson, glossary, academic language, digital sticky notes, extended time, video closed captioning, and the ability to enable text translation and read aloud text passages.

Students who did not previously have access to a computer and/or home internet have received a laptop and hotspot through the Altus Connect Program to ensure they have the same accessibility to the online Edgenuity platform from home as they would have previously at the Resource Center.

School staff remain committed to maintaining high levels of student engagement and supporting academic achievement in distance learning. Setting high expectations for students will support them with achieving their daily, weekly, and monthly goals. Some of the key instructional distance learning strategies are highlighted below:

Virtual one-on-one meetings and small group tutoring sessions: Teachers work with students virtually in both one-on-one meetings and in small group tutoring sessions to guide instruction and assess if a student has mastered content standards or if additional instruction is necessary.

Virtual office hours: In addition to weekly scheduled individual and group appointments, teachers hold virtual office hours to offer instructional support to all learners.

Online check-in: Teachers also check in with students regarding academic progress and engagement via online forms, surveys, screencast videos, virtual resource center events, and additional online communication tools.

Distance learning math instruction continues to be a key instructional area of focus. On average, students enroll in Audeo 2-3 grade levels behind in mathematics skills as measured by NWEA assessments. To improve student math proficiency, teachers regularly provide instructional sessions in math that scaffold student skills to achieve performance targets of the courses and assessments. While instruction is claim and target-driven with a focus on both skill-building and content mastery, adjustments are made throughout each session based on formative assessment to ensure understanding for all learners. Additionally, students are grouped based on academic level data and content needs to support individual progress with the group in a safe and supportive learning environment. These sessions are interactive with online video tutorials from both teachers and field experts that engage students in real-world math application and scenarios.

Audeo has also provided increased support in English Language Development (ELD). Designated ELD sessions incorporate online tools that support English Learners and struggling readers with the purpose of increasing Lexile scores and English language proficiency. Students engage in online literacy circles that promote virtual collaboration and language development in alignment with the English Learner Plan. Throughout these sessions, students are exposed to frontloaded vocabulary, explicit and scaffolded instruction, and multiple means of representation while being able to use their home language when needed to activate higher-order thinking skills. In addition to a focus on reading comprehension, reading fluency, and writing structures, Designated ELD sessions offer English Learners an opportunity to develop oral language competency through virtual interaction in a meaningful, collaborative learning environment

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

To close the digital divide, Audeo has conducted multiple student and parent needs assessment and satisfaction surveys to determine which families need home technology. In addition, teachers communicate regularly with students and parents thru multiple methods, including secure text messages, phone calls, virtual conferences, and emails to identify ongoing student needs or unique circumstances. As a result, Audeo has been able to deploy Chromebooks and internet hotspots to all students in need. As new students enroll, school clerks and counselors conduct a technology needs assessment with each family, and when necessary, quickly deploy devices to these newly enrolled families to ensure all barriers to learning are eliminated.

On occasion, some of the school issued devices need repair or service. In this case, devices are collected and submitted to the School's Operations Department for repair/service. Students are issued replacement devices to ensure there are no gaps in access.

The School has also enhanced school websites and technology tools. As a coordinated effort to minimize confusion and redundancy for students and parents, the School has created an online landing page, www.altusgo.com, that provides students and families with all necessary access points to curriculum and instructional supports. From this online landing page, students can access pertinent school technology programs such as Edgenuity, Naviance, Illuminate, Achieve 3000, BrainPOP, and the Tech Tool Library. This online landing page provides students with a single access point to all the websites needed for the curriculum. Furthermore, students can use the School's online Tech Tool Library to access subject specific resources and digital tools for creativity, critical thinking, and collaboration and communication. Educational resources are presented along with instructional videos to train students on the logistics and application of the tools within learning.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Audeo teachers monitor and measure student progress and participation daily. Teachers collect metrics to determine participation, which may include, but is not limited to, evidence of participation in online activities, completion of assigned coursework, completion of assessments, and daily communication. Students are also required to maintain and submit a monthly Student Learning Log to their teacher

which accounts for their daily learning. Student Learning Logs for each attendance period is reviewed by the teacher, signed, dated, and archived in the School Pathways School Information System (SPSIS). At the end of the attendance period, certificated teachers certify student attendance via SPSIS. Page 548 of 593

Teachers continue to use formative and summative assessments to evaluate student learning. Teachers will use their findings to determine how best to modify curriculum and personalize instruction to improve student learning. Some examples of assessments include printed coursework, online curriculum activities, quizzes, unit tests, writing assignments, web portfolios, presentations/speeches, and end of course exams. All completed student assignments are graded by a teacher and given a letter grade based upon rubrics and exemplar responses. Evaluative feedback will also be available on all student assignments, including printed coursework. Assignments with an overall grade of less than 70% will require student learning remediation which is crafted by the teacher.

Teachers will utilize secure video conference sessions to teach specific academic subjects and topics to students. Teachers will use these sessions to provide direct instruction, create guided and individual practice with the purpose of evaluating student learning. Some of the evaluative methods used in video conference session include, but are not limited to, check-for-understanding activities, quick writes, pop quizzes, group projects and presentations.

Teachers will utilize the SPSIS Gradebook to record all completed student assignments throughout the attendance period. Teachers will also add course comments at the end of each Learning Period that summarize the student's progress and achievement. These recorded assignments and comments are available to students and parents via the School Pathways Student and Parent Portal. School instructional staff provide ongoing training and support to students and parent on how to access and view the Student and Parent Portal.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

As the School transitioned to distance learning in the spring, staff was surveyed to determine potential areas of need for professional learning. Based upon these results, school leaders modified the Professional Learning system, Altus University, to be a fully online platform. Altus University is now called, AU in the Cloud, and is available to all segments of the workforce. Professional Learning through AU in the Cloud is aligned to the California Quality Professional Learning Standards (QPLS). AU in the Cloud sessions incorporate school-wide initiatives to improve student learning in math and English language development. Each AU in the Cloud session have an evaluation for participants to provide feedback on the participation, satisfaction, usefulness, learning, and additional areas for follow up. Feedback is provided to the School's curriculum departments to use as part of their ongoing Professional Learning Communities (PLCs) and plan for additional AU in the Cloud sessions.

AU in the Cloud sessions provide instructional staff the time and space to explore curriculum content necessary to provide quality instruction to students. The instructors of the sessions build the capacity of the participants to use frameworks, standards alignment documents, and

instructional pacing guides to support teaching content standards. Assessment and instructional strategies are incorporated into the AU in the Cloud sessions so that teachers are using formative assessment strategies to inform virtual instruction to a diverse student population. Teachers have been through Leading Edge Certification (LEC), a national certification for educational technology. Through this certification process, teachers learned how to be effective online and blended learning teachers, skills necessary during the COVID-19 closures. For new teachers, the School continues the certification process through the LEC FLEX program. Through virtual tutoring session observations, school instructional leaders provide feedback on new skills acquired through the AU in the Cloud sessions. AU in the Cloud sessions are delivered by instructors who model how to differentiate curriculum and scaffold instruction so that there is support in place for all students. The sessions uphold the School's values that kids come first by increasing the participant's capacity to strengthen students' participation, engagement, connection, sense of belonging, and emotional well-being.

Virtual instructional strategies are presented through an equity lens, ensuring access and equity for all students during distance learning. Data informing AU in the Cloud is disaggregated by gender, race, special needs, foster youth, and socio-economic indicators. This allows for the identification of student instructional needs focused on student groups. All participants have access to AU in the Cloud Sessions through registration on the Altus University Portal. AU in the Cloud sessions are generally on the same day of the week and time so that teachers can plan virtual instruction around the professional learning session they would like to attend. AU in the Cloud sessions are also recorded so staff members who are unable to attend a live session have access to on demand sessions.

Instructors for AU in the Cloud sessions are a collaboration of Special Education, English Learner, and General Education teachers. AU in the Cloud session instructors maintain a positive learning environment for all participants. Participants can utilize the chat feature within Microsoft Teams to get answers to questions without breaking the flow of instruction and they also have an opportunity to unmute their microphone to participate verbally. Instructors of the AU sessions also engage participants through Web 2.0 tools learned from the Leading Edge Certification (LEC). AU in the Cloud instructors understand that especially in this COVID-19 closure, student Social Emotional Learning is at the heart and focus on connection with students first, followed by content.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Audeo's credentialed and classified staff are being utilized to meet the academic and social/emotional needs of all students. Teachers, special education case managers, counselors, social workers, and nurses are actively using distance learning software and communication tools to engage families. In doing so, school staff are available to help students and families find community-based resources. The School's website also has a comprehensive resource page to make it easy for staff, students, and parents to find the resources they need.

School leadership continues to listen and collaborate with all segments of the workforce. Instructional school leaders conduct weekly Resource Center meetings with teachers, special education case managers, and counselors to discuss program updates, best practice sharing, analyze student trends, and discuss ongoing challenges and/or successes. Other school departments such as Finance, Operations and Facilities, Health and Wellness, and Human Resources meet weekly to discuss and collaborate on project management. All of the

weekly school meetings are conducted thru the Microsoft Teams conferencing platform which is secure and enabled with collaboration tools such as screen sharing and chat features.

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Audeo has surveyed staff multiple times to determine specific needs of individual employees and/or positions. Based upon the feedback collected, school leadership was able to modify the Professional Learning System to ensure that staff is receiving the training they need to perform new roles and responsibilities. At each professional learning session, participants are surveyed on the usefulness of the training and if they have any additional needs. The survey data is analyzed and considered when making future AU in the Cloud session topics.

The School has also created an online network, AltusWAVE, that houses the internal documents teachers and support staff need to implement each student's Pathways Personalized Educational Plan (PPEP). With the AltusWAVE platform, instructional staff access all curriculum documents such as lesson guides, answer keys, and end of course exams. During the COVID-19 closure, the School's Technology Department expedited internal network files onto the AltusWAVE, a secured platform that all school employees can access from anywhere.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Audeo is identified by the California Department of Education (CDE) as participating in the Dashboard Alternative School Status (DASS) program. Therefore, Audeo is an educational program designed to meet and assist all students with unique needs and circumstances by utilizing the School's key process, Pathways Personalized Educational Plan (PPEP). Each student PPEP is collaboratively developed by the teacher, student, parent, school counselor, and instructional leader. The PPEP considers many factors including demographic information and student groups: Individualized Education Program (IEP), 504 Plan, Gifted and Talented Education (GATE), English Learners (EL), Foster Youth, Pregnant and Parenting, and Homeless. In addition, each student PPEP identifies educational goals, learning style preferences, career interests, daily leaning schedule, and course plan. Instructional staff use the Multi-Tiered Systems of Supports (MTSS), to coordinate a personalized and enhanced intervention strategies and resources that match the needs of students. At the end of each Learning Period, the School's Data Department publish a Monthly Storybook which provides targeted, drilled down data that includes achievement and engagement indicators that relate directly to overall student success and that of student groups. Monthly Storybook results are analyzed by all levels of the organization to make data informed decisions regarding curriculum, instruction, and professional development.

Audeo served 730 students during July 2020. Of these 730 total students, 46% are Hispanic, 34% are White, and 7% are Black or African American. 13% of students are other ethnicities. In addition, 51% of students are Socio-economically Disadvantaged, 16% are Students with Disabilities, 7% are English Learners, 2% are Homeless, and 16% are identified as GATE. There are 3 foster youth students enrolled at Audeo.

Audeo's cumulative 2019-2020 attendance rate for all students is 89%. Attendance rates for English Learners is 89%, Students With Disabilities is 88%, and Low-Income is 88%. Alignment of attendance rates for all students and the significant student groups demonstrate that the School is meeting the needs of all students.

Audeo utilizes a teacher created curriculum that is developed within the Universal Design Learning (UDL) framework to ensure equity and access for all learners. UDL principles are integrated into curriculum design to eliminate barriers to learning through the provision of multiple means of engagement, representation, and action and expression. Teachers utilize this curriculum feature to personalize curriculum for each learner.

Audeo school staff provide distance learning instructional sessions that are data-driven and implemented strategically to support specific learner needs. A thorough data collection and analysis process for all students as well as individual student groups (low-income, SWD, English Learners) helps inform instructional sessions and the overall Instructional Plan. These tutoring sessions utilize an extensive variety of instructional strategies to aid in increased academic engagement as well as a variety of methods in which students interact with the content of the curriculum. Teachers utilize virtual technology tools to provide instructional modeling and tutorials specific to the session topic in a manner that is engaging and tangible for online learning.

English Learners are engaged effectively in learning through Integrated and Designated ELD supports that align to the implemented English Learner Plan. Based upon Audeo's 2019 California School Dashboard, 47% of English Learners are making progress towards English language proficiency. This is considered a medium-status level. Audeo's comprehensive English Learner Development (ELD) Program includes integrated and designated ELD.

Integrated ELD: Integrated ELD ensures that English Learners are accessing ELD standards while engaged in CA standards-based curriculum. Curriculum is developed in consultation with the ELAD (English Learner Achievement Department) and aligned to both CA ELD standards and CA Common Core standards.

Designated ELD: Designated ELD ensures that ELs are developing language and literacy skills separate from core instruction. Students are enrolled in Literacy courses (aligned to CA ELD standards), receive virtual ELD instruction through literacy circles, and engage in online learning programs that develop reading, writing, listening, speaking skills.

Students with Disabilities continue to receive an equitable education that is in alignment with acceptable practices as recommended by the U.S. Department of Education. Students with disabilities are provided a free and appropriate public education (FAPE) through the implementation of services, accommodations, modifications, and supplementary aids and services as outlined in each student's

individualized education plan (IEP). Specialized Academic Instruction (SAI) is provided for each student by an Education Specialist through distance learning methods including virtual and telephonic. Related services are contracted through a CDE approved Non-Public Agency (NPA) and are delivered through virtual and telephonic methods. Curriculum is adjusted to ensure full accessibility and standards-based instruction is differentiated for each student through online learning platforms. Case managers check in with students regarding academic progress and engagement via online forms, surveys, screencast videos, virtual resource center events, and additional online communication tools. Case managers consult with general education teachers to implement accommodations and modifications in core curriculum and to customize curriculum to ensure accessibility through principles of Universal Design for Learning.

Special education case managers work with students virtually in both one-on-one sessions and in small group break-out sessions. Students are identified to participate in small group SAI sessions based on IEP goals, social-emotional needs, and grade level/topic assignments. Key components of SAI include: establishing structure/routine, student training on virtual platforms and digital tools, integrated social-emotional learning, use of multiple modalities to engage learning styles virtually, and implementation of accommodations and modifications.

Special education case managers ensure full student accessibility to virtual SAI and online curriculum through implementing principles of Universal Design for Learning (UDL):

Multiple Means of Representation: Use of video lectures, graphic displays, text, simulations, video captioning, and read-aloud support features. Key concepts and tasks are explained using multiple representations (verbal, concrete manipulative, numerical, graphical, and symbolic), and students are guided in mapping meaning among the varied representations. Graphic organizers (web diagrams, hierarchical diagrams, concept maps, T-charts, Venn diagrams, flow charts, timelines, and sequence graphics) are included in instruction, tasks, and assignments.

Multiple Means of Expression: Throughout SAI and assessments, students are provided options to answer multiple choice questions, highlight text, complete surveys, create visual representations, use tactile digital tools, and fill out graphic organizers. These multiple means of expression appeal to multiple learning styles and allow students to demonstrate their knowledge in a variety of ways.

Multiple Means of Engagement: Self-paced coursework that is customized based on student interest is a motivating for students. Teachers present course concepts in ways that are relevant to students' lives. Case Managers promote self-regulation with creation of visual schedules, weekly calendars, goal-setting activities, and provide regular progress updates.

Due to the COVID-19 emergency, school staff understand that some students may be at greater risk for potential learning loss. Potential vulnerable student groups include low-income, foster youth and students experiencing homelessness. For that reason, school leadership have remained committed to mitigating learning loss by taking specific actions: daily follow-up calls and emails from support staff, secure reliable technology devices and connectivity, providing social-emotional support, food assistance, and additional supports as needed. In

In addition, teachers have received ongoing specialized professional learning focused on researched-based instructional strategies which support vulnerable student groups. Teachers have received training on Trauma Informed Practices (TIPS) and use these instructional engagement strategies to support the social-emotional needs of students. TIPS strategies include empathy, active listening, and providing a sense of safety and connectedness. Teachers also partner with the school social worker to provide social, emotional, and behavioral support systems to students and families. The social worker provides services and facilitate referrals to support student academic and social/emotional needs.

School staff participated in professional learning led by a Protective Services Supervisor with Child Welfare Services which focused on mandated reporting in a distance learning school environment. Topics included department trends, considerations within the new environment, recent case examples, and how to proactively protect the physical and mental wellness of students.

Audeo has been able to engage and support all students during the COVID-19 emergency by providing a whole-child educational approach. This approach prioritizes engagement, safety, health and access to support and resources.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
To support the 19-20 fleet of Chromebooks and internet hotspots, additional units will be purchased in 20-21 to increase student access to the full curriculum	\$55,137	Yes
Teachers and Certificated Teacher Resources (CTRs) to support distance learning: ongoing communication with students and parents, creation of personalized learning plans, facilitate one-on-one and small group tutoring sessions in core subjects, and English Language Development services/instruction	\$3,419,656	Yes
Special Education Case Managers to support Students With Disabilities (SWD)	\$549,578	Yes
School Coordinator to support management of both the PPEP and MTSS, along with ongoing teacher coaching focused on effective delivery of instruction to meet the needs of all students	\$43,762	Yes
Counselors to support the academic and social-emotional needs of students as key member of MTSS	\$127,773	Yes
The Ed Ladder- supplemental math and ELA tutoring services for lowest-achieving and grade 12 students	\$108,000	Yes
Classified personnel to support the development of the Monthly Storybook	\$42,916	Yes
NWEA- assessment program to measure student academic levels in the fall and spring semesters	\$5,352	Yes
Edgenuity- online learning platform to deliver distance learning	\$89,578	Yes

Description	Total Funds	Contributing Page 554 of 593
School Pathways Student Information System- platform for instructional staff to report student attendance, document contacts, monitor student progress, and record grades	\$37,631	Yes
Professional Learning opportunities for staff, including Leading Edge Certification (LEC), Youth Mental Health First Aid (YMHFA), Writing Redesigned for Teaching and Equity (WRITE), and AVID	\$7,496	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

As students continue distance learning, instructional staff need to monitor what students are learning and where they need additional support. Additionally, the school understands that some students have been disproportionately impacted by COVID-19 and need increased services and supports. By using a Data Integration System, the school will be able to accelerate individual student learning by focusing on resources where they are needed most. The School's Data Integration System is comprised of several formative and summative assessment tools administered throughout the school year. To start the school year, all students will be given an initial diagnostic assessment, NWEA Measures of Academic Progress (MAPs), that measures students skills in Reading, Language and Mathematics. Individual student score reports will be shared with students and parents in private conferences with the focus on a growth mindset. School leaders will work closely with teachers to analyze each student's assessment data and adjust curriculum and instruction to accelerate learning in those areas. Students identified as below grade level in Reading and Language will be assigned a specialized literacy program, Achieve3000, to improve ELA skills. Students scoring below grade level in Mathematics will be assigned an Edgenuity MyPath Math course to accelerate learning or provided increased math instruction in one-on-one and/or small group settings. Professional learning opportunities will be made available to teachers throughout the school year that establish clear protocols on how to effectively support English language development, including the use of Achieve3000 and BrainPOP ESL, and evidence-based math instructional strategies focused on accelerated learning such as the use of Edgenuity MyPath Math.

The School will also administer NWEA MAPs in the Spring semester. The NWEA MAPs spring administration will serve as a post-assessment and measure student growth over the course of the school year in the domains of Reading, Language and Mathematics. Teachers and school leaders will follow similar data analysis protocols conducted in the Fall semester and conferences will be conducted with students and parents to discuss learning results.

The School also plans to administer the Smarter Balanced Interim Assessments to students in the fall to evaluate mastery of grade level standards in English Language Arts and Mathematics. Student scores will be analyzed by instructional staff at multiple venues such as Resource Center Meetings, Instructional/Staff Meetings, and AU in the Cloud sessions. Data analysis will be an integrated team approach,

including school instructional leaders, teachers, special education case managers, and subject matter experts such as the math specialists focused on the development of systematic methods to improve student learning.

As students make progress in their assigned courses, whether it is a traditional textbook curriculum, online, or blended, students are required to complete a variety of formative assessments. These formative assessments include, but are not limited to, writing assignments, quizzes, virtual labs, presentations, and end of course exams. The School's curriculum departments have also embedded Illuminate Learning Checks into each specific subject and grade-level to ensure that students are meeting key standards and learning topics. Teachers also use formative assessments when conducting virtual tutoring sessions such as verbal checks for comprehension, peer discussion, journaling, exit slips, and projects. These continuous formative assessments inform teachers about student progress and if their practices are effective while at the same time building student capacity to be self-aware of their learning.

Audeo will continuously assess student English Language Development (ELD) throughout the school year. The School will use multiple assessment tools to evaluate student language proficiency in reading, writing, listening, and speaking. ELD assessments will include administering the Summative ELPAC, ELPAC Practice Tests, and ELD Assessments embedded in the curriculum. Virtual designated ELD sessions will be offered to English Learners and struggling readers to teach content and provide a check-in opportunity with students. In this setting, students will be able to interact with peers and build interpersonal skills. Teachers will also follow protocols to evaluate student reading skills, comprehension, and fluency, and writing skills as well.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Audeo will continue to personalize learning programs to meet the needs of all students, with special emphasis on student groups that may have been disproportionately impacted by COVID-19. School staff understand that students cannot learn until they feel safe. To ensure student safety, school leadership and teachers will use questionnaires to survey student connectedness to peers, relationships with adults, and overall mental health. Audeo will also focus on ensuring students have access to distance learning curriculum, support for family and student well-being, and access to social-emotional support.

Audeo's curriculum has been uniquely designed to ensure equity and access for all learners. Universal Design Learning (UDL) principles are integrated into the curriculum to eliminate barriers to learning through the provision of multiple means of engagement, representation, and action and expression. Moreover, Audeo utilizes both Integrated and Designated ELD to support language proficiency. Teachers work closely with their school instructional leaders to determine how and when to use Integrated and/or Designated ELD. While AUDEO's Integrated ELD ensures that English Learners are accessing ELD standards while in core curriculum, Designated ELD is focused on language development skills separate from core instruction. As students make progress in their courses and participate in virtual literacy tutoring sessions, teachers use assessments to monitor changes in student proficiency levels. Adjustments are made to both the curriculum and instructional strategies based upon the needs of the student.

Teachers will hold frequent meetings with students and parents to discuss their Pathways Personalized Educational Plan (PPEP). At these meetings, teachers will provide progress reports focused on academic engagement, class grades, and progress towards grade level promotion or graduation. Teachers will also provide guidance on how to access the School Pathways School Information System (SPSIS) Student and Parent Portal and where grades are reported. Teachers are also able to setup weekly Edgenuity progress reports sent directly to the parent's email. Students who do not make adequate progress, instructional staff will utilize the Multi-Tiered System of Support (MTSS), a collaborative intervention approach that match the needs of students with appropriate resources and services. In some cases, students and parents meet with counselors, school nurses, and social workers to address areas of needs. As school staff engage students and parents within the MTSS, the goal is to create an educational partnership focused on improving student learning during the next phases.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Audeo will use multiple assessment tools and data analysis protocols to determine effectiveness of services and supports. School instructional leaders and staff have collaborated to determine the feasibility of formative and summative assessments this school year. There is agreement that the NWEA MAP is an effective and viable assessment tool to gauge student academic skills in Reading, Language, and Mathematics. At the end of the NWEA MAP fall testing window, teachers along with their instructional leaders will follow data-analysis protocols to determine how best to support students in specific academic domains. The School as a whole, instructional leaders, staff, and students/parents believe that the spring NWEA MAP (post-assessment) will be an effective tool to evaluate what students have learned in the 20-21 school year and what academic domains and topics need targeted intervention in the summer months.

The instructional program will place special emphasis on evaluating Illuminate Learning Checks and End of Course Exams (EOCs). Illuminate assessment are fully integrated into the core curriculum. As students are introduced to content standards and topics in their assigned courses, Illuminate Learning Checks evaluate student understanding and ability to apply knowledge. In addition, Illuminate Learning Checks and End of Course Exams are aligned to grade level state standards and Smarter Balanced Summative Assessment practice items. Teachers will be provided the time and space at Resource Center and Instructional/Staff Meetings to analyze student data, reflect on instructional practices, and connect with peers and subject matter experts.

Illuminate will serve as an instructional database where each student has a profile, updated with demographics, so that instructional staff can analyze academic achievement by student groups. This will ensure that instructional staff can identify gaps in achievement and increase the appropriate services and support to meet the needs of all students. Ongoing professional learning will be provided to instructional staff on how to administer Illuminate assessments to students, grade constructed responses, and evaluate student data. In addition, the School has an Illuminate department, comprised of teachers and special education case managers, who regularly lead AU in the Cloud sessions and provide coaching as needed for new and experienced teachers. AU in the Cloud sessions regularly review the data collected, summarize results, and discuss how to effectively respond to data trends.

Teachers will provide small group virtual tutoring focused on grade specific subjects and topics. Throughout these tutoring sessions, teachers will utilize a variety of assessment strategies to evaluate student performance. Teachers will incorporate various instructional strategies and approaches in these virtual sessions including learning hooks, check for prior knowledge, direct instruction, guided practice, and individual practice. At every stage, teachers will utilize both innovative and traditional methods to evaluate student acquisition and application of knowledge. School instructional leaders will periodically join these virtual tutoring sessions and conduct observations. Teachers will be provided feedback on their ability to plan instruction, use relevant and age-appropriate curriculum, engage the audience, and create opportunity for students to interact and dialogue. These tutoring observations will ensure that all students are receiving quality services and supports that meet their individual needs.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Teachers and Certificated Teacher Resources (CTRs) to evaluate pupil learning loss by utilizing the Data Integration System	\$379,962	Yes
School Coordinator to support the implementation of the Data Integration System and design protocols for teachers to continually evaluate student learning using both formative and summative assessments to inform instructional strategies with special emphasis on student group achievement and English Language Development	\$21,881	Yes
NWEA- assessment program to measure student academic levels in Reading, Language, and Mathematics in the Fall and Spring semesters	\$5,352	Yes
Achieve 3000- educational program designed to improve student literacy skills for English Learners and Struggling Readers	\$7,124	Yes
Edgenuity MyPath- educational intervention program that offers data-driven differentiated instruction in Mathematics and English Language Arts	\$4,895	Yes
Illuminate- online instructional database that school staff use to assess student learning and analyze achievement	\$3,520	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The mental health and social and emotional well-being of students, their families, and staff is a top school priority. School leaders understand that the pandemic has created traumatic experiences for many, to various degrees. Therefore, the School has developed trauma informed

crisis response systems which are sensitive to the emotional needs of students, families, and staff. A key component of the crisis response system is forging strong school-to-home relationships, centered on trust and two-way communication. Staff have remained connected with students and their families by using secure texts, emails, video conferences, and phone calls to conduct informal conversations focused on social-emotional needs. School leaders who supervise staff remain committed to staying connected as well to evaluate the social-emotional needs of staff and how best to support them. In addition, Audeo have utilized multiple surveys to assess students, their families, and staff needs. School leaders analyze the recorded data, collaborate with appropriate professionals to determine how best to support each individual case, and document follow-up efforts and referrals.

To support the social-emotional learning needs of students, Audeo has provided a series of live, interactive video broadcasts for students, called Resilience in Student Education (RISE). RISE sessions are aligned to Social and Emotional Core Competencies and serve to enhance a student's capacity to integrate skills, attitudes, and behaviors which effectively and ethically deal with daily tasks and challenges. Audeo understands how important it is to attend to the social and emotional needs that arise during times of crisis and challenge and will continue to offer social-emotional learning topics that are essential to mental health and wellness during this pandemic.

To further train and equip staff, Audeo teachers have completed the Youth Mental Health First Aid training (YMHFA) certification program. YMFHA is designed to educate adults who work with youth on how to identify risk factors and early signs of mental health challenges common amongst adolescents, including anxiety, depression, psychosis, eating disorders, ADHD, disruptive behavior disorders, and substance use disorder. Audeo instructional staff use the YMHFA framework to support youth developing signs and symptoms of mental health challenges. New Audeo teachers complete the YMHFA as part of their new teacher training so that they have the skills and knowledge to support the mental health needs of their students.

Teachers also employ Trauma Informed Practices (TIPS) in instructional engagement strategies. Some of the key strategies include empathy, active listening, and providing a sense of safety and connectedness. The school social worker partners with instructional staff to provide social, emotional, and behavioral support systems to students and families. The social worker provides services and facilitates referrals to support student academic and social/emotional needs.

To educate and support the needs of Audeo parents and families, the School has provided weekly trainings focused on distance learning expectations, health and safety, social-emotional support, IEP support services and support for English Learners. These specialized trainings are called Altus University: Family Learning Series and are offered on Tuesdays at 2:00pm. School staff notify families of these trainings by sending flyers to parents with the virtual meeting links so that they do not need to pre-register and can easily participate. Participants who attend the live broadcast can ask questions and collaborate with others in the meeting chat feature. Lastly, each session is also recorded so that it is available on demand for families who are unable to participate in the live event.

Audeo continues to offer the California Cadet Corps (CCC) to students as a leadership and development program. While founded on military principles, CCC objectives and standards focus on developing leadership skills at every level. Some of the objectives and learning targets

include: Develop leadership, engender citizenship, encourage patriotism, foster academic excellence, teach basic military knowledge and promote overall health, fitness and wellness. Cadets participate in virtual meetings with their instructors and continue to build character and leadership development skills through the distance learning model.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Engagement and outreach are ongoing through instructional staff communication with students and their families. This strong school-to-home partnership has been the norm prior to COVID-19 and is a key pillar of the Pathways Personalized Education Plan. Teachers and special education case managers are in regular communication with their students regarding course progress, assignment grades, tutoring support, and available curriculum resources and tools. Communication methods include secure text, voice phone calls, virtual conferences via Microsoft Teams and Zoom, and emails. Bilingual staff assist with contacting families whose primary language is not English. The 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.

Audeo is an independent study program designed to monitor and measure student progress and participation daily. Teachers have been trained on how to determine student attendance by evaluating evidence of participation in online activities, completed assignments, completed assessments, and daily communication. The School uses a Multi-Tiered System of Supports (MTSS) to improve student engagement and meet the social-emotional needs of students. All students receive universal supports which include daily tutoring support in all subjects, access to support staff, frequent progress reports, and other supports and services. Students who do not meet attendance requirements are immediately contacted by their teacher. Teachers document these interventions efforts in the School Pathways Student Information System (SPSIS) and identify the communication method they used (i.e., virtual application, email, text, phone call). The School's Data Department provides instructional staff with weekly contact reports that summarize intervention efforts and trends. Some students who need additional supports and services will be contacted by the school counselor as a Tier II intervention, along with other support staff, based upon their individual needs. These students are carefully monitored by both the teacher and counselor moving forward to determine if the increased interventions are effective. Students who do not reengage in school are contacted by the school instructional leader as Tier III intervention, along with other support staff, to collaborate and discuss additional school services and/or referrals to community-based agencies organizations.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

While maintaining all social distancing practices and providing staff with Personal Protective Equipment (PPE) to wear, Audeo has partnered with the San Diego Food Bank to provide meals Monday-Thursday to students and families at two locations in Mission Valley and Bonita. Families arriving in vehicles are advised to remain in their vehicle as they receive food. All other visitors are advised to maintain six feet social distancing if there is a line. Audeo has informed students and families of the Altus Schools Grab and Go Meal Program by posting information on the school website and emailing flyers directly to all enrolled students and parents. Teachers also encourage families as they communicate with them regularly about the Grab and Go Meal Program. On average, these two distribution centers provide 150 meals to students, families, and community members each week.

Audeo has also posted available community-based food resources on the school website along with the CA Meals for Kids Mobile Application. Some of the food resources listed on the school website include the Pandemic EBT, CalFresh Online Shopping, San Diego Food Banks neighborhood distribution locations, Feeding San Diego, and 2-1-1. Audeo's main office line has also been answered since the beginning of the COVID-19 emergency and staff have been able to provide families with community-based food resources and services.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Continuity of Learning	Microsoft 365 licenses for students and families to communicate via Outlook and Teams with teachers	\$10,541	Yes
Continuity of Learning	Technology services- configuration of Chromebooks and hotspots for student educational use, including repairs and troubleshooting services	\$8,429	Yes
Continuity of Learning	Curriculum and Professional Development Coordinator, Technology Integration Learning Lead and Math Specialists to facilitate professional learning opportunities for all staff	\$66,511	Yes
Continuity of Learning	School clerks to support with the enrollment of new students and attendance reporting	\$183,053	Yes
Mental Health and Social and Emotional Well-Being	School Nurse, Social Worker, School Psychologists to support the needs of students and staff	\$43,890	Yes

Mental Health and Social and Emotional Well-Being	Educationally Related Mental Health Services (ERMHS) to support student academic progress related to an IEP	\$125,235	Yes Page 561 of 593
School Nutrition	Food services support personnel and non-reusable supplies needed for the Grab & Go Meal Program	\$32,091	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
13.65%	\$748,840

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Audeo is identified by the CDE as participating in the Dashboard Alternative School Status (DASS). As of 2019-2020, Audeo served a student population comprising of 73% high-risk student groups. Audeo is uniquely designed to provide an innovative and personalized learning program to meet the needs of 'At Promise' youth. Audeo has an enrollment of unduplicated pupils which exceeds 58% of total enrollment. An unduplicated pupil is a student in one or more of the following student groups: foster youth, English Learners, and low-income. Audeo is committed to improving the lives of all students and families by providing them with a high-quality education that leads to graduation and a successful transition to college or the workforce.

To prioritize the needs of English Learners, Foster Youth, and Low Income, Audeo have taken the following targeted steps to support each student group.

English Learners:

- Curriculum design that is developed with the Universal Design Learning (UDL) framework to ensure equity and access for all learners.
- Integrated English Language Development (ELD) to support English Learners with their acquisition of core content knowledge.
- Designated English Language Development (ELD) courses and instruction to increase English Learners language proficiency.
- Utilization of Achieve3000 and BrainPOP ESL programs to develop reading, language, writing, and speaking skills.
- Ongoing ELD professional learning for instructional staff, led by the English Learner Achievement Department (ELAD), focused on research-based instructional strategies that support and improve English Learners academic achievement.

- Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) and AVID, which are focused on improving English Learners literacy skills and academic achievement.
- Instructional staff developing and implementing research based formative ELD assessments in one-on-one and/or small group tutoring to measure language skills.
- Administering the initial ELPAC to incoming new students to determine current language skills.
- Ongoing monitoring of Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students.
- Engaging stakeholders to seek feedback on existing programs and identify potential barriers to learning.
- Provide English Learners with an opportunity to access accelerated coursework, honors classes, and Advanced Placements (AP).
- A Monthly Storybook that summarizes English Learners performance on specific achievement indicators, including participation and credit completion.
- Increase student and parent participation in English Learners Advisory Committee (ELAC) to engender robust conversations focused on English Learners advocacy, development of ELD Program, and needs assessment.

Foster Youth:

- Foster youth were contacted first by instructional and support staff to address their academic, physical, mental health, and social-emotional needs during distance learning.
- Incoming foster youth students were immediately enrolled and provided with an appropriate course of study plan.
- School clerks tagged foster youth in the School's Student Information System to enable the school social worker to follow-up with each student and caregiver.
- Ongoing monitoring of foster youth participation and credit completion made available to school staff via the Monthly Storybook.
- Teachers utilizing Trauma Informed Practices (TIPs) to support the unique needs of foster youth.
- Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies.

Low Income:

- Continue to develop and refine curriculum to ensure it is multicultural and diverse.
- Provide professional learning to school staff on implicit bias and continue the discussion and reflection in Instructional and Staff Meetings.
- Provide Chromebooks and/or internet hotspots to students in need of home technology.
- Ongoing Family Learning Series to educate parents and caregivers on the School's distance learning program and resources available to support student achievement.
- Notifying students and families of food resources, health and wellness, and access to additional supports.
- Ongoing updates to the School's COVID-19 resources page.
- Grab & Go Meal Program available to families.
- Student participation in the Character and Leadership Development Program.
- Supplemental Mathematics and English Language Arts tutoring.
- Monitoring low income student participation and credit completion via the School's Monthly Storybook.

Audeo plans to continually monitor the effectiveness of the targeted actions provided to English Learners, Foster Youth, and Low-Income student groups by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in the English Learners Advisory Committee and School Site Council. Audeo will also carefully monitor student groups engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, and ELPAC. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Audeo offers an individualized learning experience for all students, with special emphasis on supporting students who have not exceeded in a traditional educational setting. By offering students a rigorous curriculum, aligned to state standards, and high-quality teachers in a safe and supportive environment, Audeo can reengage and help students meet their academic goals. Audeo has an enrollment of unduplicated pupils, foster youth, English learners, and low-income students which exceeds 58% of total enrollment. Audeo recognize that these student groups are more likely to have experienced traumatic experiences, to various degrees, and are disproportionately impacted by school closures. As Audeo plans instructional actions and services, the needs of the lowest-achieving students always take priority and met using evidence-based practices.

By conducting a needs assessment, engaging stakeholders, and reviewing the California School Dashboard results the School determined that there is a need to improve unduplicated pupil performance in the following Academic and Performance Indicators: Chronic Absenteeism, Graduation Rate, English Language Arts, and Mathematics. The School plans to increase and improve services to unduplicated pupils by taking the following actions for each of these indicators:

Chronic Absenteeism and Graduation Rate:

- Instructional methods: Differentiated math and English language arts tutoring opportunities.
- Broad and rigorous curriculum: counseling time to support the academic, emotional, and personal needs of students.
- Professional learning: implicit bias training and professional learning communities for staff.
- Safe and supportive environment: social-emotional learning services and supports (school social worker, trauma informed practices, character and leadership development program, RISE).

English Language Arts and Mathematics:

- Instructional methods: Math and English language arts tutoring opportunities focused on state standards and Smarter Balanced Summative Assessment Blueprint, Claims and Targets.
- Professional learning: English Language Development (ELD) training focused on integration of Achieve3000 and BrainPOP ESL literacy programs into curriculum, instruction, and assessment.

- Broad and rigorous curriculum: Integration of WRITE and AVID strategies into curriculum, instruction, and assessment.

Effectiveness of these increased and improved services will be monitored by instructional staff throughout the 20-21 school year. Instructional staff will analyze multiple metrics, including student surveys, formative assessments, language development assessments, Smarter Balanced Interim Assessments, participation rates, and credit completion rates, to determine trends and adjust practices to enhance the approach.

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Charter School of San Diego	Jay Garrity, Administrator of Instructional Services	Email: jgarrity@charterschool-sandiego.net Phone: (858) 678-2020

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Since 1994, The Charter School of San Diego (CSSD) has transformed the lives of over 37,000 academically underserved students in grades 6-12 throughout San Diego County, over 90% of whom are high school students. As the first charter school authorized in the county, CSSD offers an academic intervention program to re-engage students by guiding them to return to their school of residence after catching up in credits or into a college or career post-secondary pathway. The School dramatically reduces dropout rates – an issue critical to the nation’s future. CSSD currently serves more than 3,000 students annually, with an average enrollment of approximately 1500 students at CBEDS. CSSD’s student average length of enrollment is 18 months. This is due in part to the School’s re-directive nature, and also to the fact that many students enroll with CSSD as 11th and 12th grade students who need the personalized educational program provided by CSSD to achieve their academic goals.

CSSD is an independent study program that transforms students into self-motivated, self-disciplined, and accountable learners. Teachers actively engage and support students along the way, providing enrichment and one-on-one tutoring as needed. CSSD offers students an alternative to the traditional school setting. Resource Centers provide a safe and supportive environment that is centered on teaching and conducive to learning, a flexible schedule, and an around-the-year calendar to better serve student needs. To maximize student focus and ensure mastery of content while studying an academically rigorous curriculum, CSSD students are assigned only one or two subjects/courses per learning period.

The goal for every student is their mastery of state standards, as well as a successful transition from high school to their post-secondary choice. This mastery and successful transition are accomplished through the School’s understanding that every student is unique in their quest for college and career readiness. Whether their goal is to attend college or enter the workforce, CSSD students work one-on-one with their teachers to develop a personalized plan that will bring them closer to accomplishing their dreams.

As of the 2019-2020 school year, CSSD is identified by the California Department of Education (CDE) as participating in the Dashboard Alternative School Status (DASS) program. 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. CSSD served a student population comprising of 73% high-risk student groups in 2019-2020.

In March 2020, CSSD transitioned to distance learning due to the COVID-19 emergency. To ensure equity and access to distance learning, school staff sent a needs assessment survey to all students and parents to gather information on overall health, mental health, academic and physical needs. School staff, including Learning Leads, counselors, social worker, and school nurses, followed-up with each family and provided resources and support based upon specific needs. From March 16, 2020 to June 30, 2020, the CSSD health department and school social worker reported 1,044 follow-up communications with families regarding health and wellness.

To close the digital divide, CSSD deployed Chromebooks and hotspots to families in need of home computing and internet access. CSSD commonly refers to this as the Altus Connect Program. Priority was given to Students With Disabilities to ensure access to Special Education services. As of August 14, 2020, CSSD have issued 506 Chromebooks to students. Of these 506 students, 84% are considered Socio-economically Disadvantaged, 69% are Hispanic or Latino, 30% are Students With Disabilities, 19% are English Learners, 9% are Black or African American, 9% are white, 8% are Homeless, and 2% are Pregnant or Parenting. CSSD staff continue to check-in with families regarding home technology needs and can issue Chromebooks and/or internet hotspots as needed on an ongoing basis.

School staff have remained committed to mitigating loss of learning during the COVID-19 emergency. Teachers and special education case managers conduct virtual conferences, make daily phone calls, send emails and secure text messages to students and parents. Teachers have worked closely with all students to ensure they have a daily distance learning schedule. In addition to distance learning instructional time, teachers provide "office hours" to ensure that students have access to teachers for assistance and guidance. All staff communication and intervention efforts are documented in the School Information System (SIS). From March 16, 2020 to June 30, 2020, CSSD staff reported more than 98,254 communication and intervention efforts with students and families. These communication efforts include emails to students and/or parents, communication via a secure digital application, virtual conferences, and phone calls.

By providing students with health support/services, access to distance learning tools/technology and ongoing academic instruction, CSSD students have been able to continue their educational plan. For the 2019-2020 school year, 302 CSSD students have completed high school graduation requirements.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Students and families have been contacted directly by teachers, special education case managers, counselors, and school instructional leaders in multiple formats including secure text message, phone calls, emails, and virtual conferences. As school staff communicate with

families, they document their conversations in the School's Student Information System (SIS). The School's Data Department publish weekly and monthly contact reports that summarize frequency of interventions, methods of communication, staff involvement, and intervention purpose. Staff use multiple collaborative settings such as Resource Center Meetings, Department Meetings, and Leadership Team Meetings to review intervention reports and discuss ongoing needs of students. Collaboration is focused on finding solutions to meet the needs of all students, but with an emphasis on reengaging and supporting the lowest-achieving students. The School's Multi-Tiered System of Support (MTSS) is an integrated team of teachers, instructional leaders, counselors, school nurses, and social workers working together to review and analyze data to meet the educational, physical, emotional and mental health needs of all students.

CSSD has also used a mass notification system, Blackboard, to send English and Spanish announcements to students and parents focused on food resources, health and wellness, and access to additional supports. The School has sent needs assessment surveys and distance learning satisfaction questionnaires to families to determine specific household needs. The School's Data Department organizes the results so that school leaders can respond to each household's needs and adjust academic programs. Lastly, feedback gathered from these surveys help enhance the distance learning approach.

Students and parents are encouraged to participate in regularly scheduled Family Learning Series. The goal of these weekly virtual meetings is to educate and support the needs of parents and family members. In collaboration with stakeholders, the School was able to identify topics most relevant to families: distance learning resources and supports, health and safety, social-emotional support, IEP support services and support for English Learners. This continues to be a setting in which the School can gather information regarding family needs and potential distance learning barriers.

[A description of the options provided for remote participation in public meetings and public hearings.]

The English Learner Advisory Committee (ELAC) and School Site Council (SSC) are notified by email and/or phone approximately a week in advance of scheduled meetings. Courtesy meeting reminders are also provided to members 72 hours in advance. Members and participants are provided agendas and technology, if needed, such as a Chromebook and/or internet hotspot to join the meeting virtually. Technology training and support is offered and made available when needed. Participation and feedback are encouraged and documented. The Learning Continuity and Attendance Plan (LCP) was presented to both the ELAC and SSC for review and comment. Participants were provided an opportunity to provide feedback during the meeting or thru follow-up communication after the meeting.

[A summary of the feedback provided by specific stakeholder groups.]

CSSD values the perspective and feedback provided by all stakeholder groups. Some of the most important feedback was collected in May 2020 when CSSD sent a distance learning satisfaction survey to all parents. Key findings are provided below:

- 98% of parents report that their child has had full access to curriculum during distance learning.
- 96% of parents report that their child's teacher sets high expectations for their student and provides the support they need to achieve.
- 96% of parents report that the School has provided their child the supports they need to engage in distance learning.

- 96% of parents report that the School has provided them with information that is responsive to their child's and family's needs.
- 95% of parents report satisfaction with the services and supports they have received during COVID-19.

The high levels of satisfaction that parents reported in the May 2020 survey is consistent with the feedback collected at other settings and formats, including the Family Learning Series, ELAC, and SSC. While parents are very satisfied with the distance learning program their child has received, they want the school to remain focused on the following areas:

- School safety is a key requirement.
- Continue to ensure that all students have access to Chromebooks and home internet.
- A strong school-to-home partnership will lead to student success.
- Personalized learning is now more important than ever before.

From July 1, 2020 through July 20, 2020, CSSD surveyed parents on their thoughts of returning to a pre COVID-19 blending learning environment versus a distance learning environment. Parents were asked if they would send students to in-person instructional offering at Resource Centers if students were required to wear a facial covering, complete no touch temperature screenings, practice social distancing, and frequently wash hands. Based upon the survey results, it is evident that parents want health and safety protocols in place when students return to school. Staff sentiment regarding re-opening guidelines were consistent with parents. Staff and parents agree that the school to home partnership is critical for students to stay engaged and achieve in a distance learning environment. The daily communication of secure text messages, emails, virtual conferences, and phone calls strengthen this partnership. Lastly, staff and parents agree that students need ongoing social-emotional learning opportunities and supports during this uncertain time.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Stakeholder groups followed an Improvement Science protocol to determine student achievement gaps and the school's ideal rate of growth. Some of the academic achievement data analyzed was student participation rates, credit completion rates, graduation rates, chronic absenteeism rates, math and ELA test scores, and college/career readiness. Groups considered the needs of All Students, and unique pupils. Discussion also centered on how to support student engagement and academic achievement in distance learning and/or in-person instruction. There was group consensus that the School's PPEP is an effective systematic approach that supports the unique needs of each student. Stakeholder groups stated that while the School is making improvement in graduation rates, chronic absenteeism rates and English language arts achievement, there is consensus that math achievement and college/career readiness needs to be an area of focus for the 20-21 school year. Lastly, stakeholder groups believe expanded social-emotional learning will lead to increase levels of student engagement and academic achievement. The School plans to meet this need by offering the following services and supports:

- Expand School Social Worker program that offers counseling to students in need of mental and social-emotional supports.
- Continue to offer Family Learning Series to educate parents and caregivers on the academic, physical, mental, and social-emotional services and supports available.

- Continue to offer Resilience in Student Education (RISE) to all students which are focused on the Social and Emotional Core Competencies.
- Continue to offer the Character and Leadership Development Program to students which promotes overall health, fitness, wellness, team building, and positive interactions with peers.
- Schedule professional learning opportunities for staff related to social-emotional learning such as Trauma Informed Practices (TIPS), Youth Mental Health First Aid Training, and AVID.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

CSSD is committed to physically reopening school sites to students and staff and offer in-person instructional offerings. The School will continue to coordinate with state and county health officials to determine when it is safe to re-open school sites. When it is safe to bring students and staff back to school sites, CSSD will establish clear plans and protocols for students and staff to follow which are consistent with the guidance advocated by the California Department of Education (CDE) and San Diego County Office of Education (SDCOE). All students and staff will be required to complete temperature screening and symptoms assessment before entering school facilities. Personal Protective Equipment (PPE) will be available to students and staff along with training on how to use this specialized equipment. Students and staff will be required to wear facial coverings throughout the school day.

CSSD is an Independent Study Program which provides students with access to Resource Centers throughout the week. When it is safe to return to Resource Centers, student schedules will be modified to reduce the number of students on-site to ensure social distancing requirements are met. Staff will strategically assign students to certain learning stations within the Resource Centers to mitigate close contact with other students. Each Resource Center will have hand sanitizer stations that students and staff will be directed to use throughout the workday to ensure healthy hygiene. Resource Centers will also be equipped with cleaning and disinfectant kits which will be restocked as needed. School staff will receive training on how to properly clean and disinfect facilities after student use.

All students will have access to instructional support and tutoring at the Resource Centers. Students With Disabilities (SWD) will have access to all special education services. Additional school staff such as counselors, nurses, and social workers will be available to support students with social-emotional needs. Students with underlying health challenges who do not want to return to Resource Centers will be provided personalized distance learning and support that meet their individual needs. School staff will remain committed to making daily contact with all students thru secure text messages, virtual conferences, email messages, and phone calls to determine specific learning needs and communicate academic progress with parents and/or caregivers.

CSSD will be able to mitigate potential student learning loss by implementing the School's key process, the Pathways Personalized Education Plan (PPEP). The PPEP continues to be the key instructional process that staff use to analyze each student's current academic levels, grades/credits, educational goals, learning style/preferences, interests, and post high school pathway in order to build an individual academic plan for each and every student. This process is developed and continually revised in collaboration with the student, parent, teacher, counselor, and school instructional leader. As part of the PPEP and Instructional Plan, the School will administer a fall benchmark assessment, NWEA Measures of Academic Progress (MAP), to all students to measure academic levels and proficiency in Reading, Language and Mathematics. Teachers and instructional leaders will use student assessment results to make data informed decisions such as increasing individual tutoring support in certain academic domains or utilizing specialized instructional strategies, curriculum, and programs to improve student skills.

One of the key elements of the PPEP is monitoring student academic progress and growth. When students do not demonstrate improved academic growth over time, instructional staff initiate and increase academic intervention efforts and supports. CSSD utilizes a Student Intervention Program which is aligned to the framework of the Multi-Tiered System of Support (MTSS). This intervention model is designed to provide instructional staff with a system that quickly identifies and matches the needs of all students. Each intervention completed by a teacher, counselor or school support staff is documented in the school information system. At the end of each month, the School's Data and Assessment department provides staff with a Monthly Storybook that summarizes specific interventions completed. School leaders use this intervention data to monitor intervention effectiveness and ongoing student needs.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
To support the 19-20 fleet of Chromebooks and internet hotspots, additional units will be purchased in 20-21 to increase student access to the full curriculum	\$119,069	Yes
Personal Protective Equipment (PPE) and standing no-touch temperature screening systems to meet health and safety reopening requirements	\$106,342	Yes
Teachers and Certificated Teacher Resources (CTRs) to support in-person learning: train students on school social distancing requirements/procedures, ongoing communication with students and parents, creation of personalized learning plans, facilitate one-on-one and small group tutoring sessions in core subjects, and English Language Development services/instruction	\$8,538,894	Yes
Special Education Case Managers to support Students With Disabilities (SWD)	\$2,161,831	Yes
Learning Leads to support management of both the PPEP and MTSS, along with ongoing teacher coaching focused on effective delivery of instruction to meet the needs of all students	\$257,084	Yes
Counselors to support the academic and social-emotional needs of students within MTSS	\$497,141	Yes

Description	Total Funds	Contributing Page 571 of 593
The Ed Ladder- supplemental math and ELA tutoring services for lowest-achieving and grade 12 students	\$191,250	Yes
Classified school personnel to support the development of the Monthly Storybook	\$149,387	Yes
NWEA- assessment program to measure student academic levels in the fall and spring semesters	\$14,887	Yes
Edgenuity- online learning platform to deliver distance learning	\$249,171	Yes
School Pathways Student Information System- platform for instructional staff to report student attendance, document contacts, monitor student progress, and record grades	\$104,673	Yes
Professional Learning opportunities for staff, including Leading Edge Certification (LEC), Youth Mental Health First Aid (YMHFA), Writing Redesigned for Teaching and Equity (WRITE), and AVID	\$20,679	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

CSSD recognizes that all students learn differently and possess different skills. Therefore, the School is committed to providing a personalized instructional approach to each student to meet their needs. While some students are proficient users of technology and distance learning resources, there are other students who need support in this area. To meet this need, CSSD teachers have been able to provide ongoing technology training and support to all students. In addition, teachers have been able to extend technology training and support to parents and caregivers as well to ensure that they are involved in their child's distance learning education. This ongoing technology support has strengthened the school-to-home partnership and increased equity and access to the School's full curriculum.

Throughout the COVID-19 emergency, students continue to have access to a traditional, textbook-based independent study curriculum. This curriculum is aligned to state standards and is developed by subject matter experts. Since students cannot go to the Resource Center to pick up physical materials, the School's Curriculum Department has taken steps to ensure students can access digital lesson guides and have access to online textbooks. Students and families who require hard copy materials are provided textbooks, lesson guides, and supplemental materials through no-contact deployment methods.

Edgenuity is the learning platform the School uses to deliver online curriculum. Edgenuity curriculum was offered to students prior to the COVID-19 closure if online instruction was their preferred learning style. Students have access through the Edgenuity curriculum platform to

multiple scaffolds to support their learning; these are essential learning supports for English Learners and Students with Disabilities with functioning and universal tools to support all learners. Students have access to digital notetaking, transcripts of the instruction available in a variety of languages, hard copy graphic organizers that they can utilize during the instructional component of the lesson, glossary, academic language, digital sticky notes, extended time, video closed captioning, and the ability to enable text translation and read aloud text passages.

Students who did not previously have access to a computer and/or home internet have received a laptop and hotspot through the Altus Connect Program to ensure they have the same accessibility to the online Edgenuity platform from home as they would have previously at the Resource Center.

School staff remain committed to maintaining high levels of student engagement and supporting academic achievement in distance learning. Setting high expectations for students will support them with achieving their daily, weekly, and monthly goals. Some of the key instructional distance learning strategies are highlighted below:

Virtual one-on-one meetings and small group tutoring sessions: Teachers work with students virtually in both one-on-one meetings and in small group tutoring sessions to guide instruction and assess if a student has mastered content standards or if additional instruction is necessary.

Virtual office hours: In addition to weekly scheduled individual and group appointments, teachers hold virtual office hours to offer instructional support to all learners.

Online check-in: Teachers also check in with students regarding academic progress and engagement via online forms, surveys, screencast videos, virtual resource center events, and additional online communication tools.

Distance learning math instruction continues to be a key instructional area of focus. On average, students enroll in CSSD 2-3 grade levels behind in mathematics skills as measured by NWEA assessments. To improve student math proficiency, teachers regularly provide instructional sessions in math that scaffold student skills to achieve performance targets of the courses and assessments. While instruction is claim and target-driven with a focus on both skill-building and content mastery, adjustments are made throughout each session based on formative assessment to ensure understanding for all learners. Additionally, students are grouped based on academic level data and content needs to support individual progress with the group in a safe and supportive learning environment. These sessions are interactive with online video tutorials from both teachers and field experts that engage students in real-world math application and scenarios.

CSSD has also provided increased support in English Language Development (ELD). Designated ELD sessions incorporate online tools that support English Learners and struggling readers with the purpose of increasing Lexile scores and English language proficiency. Students engage in online literacy circles that promote virtual collaboration and language development in alignment with the English Learner

Plan. Throughout these sessions, students are exposed to frontloaded vocabulary, explicit and scaffolded instruction, and multiple means of representation while being able to use their home language when needed to activate higher-order thinking skills. In addition to a focus on reading comprehension, reading fluency, and writing structures, Designated ELD sessions offer English Learners an opportunity to develop oral language competency through virtual interaction in a meaningful, collaborative learning environment

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

To close the digital divide, CSSD has conducted multiple student and parent needs assessment and satisfaction surveys to determine which families need home technology. In addition, teachers communicate regularly with students and parents thru multiple methods, including secure text messages, phone calls, virtual conferences, and emails to identify ongoing student needs or unique circumstances. As a result, CSSD has been able to deploy Chromebooks and internet hotspots to all students in need. As new students enroll, school clerks and counselors conduct a technology needs assessment with each family, and when necessary, quickly deploy devices to these newly enrolled families to ensure all barriers to learning are eliminated.

On occasion, some of the school issued devices need repair or service. In this case, devices are collected and submitted to the School's Operations Department for repair/service. Students are issued replacement devices to ensure there are no gaps in access.

The School has also enhanced school websites and technology tools. As a coordinated effort to minimize confusion and redundancy for students and parents, the School has created an online landing page, www.altusgo.com, that provides students and families with all necessary access points to curriculum and instructional supports. From this online landing page, students can access pertinent school technology programs such as Edgenuity, Naviance, Illuminate, Achieve 3000, BrainPOP, and the Tech Tool Library. This online landing page provides students with a single access point to all the websites needed for the curriculum. Furthermore, students can use the School's online Tech Tool Library to access subject specific resources and digital tools for creativity, critical thinking, and collaboration and communication. Educational resources are presented along with instructional videos to train students on the logistics and application of the tools within learning.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

CSSD teachers monitor and measure student progress and participation daily. Teachers collect metrics to determine participation, which may include, but is not limited to, evidence of participation in online activities, completion of assigned coursework, completion of assessments, and daily communication. Students are also required to maintain and submit a monthly Student Learning Log to their teacher which accounts for their daily learning. Student Learning Logs for each attendance period is reviewed by the teacher, signed, dated, and archived in the School Pathways School Information System (SPSIS). At the end of the attendance period, certificated teachers certify student attendance via SPSIS.

Teachers continue to use formative and summative assessments to evaluate student learning. Teachers will use their findings to determine how best to modify curriculum and personalize instruction to improve student learning. Some examples of assessments include printed coursework, online curriculum activities, quizzes, unit tests, writing assignments, web portfolios, presentations/speeches, and end of course exams. All completed student assignments are graded by a teacher and given a letter grade based upon rubrics and exemplar responses. Evaluative feedback will also be available on all student assignments, including printed coursework. Assignments with an overall grade of less than 70% will require student learning remediation which is crafted by the teacher.

Teachers will utilize secure video conference sessions to teach specific academic subjects and topics to students. Teachers will use these sessions to provide direct instruction, create guided and individual practice with the purpose of evaluating student learning. Some of the evaluative methods used in video conference session include, but are not limited to, check-for-understanding activities, quick writes, pop quizzes, group projects and presentations.

Teachers will utilize the SPSIS Gradebook to record all completed student assignments throughout the attendance period. Teachers will also add course comments at the end of each Learning Period that summarize the student's progress and achievement. These recorded assignments and comments are available to students and parents via the School Pathways Student and Parent Portal. School instructional staff provide ongoing training and support to students and parent on how to access and view the Student and Parent Portal.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

As the School transitioned to distance learning in the spring, staff was surveyed to determine potential areas of need for professional learning. Based upon these results, school leaders modified the Professional Learning system, Altus University, to be a fully online platform. Altus University is now called, AU in the Cloud, and is available to all segments of the workforce. Professional Learning through AU in the Cloud is aligned to the California Quality Professional Learning Standards (QPLS). AU in the Cloud sessions incorporate school-wide initiatives to improve student learning in math and English language development. Each AU in the Cloud session have an evaluation for participants to provide feedback on the participation, satisfaction, usefulness, learning, and additional areas for follow up. Feedback is provided to the School's curriculum departments to use as part of their ongoing Professional Learning Communities (PLCs) and plan for additional AU in the Cloud sessions.

AU in the Cloud sessions provide instructional staff the time and space to explore curriculum content necessary to provide quality instruction to students. The instructors of the sessions build the capacity of the participants to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards. Assessment and instructional strategies are incorporated into the AU in the Cloud sessions so that teachers are using formative assessment strategies to inform virtual instruction to a diverse student population. Teachers have been through Leading Edge Certification (LEC), a national certification for educational technology. Through this certification

process, teachers learned how to be effective online and blended learning teachers, skills necessary during the COVID-19 closures. For new teachers, the School continues the certification process through the LEC FLEX program. Through virtual tutoring session observations, school instructional leaders provide feedback on new skills acquired through the AU in the Cloud sessions. AU in the Cloud sessions are delivered by instructors who model how to differentiate curriculum and scaffold instruction so that there is support in place for all students. The sessions uphold the School's values that kids come first by increasing the participant's capacity to strengthen students' participation, engagement, connection, sense of belonging, and emotional well-being.

Virtual instructional strategies are presented through an equity lens, ensuring access and equity for all students during distance learning. Data informing AU in the Cloud is disaggregated by gender, race, special needs, foster youth, and socio-economic indicators. This allows for the identification of student instructional needs focused on student groups. All participants have access to AU in the Cloud Sessions through registration on the Altus University Portal. AU in the Cloud sessions are generally on the same day of the week and time so that teachers can plan virtual instruction around the professional learning session they would like to attend. AU in the Cloud sessions are also recorded so staff members who are unable to attend a live session have access to on demand sessions.

Instructors for AU in the Cloud sessions are a collaboration of Special Education, English Learner, and General Education teachers. AU in the Cloud session instructors maintain a positive learning environment for all participants. Participants can utilize the chat feature within Microsoft Teams to get answers to questions without breaking the flow of instruction and they also have an opportunity to unmute their microphone to participate verbally. Instructors of the AU sessions also engage participants through Web 2.0 tools learned from the Leading Edge Certification (LEC). AU in the Cloud instructors understand that especially in this COVID-19 closure, student Social Emotional Learning is at the heart and focus on connection with students first, followed by content.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

CSSD's credentialed and classified staff are being utilized to meet the academic and social/emotional needs of all students. Teachers, special education case managers, counselors, social workers, and nurses are actively using distance learning software and communication tools to engage families. In doing so, school staff are available to help students and families find community-based resources. The School's website also has a comprehensive resource page to make it easy for staff, students, and parents to find the resources they need.

School leadership continues to listen and collaborate with all segments of the workforce. Instructional school leaders conduct weekly Resource Center meetings with teachers, special education case managers, and counselors to discuss program updates, best practice sharing, analyze student trends, and discuss ongoing challenges and/or successes. Other school departments such as Finance, Operations and Facilities, Health and Wellness, and Human Resources meet weekly to discuss and collaborate on project management. All of the weekly school meetings are conducted thru the Microsoft Teams conferencing platform which is secure and enabled with collaboration tools such as screen sharing and chat features.

CSSD has surveyed staff multiple times to determine specific needs of individual employees and/or positions. Based upon the feedback collected, school leadership was able to modify the Professional Learning System to ensure that staff is receiving the training they need to perform new roles and responsibilities. At each professional learning session, participants are surveyed on the usefulness of the training and if they have any additional needs. The survey data is analyzed and considered when making future AU in the Cloud session topics.

The School has also created an online network, AltusWAVE, that houses the internal documents teachers and support staff need to implement each student's Pathways Personalized Educational Plan (PPEP). With the AltusWAVE platform, instructional staff access all curriculum documents such as lesson guides, answer keys, and end of course exams. During the COVID-19 closure, the School's Technology Department expedited internal network files onto the AltusWAVE, a secured platform that all school employees can access from anywhere.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

CSSD is identified by the California Department of Education (CDE) as participating in the Dashboard Alternative School Status (DASS) program. Therefore, CSSD is an educational program designed to meet and assist all students with unique needs and circumstances by utilizing the School's key process, Pathways Personalized Educational Plan (PPEP). Each student PPEP is collaboratively developed by the teacher, student, parent, school counselor, and instructional leader. The PPEP considers many factors including demographic information and student groups: Individualized Education Program (IEP), 504 Plan, Gifted and Talented Education (GATE), English Learners (EL), Foster Youth, Pregnant and Parenting, and Homeless. In addition, each student PPEP identifies educational goals, learning style preferences, career interests, daily learning schedule, and course plan. Instructional staff use the Multi-Tiered Systems of Supports (MTSS), to coordinate a personalized and enhanced intervention strategies and resources that match the needs of students. At the end of each Learning Period, the School's Data Department publish a Monthly Storybook which provides targeted, drilled down data that includes achievement and engagement indicators that relate directly to overall student success and that of student groups. Monthly Storybook results are analyzed by all levels of the organization to make data informed decisions regarding curriculum, instruction, and professional development.

CSSD served 2,096 students during July 2020. Of these 2,096 total students, 52% are Hispanic, 22% are White, and 6% are Black or African American. 20% of students are other ethnicities. In addition, 60% of students are Socio-economically Disadvantaged, 21% are Students with Disabilities, 11% are English Learners, 4% are Homeless, and 21% are identified as GATE. There are 7 foster youth students enrolled at CSSD.

CSSD's cumulative 2019-2020 attendance rate for all students is 87%. Attendance rates for English Learners is 85%, Students With Disabilities is 86%, and Low-Income is 86%. Alignment of attendance rates for all students and the significant student groups demonstrate that the School is meeting the needs of all students.

CSSD utilizes a teacher created curriculum that is developed within the Universal Design Learning (UDL) framework to ensure equity and access for all learners. UDL principles are integrated into curriculum design to eliminate barriers to learning through the provision of multiple means of engagement, representation, and action and expression. Teachers utilize this curriculum feature to personalize curriculum for each learner.

CSSD school staff provide distance learning instructional sessions that are data-driven and implemented strategically to support specific learner needs. A thorough data collection and analysis process for all students as well as individual student groups (low-income, SWD, English Learners) helps inform instructional sessions and the overall Instructional Plan. These tutoring sessions utilize an extensive variety of instructional strategies to aid in increased academic engagement as well as a variety of methods in which students interact with the content of the curriculum. Teachers utilize virtual technology tools to provide instructional modeling and tutorials specific to the session topic in a manner that is engaging and tangible for online learning.

English Learners are engaged effectively in learning through Integrated and Designated ELD supports that align to the implemented English Learner Plan. Based upon CSSD's 2019 California School Dashboard, 49% of English Learners are making progress towards English language proficiency. This is considered a medium-status level. CSSD's comprehensive English Learner Development (ELD) Program includes integrated and designated ELD.

Integrated ELD: Integrated ELD ensures that English Learners are accessing ELD standards while engaged in CA standards-based curriculum. Curriculum is developed in consultation with the ELAD (English Learner Achievement Department) and aligned to both CA ELD standards and CA Common Core standards.

Designated ELD: Designated ELD ensures that ELs are developing language and literacy skills separate from core instruction. Students are enrolled in Literacy courses (aligned to CA ELD standards), receive virtual ELD instruction through literacy circles, and engage in online learning programs that develop reading, writing, listening, speaking skills.

Students with Disabilities continue to receive an equitable education that is in alignment with acceptable practices as recommended by the U.S. Department of Education. Students with disabilities are provided a free and appropriate public education (FAPE) through the implementation of services, accommodations, modifications, and supplementary aids and services as outlined in each student's individualized education plan (IEP). Specialized Academic Instruction (SAI) is provided for each student by an Education Specialist through distance learning methods including virtual and telephonic. Related services are contracted through a CDE approved Non-Public Agency

(NPA) and are delivered through virtual and telephonic methods. Curriculum is adjusted to ensure full accessibility and standards-based instruction is differentiated for each student through online learning platforms. Case managers check in with students regarding academic progress and engagement via online forms, surveys, screencast videos, virtual resource center events, and additional online communication tools. Case managers consult with general education teachers to implement accommodations and modifications in core curriculum and to customize curriculum to ensure accessibility through principles of Universal Design for Learning.

Special education case managers work with students virtually in both one-on-one sessions and in small group break-out sessions. Students are identified to participate in small group SAI sessions based on IEP goals, social-emotional needs, and grade level/topic assignments. Key components of SAI include: establishing structure/routine, student training on virtual platforms and digital tools, integrated social-emotional learning, use of multiple modalities to engage learning styles virtually, and implementation of accommodations and modifications.

Special education case managers ensure full student accessibility to virtual SAI and online curriculum through implementing principles of Universal Design for Learning (UDL):

Multiple Means of Representation: Use of video lectures, graphic displays, text, simulations, video captioning, and read-aloud support features. Key concepts and tasks are explained using multiple representations (verbal, concrete manipulative, numerical, graphical, and symbolic), and students are guided in mapping meaning among the varied representations. Graphic organizers (web diagrams, hierarchical diagrams, concept maps, T-charts, Venn diagrams, flow charts, timelines, and sequence graphics) are included in instruction, tasks, and assignments.

Multiple Means of Expression: Throughout SAI and assessments, students are provided options to answer multiple choice questions, highlight text, complete surveys, create visual representations, use tactile digital tools, and fill out graphic organizers. These multiple means of expression appeal to multiple learning styles and allow students to demonstrate their knowledge in a variety of ways.

Multiple Means of Engagement: Self-paced coursework that is customized based on student interest is a motivating for students. Teachers present course concepts in ways that are relevant to students' lives. Case Managers promote self-regulation with creation of visual schedules, weekly calendars, goal-setting activities, and provide regular progress updates.

Due to the COVID-19 emergency, school staff understand that some students may be at greater risk for potential learning loss. Potential vulnerable student groups include low-income, foster youth and students experiencing homelessness. For that reason, school leadership have remained committed to mitigating learning loss by taking specific actions: daily follow-up calls and emails from support staff, secure reliable technology devices and connectivity, providing social-emotional support, food assistance, and additional supports as needed. In addition, teachers have received ongoing specialized professional learning focused on researched-based instructional strategies which support vulnerable student groups. Teachers have received training on Trauma Informed Practices (TIPS) and use these instructional

engagement strategies to support the social-emotional needs of students. TIPS strategies include empathy, active listening, and providing a sense of safety and connectedness. Teachers also partner with the school social worker to provide social, emotional, and behavioral support systems to students and families. The social worker provides services and facilitate referrals to support student academic and social/emotional needs.

School staff participated in professional learning led by a Protective Services Supervisor with Child Welfare Services which focused on mandated reporting in a distance learning school environment. Topics included department trends, considerations within the new environment, recent case examples, and how to proactively protect the physical and mental wellness of students.

CSSD has been able to engage and support all students during the COVID-19 emergency by providing a whole-child educational approach. This approach prioritizes engagement, safety, health and access to support and resources.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
To support the 19-20 fleet of Chromebooks and internet hotspots, additional units will be purchased in 20-21 to increase student access to the full curriculum	\$119,069	Yes
Teachers and Certificated Teacher Resources (CTRs) to support distance learning: ongoing communication with students and parents, creation of personalized learning plans, facilitate one-on-one and small group tutoring sessions in core subjects, and English Language Development services/instruction	\$8,538,894	Yes
Special Education Case Managers to support Students With Disabilities (SWD)	\$2,161,831	Yes
Learning Leads to support management of both the PPEP and MTSS, along with ongoing teacher coaching focused on effective delivery of instruction to meet the needs of all students	\$257,084	Yes
Counselors to support the academic and social-emotional needs of students as key member of MTSS	\$497,141	Yes
The Ed Ladder- supplemental math and ELA tutoring services for lowest-achieving and grade 12 students	\$191,250	Yes
Classified personnel to support the development of the Monthly Storybook	\$149,387	Yes
NWEA- assessment program to measure student academic levels in the fall and spring semesters	\$14,887	Yes
Edgenuity- online learning platform to deliver distance learning	\$249,171	Yes
School Pathways Student Information System- platform for instructional staff to report student attendance, document contacts, monitor student progress, and record grades	\$104,673	Yes

Description	Total Funds	Contributing Page 580 of 593
Professional Learning opportunities for staff, including Leading Edge Certification (LEC), Youth Mental Health First Aid (YMHFA), Writing Redesigned for Teaching and Equity (WRITE), and AVID	\$20,679	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

As students continue distance learning, instructional staff need to monitor what students are learning and where they need additional support. Additionally, the school understands that some students have been disproportionately impacted by COVID-19 and need increased services and supports. By using a Data Integration System, the school will be able to accelerate individual student learning by focusing on resources where they are needed most. The School's Data Integration System is comprised of several formative and summative assessment tools administered throughout the school year. To start the school year, all students will be given an initial diagnostic assessment, NWEA Measures of Academic Progress (MAPs), that measures students skills in Reading, Language and Mathematics. Individual student score reports will be shared with students and parents in private conferences with the focus on a growth mindset. School leaders will work closely with teachers to analyze each student's assessment data and adjust curriculum and instruction to accelerate learning in those areas. Students identified as below grade level in Reading and Language will be assigned a specialized literacy program, Achieve3000, to improve ELA skills. Students scoring below grade level in Mathematics will be assigned an Edgenuity MyPath Math course to accelerate learning or provided increased math instruction in one-on-one and/or small group settings. Professional learning opportunities will be made available to teachers throughout the school year that establish clear protocols on how to effectively support English language development, including the use of Achieve3000 and BrainPOP ESL, and evidence-based math instructional strategies focused on accelerated learning such as the use of Edgenuity MyPath Math.

The School will also administer NWEA MAPs in the Spring semester. The NWEA MAPs spring administration will serve as a post-assessment and measure student growth over the course of the school year in the domains of Reading, Language and Mathematics. Teachers and school leaders will follow similar data analysis protocols conducted in the Fall semester and conferences will be conducted with students and parents to discuss learning results.

The School also plans to administer the Smarter Balanced Interim Assessments to students in the fall to evaluate mastery of grade level standards in English Language Arts and Mathematics. Student scores will be analyzed by instructional staff at multiple venues such as Resource Center Meetings, Instructional/Staff Meetings, and AU in the Cloud sessions. Data analysis will be an integrated team approach, including school instructional leaders, teachers, special education case managers, and subject matter experts such as the math specialists focused on the development of systematic methods to improve student learning.

As students make progress in their assigned courses, whether it is a traditional textbook curriculum, online, or blended, students are required to complete a variety of formative assessments. These formative assessments include, but are not limited to, writing assignments, quizzes, virtual labs, presentations, and end of course exams. The School's curriculum departments have also embedded Illuminate Learning Checks into each specific subject and grade-level to ensure that students are meeting key standards and learning topics. Teachers also use formative assessments when conducting virtual tutoring sessions such as verbal checks for comprehension, peer discussion, journaling, exit slips, and projects. These continuous formative assessments inform teachers about student progress and if their practices are effective while at the same time building student capacity to be self-aware of their learning.

CSSD will continuously assess student English Language Development (ELD) throughout the school year. The School will use multiple assessment tools to evaluate student language proficiency in reading, writing, listening, and speaking. ELD assessments will include administering the Summative ELPAC, ELPAC Practice Tests, and ELD Assessments embedded in the curriculum. Virtual designated ELD sessions will be offered to English Learners and struggling readers to teach content and provide a check-in opportunity with students. In this setting, students will be able to interact with peers and build interpersonal skills. Teachers will also follow protocols to evaluate student reading skills, comprehension, and fluency, and writing skills as well.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

CSSD will continue to personalize learning programs to meet the needs of all students, with special emphasis on student groups that may have been disproportionately impacted by COVID-19. School staff understand that students cannot learn until they feel safe. To ensure student safety, school leadership and teachers will use questionnaires to survey student connectedness to peers, relationships with adults, and overall mental health. CSSD will also focus on ensuring students have access to distance learning curriculum, support for family and student well-being, and access to social-emotional support.

CSSD's curriculum has been uniquely designed to ensure equity and access for all learners. Universal Design Learning (UDL) principles are integrated into the curriculum to eliminate barriers to learning through the provision of multiple means of engagement, representation, and action and expression. Moreover, CSSD utilizes both Integrated and Designated ELD to support language proficiency. Teachers work closely with their school instructional leaders to determine how and when to use Integrated and/or Designated ELD. While CSSD's Integrated ELD ensures that English Learners are accessing ELD standards while in core curriculum, Designated ELD is focused on language development skills separate from core instruction. As students make progress in their courses and participate in virtual literacy tutoring sessions, teachers use assessments to monitor changes in student proficiency levels. Adjustments are made to both the curriculum and instructional strategies based upon the needs of the student.

Teachers will hold frequent meetings with students and parents to discuss their Pathways Personalized Educational Plan (PPEP). At these meetings, teachers will provide progress reports focused on academic engagement, class grades, and progress towards grade level

promotion or graduation. Teachers will also provide guidance on how to access the School Pathways School Information System (SPSIS) Student and Parent Portal and where grades are reported. Teachers are also able to setup weekly Edgenuity progress reports sent directly to the parent's email. Students who do not make adequate progress, instructional staff will utilize the Multi-Tiered System of Support (MTSS), a collaborative intervention approach that match the needs of students with appropriate resources and services. In some cases, students and parents meet with counselors, school nurses, and social workers to address areas of needs. As school staff engage students and parents within the MTSS, the goal is to create an educational partnership focused on improving student learning during the next phases.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

CSSD will use multiple assessment tools and data analysis protocols to determine effectiveness of services and supports. School instructional leaders and staff have collaborated to determine the feasibility of formative and summative assessments this school year. There is agreement that the NWEA MAP is an effective and viable assessment tool to gauge student academic skills in Reading, Language, and Mathematics. At the end of the NWEA MAP fall testing window, teachers along with their instructional leaders will follow data-analysis protocols to determine how best to support students in specific academic domains. The School as a whole, instructional leaders, staff, and students/parents believe that the spring NWEA MAP (post-assessment) will be an effective tool to evaluate what students have learned in the 20-21 school year and what academic domains and topics need targeted intervention in the summer months.

The instructional program will place special emphasis on evaluating Illuminate Learning Checks and End of Course Exams (EOCs). Illuminate assessment are fully integrated into the core curriculum. As students are introduced to content standards and topics in their assigned courses, Illuminate Learning Checks evaluate student understanding and ability to apply knowledge. In addition, Illuminate Learning Checks and End of Course Exams are aligned to grade level state standards and Smarter Balanced Summative Assessment practice items. Teachers will be provided the time and space at Resource Center and Instructional/Staff Meetings to analyze student data, reflect on instructional practices, and connect with peers and subject matter experts.

Illuminate will serve as an instructional database where each student has a profile, updated with demographics, so that instructional staff can analyze academic achievement by student groups. This will ensure that instructional staff can identify gaps in achievement and increase the appropriate services and support to meet the needs of all students. Ongoing professional learning will be provided to instructional staff on how to administer Illuminate assessments to students, grade constructed responses, and evaluate student data. In addition, the School has an Illuminate department, comprised of teachers and special education case managers, who regularly lead AU in the Cloud sessions and provide coaching as needed for new and experienced teachers. AU in the Cloud sessions regularly review the data collected, summarize results, and discuss how to effectively respond to data trends.

Teachers will provide small group virtual tutoring focused on grade specific subjects and topics. Throughout these tutoring sessions, teachers will utilize a variety of assessment strategies to evaluate student performance. Teachers will incorporate various instructional strategies and approaches in these virtual sessions including learning hooks, check for prior knowledge, direct instruction, guided practice, and individual practice. At every stage, teachers will utilize both innovative and traditional methods to evaluate student acquisition and

application of knowledge. School instructional leaders will periodically join these virtual tutoring sessions and conduct observations. Teachers will be provided feedback on their ability to plan instruction, use relevant and age-appropriate curriculum, engage the audience, and create opportunity for students to interact and dialogue. These tutoring observations will ensure that all students are receiving quality services and supports that meet their individual needs.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Teachers and Certificated Teacher Resources (CTRs) to evaluate pupil learning loss by utilizing the Data Integration System	\$948,766	Yes
Learning Leads to support the implementation of the Data Integration System and design protocols for teachers to continually evaluate student learning using both formative and summative assessments to inform instructional strategies with special emphasis on student group achievement and English Language Development	\$128,542	Yes
NWEA- assessment program to measure student academic levels in Reading, Language, and Mathematics in the Fall and Spring semesters	\$14,887	Yes
Achieve 3000- educational program designed to improve student literacy skills for English Learners and Struggling Readers	\$19,815	Yes
Edgenuity MyPath- educational intervention program that offers data-driven differentiated instruction in Mathematics and English Language Arts	\$13,616	Yes
Illuminate- online instructional database that school staff use to assess student learning and analyze achievement	\$9791	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The mental health and social and emotional well-being of students, their families, and staff is a top school priority. School leaders understand that the pandemic has created traumatic experiences for many, to various degrees. Therefore, the School has developed trauma informed crisis response systems which are sensitive to the emotional needs of students, families, and staff. A key component of the crisis response system is forging strong school-to-home relationships, centered on trust and two-way communication. Staff have remained connected with students and their families by using secure texts, emails, video conferences, and phone calls to conduct informal conversations focused on social-emotional needs. School leaders who supervise staff remain committed to staying connected as well to evaluate the social-emotional

needs of staff and how best to support them. In addition, CSSD have utilized multiple surveys to assess students, their families, and staff needs. School leaders analyze the recorded data, collaborate with appropriate professionals to determine how best to support each individual case, and document follow-up efforts and referrals. Page 584 of 593

To support the social-emotional learning needs of students, CSSD has provided a series of live, interactive video broadcasts for students, called Resilience in Student Education (RISE). RISE sessions are aligned to Social and Emotional Core Competencies and serve to enhance a student's capacity to integrate skills, attitudes, and behaviors which effectively and ethically deal with daily tasks and challenges. CSSD understands how important it is to attend to the social and emotional needs that arise during times of crisis and challenge and will continue to offer social-emotional learning topics that are essential to mental health and wellness during this pandemic.

To further train and equip staff, CSSD teachers have completed the Youth Mental Health First Aid training (YMHFA) certification program. YMFHA is designed to educate adults who work with youth on how to identify risk factors and early signs of mental health challenges common amongst adolescents, including anxiety, depression, psychosis, eating disorders, ADHD, disruptive behavior disorders, and substance use disorder. CSSD instructional staff use the YMHFA framework to support youth developing signs and symptoms of mental health challenges. New CSSD teachers complete the YMHFA as part of their new teacher training so that they have the skills and knowledge to support the mental health needs of their students.

Teachers also employ Trauma Informed Practices (TIPS) in instructional engagement strategies. Some of the key strategies include empathy, active listening, and providing a sense of safety and connectedness. The school social worker partners with instructional staff to provide social, emotional, and behavioral support systems to students and families. The social worker provides services and facilitates referrals to support student academic and social/emotional needs.

To educate and support the needs of CSSD parents and families, the School has provided weekly trainings focused on distance learning expectations, health and safety, social-emotional support, IEP support services and support for English Learners. These specialized trainings are called Altus University: Family Learning Series and are offered on Tuesdays at 2:00pm. School staff notify families of these trainings by sending flyers to parents with the virtual meeting links so that they do not need to pre-register and can easily participate. Participants who attend the live broadcast can ask questions and collaborate with others in the meeting chat feature. Lastly, each session is also recorded so that it is available on demand for families who are unable to participate in the live event.

CSSD continues to offer the California Cadet Corps (CCC) to students as a leadership and development program. While founded on military principles, CCC objectives and standards focus on developing leadership skills at every level. Some of the objectives and learning targets include: Develop leadership, engender citizenship, encourage patriotism, foster academic excellence, teach basic military knowledge and promote overall health, fitness and wellness. Cadets participate in virtual meetings with their instructors and continue to build character and leadership development skills through the distance learning model.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Engagement and outreach are ongoing through instructional staff communication with students and their families. This strong school-to-home partnership has been the norm prior to COVID-19 and is a key pillar of the Pathways Personalized Education Plan. Teachers and special education case managers are in regular communication with their students regarding course progress, assignment grades, tutoring support, and available curriculum resources and tools. Communication methods include secure text, voice phone calls, virtual conferences via Microsoft Teams and Zoom, and emails. Bilingual staff assist with contacting families whose primary language is not English. The 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.

CSSD is an independent study program designed to monitor and measure student progress and participation daily. Teachers have been trained on how to determine student attendance by evaluating evidence of participation in online activities, completed assignments, completed assessments, and daily communication. The School uses a Multi-Tiered System of Supports (MTSS) to improve student engagement and meet the social-emotional needs of students. All students receive universal supports which include daily tutoring support in all subjects, access to support staff, frequent progress reports, and other supports and services. Students who do not meet attendance requirements are immediately contacted by their teacher. Teachers document these interventions efforts in the School Pathways Student Information System (SPSIS) and identify the communication method they used (i.e., virtual application, email, text, phone call). The School's Data Department provides instructional staff with weekly contact reports that summarize intervention efforts and trends. Some students who need additional supports and services will be contacted by the school counselor as a Tier II intervention, along with other support staff, based upon their individual needs. These students are carefully monitored by both the teacher and counselor moving forward to determine if the increased interventions are effective. Students who do not reengage in school are contacted by the school instructional leader as Tier III intervention, along with other support staff, to collaborate and discuss additional school services and/or referrals to community-based agencies organizations.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

While maintaining all social distancing practices and providing staff with Personal Protective Equipment (PPE) to wear, CSSD has partnered with the San Diego Food Bank to provide meals Monday-Thursday to students and families at two locations in Mission Valley and Bonita. Families arriving in vehicles are advised to remain in their vehicle as they receive food. All other visitors are advised to maintain six feet social distancing if there is a line. CSSD has informed students and families of the Altus Schools Grab and Go Meal Program by posting information on the school website and emailing flyers directly to all enrolled students and parents. Teachers also encourage families as they

communicate with them regularly about the Grab and Go Meal Program. On average, these two distribution centers provide 150 meals to students, families, and community members each week.

CSSD has also posted available community-based food resources on the school website along with the CA Meals for Kids Mobile Application. Some of the food resources listed on the school website include the Pandemic EBT, CalFresh Online Shopping, San Diego Food Banks neighborhood distribution locations, Feeding San Diego, and 2-1-1. CSSD's main office line has also been answered since the beginning of the COVID-19 emergency and staff have been able to provide families with community-based food resources and services.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Continuity of Learning	Microsoft 365 licenses for students and families to communicate via Outlook and Teams with teachers	\$29,320	Yes
Continuity of Learning	Technology services- configuration of Chromebooks and hotspots for student educational use, including repairs and troubleshooting services	\$23,447	Yes
Continuity of Learning	Curriculum and Professional Development Coordinator, Technology Integration Learning Lead and Math Specialists to facilitate professional learning opportunities for all staff	\$190,076	Yes
Continuity of Learning	School clerks to support with the enrollment of new students and attendance reporting	\$629,228	Yes
Mental Health and Social and Emotional Well-Being	School Nurse, Social Worker, School Psychologists to support the needs of students and staff	\$201,266	Yes
Mental Health and Social and Emotional Well-Being	Educationally Related Mental Health Services (ERMHS) to support student academic progress related to an IEP	\$736,230	Yes
School Nutrition	Food services support personnel and non-reusable supplies needed for the Grab & Go Meal Program	\$89,264	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students Page 527 of 593

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
16.23%	\$2,522,640

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

CSSD is identified by the CDE as participating in the Dashboard Alternative School Status (DASS). As of 2019-2020, CSSD served a student population comprising of 73% high-risk student groups. CSSD is uniquely designed to provide an innovative and personalized learning program to meet the needs of 'At Promise' youth. CSSD has an enrollment of unduplicated pupils which exceeds 66% of total enrollment. An unduplicated pupil is a student in one or more of the following student groups: foster youth, English Learners, and low-income. CSSD is committed to improving the lives of all students and families by providing them with a high-quality education that leads to graduation and a successful transition to college or the workforce.

To prioritize the needs of English Learners, Foster Youth, and Low Income, CSSD have taken the following targeted steps to support each student group.

English Learners:

- Curriculum design that is developed with the Universal Design Learning (UDL) framework to ensure equity and access for all learners.
- Integrated English Language Development (ELD) to support English Learners with their acquisition of core content knowledge.
- Designated English Language Development (ELD) courses and instruction to increase English Learners language proficiency.
- Utilization of Achieve3000 and BrainPOP ESL programs to develop reading, language, writing, and speaking skills.
- Ongoing ELD professional learning for instructional staff, led by the English Learner Achievement Department (ELAD), focused on research-based instructional strategies that support and improve English Learners academic achievement.
- Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) and AVID which are focused on improving English Learners literacy skills and academic achievement.
- Instructional staff developing and implementing research based formative ELD assessments in one-on-one and/or small group tutoring to measure language skills.
- Administering the initial ELPAC to incoming new students to determine current language skills.
- Ongoing monitoring of Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students.

- Engaging stakeholders to seek feedback on existing programs and identify potential barriers to learning.
- Provide English Learners with an opportunity to access accelerated coursework, honors classes, and Advanced Placements (AP).
- A Monthly Storybook that summarizes English Learners performance on specific achievement indicators, including participation and credit completion.
- Increase student and parent participation in English Learners Advisory Committee (ELAC) to engender robust conversations focused on English Learners advocacy, development of ELD Program, and needs assessment.

Foster Youth:

- Foster youth were contacted first by instructional and support staff to address their academic, physical, mental health, and social-emotional needs during distance learning.
- Incoming foster youth students were immediately enrolled and provided with an appropriate course of study plan.
- School clerks tagged foster youth in the School's Student Information System to enable the school social worker to follow-up with each student and caregiver.
- Ongoing monitoring of foster youth participation and credit completion made available to school staff via the Monthly Storybook.
- Teachers utilizing Trauma Informed Practices (TIPs) to support the unique needs of foster youth.
- Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies.

Low Income:

- Continue to develop and refine curriculum to ensure it is multicultural and diverse.
- Provide professional learning to school staff on implicit bias and continue the discussion and reflection in Instructional and Staff Meetings.
- Provide Chromebooks and/or internet hotspots to students in need of home technology.
- Ongoing Family Learning Series to educate parents and caregivers on the School's distance learning program and resources available to support student achievement.
- Notifying students and families of food resources, health and wellness, and access to additional supports.
- Ongoing updates to the School's COVID-19 resources page.
- Grab & Go Meal Program available to families.
- Student participation in the Character and Leadership Development Program.
- Supplemental Mathematics and English Language Arts tutoring.
- Monitoring low income student participation and credit completion via the School's Monthly Storybook.

CSSD plans to continually monitor the effectiveness of the targeted actions provided to English Learners, Foster Youth, and Low-Income student groups by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in the English Learners Advisory Committee and School Site Council. CSSD will also carefully monitor student groups engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, and

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

CSSD offers an individualized learning experience for all students, with special emphasis on supporting students who have not exceeded in a traditional educational setting. By offering students a rigorous curriculum, aligned to state standards, and high-quality teachers in a safe and supportive environment, CSSD can reengage and help students meet their academic goals. CSSD has an enrollment of unduplicated pupils, foster youth, English learners, and low-income students which exceeds 66% of total enrollment. CSSD recognize that these student groups are more likely to have experienced traumatic experiences, to various degrees, and are disproportionately impacted by school closures. As CSSD plans instructional actions and services, the needs of the lowest-achieving students always take priority and met using evidence-based practices.

By conducting a needs assessment, engaging stakeholders, and reviewing the California School Dashboard results the School determined that there is a need to improve unduplicated pupil performance in the following Academic and Performance Indicators: Chronic Absenteeism, Graduation Rate, English Language Arts, and Mathematics. The School plans to increase and improve services to unduplicated pupils by taking the following actions for each of these indicators:

Chronic Absenteeism and Graduation Rate:

- Instructional methods: Differentiated math and English language arts tutoring opportunities.
- Broad and rigorous curriculum: counseling time to support the academic, emotional, and personal needs of students.
- Professional learning: implicit bias training and professional learning communities for staff.
- Safe and supportive environment: social-emotional learning services and supports (school social worker, trauma informed practices, character and leadership development program, RISE).

English Language Arts and Mathematics:

- Instructional methods: Math and English language arts tutoring opportunities focused on state standards and Smarter Balanced Summative Assessment Blueprint, Claims and Targets.
- Professional learning: English Language Development (ELD) training focused on integration of Achieve3000 and BrainPOP ESL literacy programs into curriculum, instruction, and assessment.
- Broad and rigorous curriculum: Integration of WRITE and AVID strategies into curriculum, instruction, and assessment.

Effectiveness of these increased and improved services will be monitored by instructional staff throughout the 20-21 school year. Instructional staff will analyze multiple metrics, including student surveys, formative assessments, language development assessments,

RESOLUTION OF THE BOARD OF DIRECTORS

of

Student Success Programs, Inc.

d/b/a Audeo Charter School and The Charter School of San Diego

A California Nonprofit Public Benefit Corporation

WHEREAS, the Student Success Programs, Inc. (the “Corporation”) operates public charter schools, including Audeo Charter School (“Audeo”) and The Charter School of San Diego (“CSSD”), all of which are duly authorized by the San Diego Unified School District in 2001 and 1993, respectively. The Corporation maintains the funds for each charter school in segregated accounts; and

WHEREAS, the Corporation utilizes a fund accounting methodology, further disaggregating the revenues and expenditures of each non-classroom based resource center operated by each of the Corporation’s charter schools, which includes a designated “net balance of funds” when revenues exceed expenditures; and

WHEREAS, the Corporation’s stated charitable purpose, among others, is to “support and benefit ... other such public charter schools as may be established to provide public education based on the educational and teaching concepts, methods, models, techniques, systems and materials of the Charter School of San Diego... .” (Amended Articles of Incorporation, Article II, sub-section (1), June 01, 2016); and

WHEREAS, the Audeo Valley Charter School (“AVCS”) is proposed public charter school to be operated by the Audeo Charter School (corporation), an independent 501(c)(3) tax-exempt non-profit organization, utilizing the above referenced educational model; and

WHEREAS, the Audeo Charter School operates a non-classroom based resource center located in an adjacent county (Riverside County), at the following address:

Moreno Valley Resource Center
27130 Eucalyptus Avenue
Suite A
Moreno Valley, CA 92555

WHEREAS, Moreno Valley Resource Center has a positive net fund balance for at least five prior fiscal years;

WHEREAS, Audeo Charter School has provided educational services to grades 6-12 at the Moreno Valley Resource Center since June 2012, but due to changes in Education Code 47605.1 can no longer do so;

WHEREAS, to comply with newly revised Education Code section 47605.1 and to retain its current program offerings and enrollment, Moreno Valley Resource Center must be operated by a charter school authorized by Moreno Valley Unified School District;

WHEREAS, the Board of Directors deems it desirable and in the best interests of this Corporation, and consistent with its charitable purpose, to authorize through a Resolution of the Board the transfer of the net fund balance for the Moreno Valley Resource Center to the newly formed Audeo Valley Charter School so these monies will continue to serve the students that generated these funds.

NOW, THEREFORE, BE IT RESOLVED, that the Corporation approves and authorizes all acts and transactions necessary to effectuate the transfer of operational control of the listed resource centers and an amount of their positive net balance of funds to Audeo Valley Charter School, contingent on AVCS being granted a duly authorized charter petition.

RESOLVED FURTHER, that, upon confirmation of the listed resource centers' positive net balance of funds and the granting of a duly authorized charter petition, AVCS shall receive no less than One Million Three Hundred Seventy Five Thousand Three Hundred Four Dollars (\$1,375,304).

PASSED AND ADOPTED by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

The undersigned hereby certifies that she is the duly elected and qualified Secretary of Student Success Programs, Inc. d/b/a the Audeo Charter School, a duly formed California Nonprofit Public Benefit Corporation, and that the foregoing is a true record of a resolution duly adopted at a meeting of the Board of Directors and that said meeting was held in accordance with California law and the Bylaws of the Corporation on _____, 2020 and that said resolution is now in full force and effect without modification or rescission.

IN WITNESS WHEREOF, I have executed my name as Secretary and have hereunto affixed the corporate seal of the above-named Corporation this _____, of _____, 2020.

Angela Neri, Secretary

RESOLUTION OF THE BOARD OF DIRECTORS
STUDENT SUCCESS PROGRAMS, INC.