

## STUDENT SUCCESS PROGRAMS

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

(A California Non-Profit Public Benefit Corporation)

*Len Hering RADM, USN (ret) – Chairman,*

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

### BOARD OF DIRECTORS MEETING

**Wednesday, October 21, 2020, 8:30 a.m.**

**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/>

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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.1-3](#)

#### 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 Presidents Report
  - 3.1.1 Audeo Charter School Petition Renewal Update
  - 3.1.2 School Update
- 3.2 Strategic Plan Update
  - 3.2.1 Audeo Charter School [P.4-7](#)

- 3.2.1.1 School Participation Report for the period of 2019-2020  
Months 12-13: 05/04/2020 – 06/25/2020
- 3.2.1.2 School Participation Report for the period of 2020- 2021  
Months 1-2: 07/01/2020 – 08/21/2020

- 3.2.2 The Charter School of San Diego [P.8-19](#)
  - 3.2.2.1 School Participation Report for the period of 2019-2020  
Months 12-13: 05/04/2020 – 06/25/2020
  - 3.2.2.2 School Participation Report for the period of 2020- 2021  
Months 1-2: 07/01/2020 – 08/21/2020

#### 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 September 22, 2020, September 23, 2020, and October 14, 2020 [P.20-23](#)
- 4.1.2 Consider Approval of Suicide Prevention Policy Amendment [P.24-27](#)
- 4.1.3 Consider Approval of El Dorado Charter SELPA Agreement for Participation Amendment [P.28-35](#)
  - 4.1.3.1 Audeo Charter School [P.36-43](#)
  - 4.1.3.2 The Charter School of San Diego [P.44-51](#)

#### 5.0 ACTION ITEMS

##### 5.1 Action Items for Audeo Charter School

- 5.1.1 Consider Approval of the Unaudited Actuals FY July 1, 2019 to June 30, 2020 [P.52-57](#)
- 5.1.2 Review the Revised Preliminary Operational Budget Assumptions FY 2020-2021 and Consider Approval of the Revised Preliminary Operational Budget FY 2020-2021 [P.58-68](#)
- 5.1.3 Consider Approval of the School Plan for Student Achievement (SPSA) [P.69-109](#)
- 5.1.4 Consider Approval of 2020-2021 Every Student Succeeds Act Comprehensive Support and Improvement Prompts [P.110-118](#)
- 5.1.5 Consider Approval of El Dorado Charter SELP Local Plan Section B: Governance and Administration Special Education Local Plan Area [P.119-163](#)

##### 5.2 Action Items for The Charter School of San Diego

- 5.2.1 Consider Approval of the Unaudited Actuals FY July 1, 2019 to June 30, 2020 [P.164-169](#)
- 5.2.2 Review the Revised Preliminary Operational Budget Assumptions FY 2020-2021 and Consider Approval of the Revised Preliminary Operational Budget FY 2020-2021 [P.170-180](#)
- 5.2.3 Consider Approval of the School Plan for Student Achievement (SPSA) [P.181-222](#)
- 5.2.4 Consider Approval of 2020-2021 Every Student Succeeds Act Comprehensive Support and Improvement Prompts [P.223-231](#)

5.2.5 Consider Approval of El Dorado Charter SELP Local Plan Section B: Governance and Administration Special Education Local Plan Area *P.232 (Plan on P. 119-162)*

**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](http://www.charterschool-sandiego.net), [www.audeocharterschool.net](http://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 October 16, 2020.*



## Participation Report: All Students Month 12: 05/04/2020 - 05/29/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>760</b>	<b>648</b>	<b>70.9%</b>	<b>85.7%</b>	<b>85.3%</b>	<b>89.9%</b>
<b>Totals May 2019</b>	<b>670</b>	<b>573</b>	<b>74.3%</b>	<b>84.1%</b>	<b>89.1%</b>	<b>89.2%</b>
<b>Variance:</b>	<b>90</b>	<b>75</b>	<b>-3.4%</b>	<b>1.6%</b>	<b>-3.8%</b>	<b>0.7%</b>

\*Total Served does not include NPS students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	KM	KM1		40	28	58.0%	48.8%	84.2%	82.9%
SD	KM	KM2		40	29	52.5%	49.7%	72.4%	85.0%
SD	KM	KM3		40	33	63.3%	67.1%	77.8%	87.4%
SD	LJ	LJ1		40	38	78.6%	70.3%	84.4%	89.8%
SD	LJ	LJ2		40	38	78.9%	69.4%	86.1%	90.9%
RV	MR	MR1		40	44	96.6%	98.6%	87.8%	91.5%
RV	MR	MR2		40	44	93.0%	92.5%	84.6%	90.4%
RV	MR	MR3		40	45	100.0%	90.4%	88.9%	87.4%
RV	MR	MR4		40	45	95.4%	96.4%	85.7%	90.5%
RV	MR	MR5		40	45	102.8%	95.9%	91.3%	91.9%
RV	MR	MR6		20	20	85.5%	73.8%	85.5%	86.7%
SD	MV	MR7		40	12	10.0%	10.0%	91.6%	91.6%
SD	MV	MV1		40	27	54.1%	51.0%	84.9%	87.3%
SD	MV	MV2		40	38	69.6%	69.7%	73.3%	85.3%
SD	PB	MV3		40	38	65.8%	63.3%	70.6%	82.5%
SD	PB	PB1		40	23	50.1%	53.2%	89.0%	95.3%
SD	TSK5	PB2		40	31	70.4%	69.0%	91.9%	94.7%
SD	TSK5	TSK5-1		25	26	98.7%	113.0%	100.0%	97.3%
SD	TSK5	TSK5-2		25	27	102.7%	112.8%	98.2%	97.7%
SD	TSK5	TSK5-3		25	14	50.9%	27.1%	91.7%	88.9%
SD	TSK5	TSK5-4		25	3	10.5%	10.5%	92.6%	92.6%





## Participation Report: All Students Month 13: 06/01/2020 - 06/25/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>800</b>	<b>730</b>	<b>70.9%</b>	<b>88.1%</b>	<b>88.1%</b>	<b>89.8%</b>
<b>Totals June 2019</b>	<b>710</b>	<b>631</b>	<b>70.9%</b>	<b>86.0%</b>	<b>89.6%</b>	<b>89.2%</b>
<b>Variance:</b>	<b>90</b>	<b>99</b>	<b>0.0%</b>	<b>2.1%</b>	<b>-1.5%</b>	<b>0.6%</b>

\*Total Served does not include NPS students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	KM	KM1		40	33	64.5%	49.7%	84.7%	83.0%
SD	KM	KM2		40	35	62.1%	50.4%	81.9%	84.7%
SD	KM	KM3		40	39	69.3%	67.2%	98.5%	88.0%
SD	LJ	LJ1		40	40	72.3%	70.4%	84.6%	89.5%
SD	LJ	LJ2		40	45	79.6%	70.0%	89.7%	90.8%
SD	LJ	LJ3		40	24	23.0%	23.0%	91.5%	91.5%
RV	MR	MR1		40	44	96.1%	98.5%	88.1%	91.3%
RV	MR	MR2		40	43	91.1%	92.4%	84.7%	90.0%
RV	MR	MR3		40	41	85.7%	90.0%	83.6%	87.1%
RV	MR	MR4		40	43	99.3%	96.5%	92.4%	90.6%
RV	MR	MR5		40	43	100.9%	96.2%	93.9%	92.0%
RV	MR	MR6		20	17	75.4%	73.9%	91.7%	87.0%
SD	MV	MR7		40	24	40.0%	22.7%	89.6%	90.1%
SD	MV	MV1		40	31	55.9%	51.3%	86.7%	87.3%
SD	MV	MV2		40	41	66.6%	69.5%	70.8%	84.2%
SD	PB	MV3		40	39	72.5%	63.8%	76.7%	82.0%
SD	PB	PB1		40	38	60.7%	53.6%	97.7%	95.4%
SD	TSK5	PB2		40	44	86.6%	70.1%	95.5%	94.8%
SD	TSK5	TSK5-1		25	24	93.4%	111.8%	100.0%	97.4%
SD	TSK5	TSK5-2		25	25	94.6%	111.7%	94.6%	97.6%
SD	TSK5	TSK5-3		25	14	48.6%	32.8%	86.7%	88.0%
SD	TSK5	TSK5-4		25	3	11.4%	10.9%	95.2%	93.8%



Participation Report: All Students  
Month 1: 07/01/2020 - 07/24/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>880</b>	<b>879</b>	<b>85.0%</b>	<b>85.0%</b>	<b>89.6%</b>	<b>89.6%</b>
<b>Totals July 2019</b>	<b>745</b>	<b>704</b>	<b>83.8%</b>	<b>83.8%</b>	<b>92.5%</b>	<b>92.5%</b>
<b>Variance:</b>	<b>135</b>	<b>175</b>	<b>1.2%</b>	<b>1.2%</b>	<b>-2.8%</b>	<b>-2.8%</b>

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

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	KM	KM1		40	38	79.4%	79.4%	85.9%	85.9%
SD	KM	KM2		40	40	81.2%	81.2%	85.4%	85.4%
SD	KM	KM3		40	43	91.3%	91.3%	89.4%	89.4%
SD	LJ	LJ1		40	40	80.0%	80.0%	84.5%	84.5%
SD	LJ	LJ2		40	42	91.0%	91.0%	90.1%	90.1%
SD	LJ	LJ3		40	40	92.1%	92.1%	93.0%	93.0%
RV	MR	MR1		40	45	94.6%	94.6%	85.1%	85.1%
RV	MR	MR2		40	43	91.0%	91.0%	84.9%	84.9%
RV	MR	MR3		40	45	96.3%	96.3%	86.6%	86.6%
RV	MR	MR4		40	42	95.1%	95.1%	93.4%	93.4%
RV	MR	MR5		40	44	100.3%	100.3%	91.8%	91.8%
RV	MR	MR6		20	16	67.6%	67.6%	86.8%	86.8%
RV	MR	MR7		40	43	94.9%	94.9%	92.9%	92.9%
SD	MV	MV1		40	41	91.2%	91.2%	92.1%	92.1%
SD	MV	MV2		40	40	76.6%	76.6%	77.1%	77.1%
SD	MV	MV3		40	44	88.8%	88.8%	82.5%	82.5%
SD	MV	MV4		40	30	34.0%	34.0%	89.9%	89.9%
SD	PB	PB1		40	45	104.7%	104.7%	96.7%	96.7%
SD	PB	PB2		40	43	101.8%	101.8%	94.7%	94.7%
SD	PB	PB3		40	39	78.2%	78.2%	92.0%	92.0%
SD	TSK5-1	TSK5-1		25	21	81.9%	81.9%	100.0%	100.0%
SD	TSK5-2	TSK5-2		25	21	84.0%	84.0%	100.0%	100.0%
SD	TSK5-3	TSK5-3		25	16	50.8%	50.8%	93.9%	93.9%
SD	TSK5-4	TSK5-4		25	18	62.8%	62.8%	100.0%	100.0%



Participation Report: All Students  
Month 2: 07/27/2020 - 08/21/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>880</b>	<b>858</b>	<b>77.4%</b>	<b>80.9%</b>	<b>90.7%</b>	<b>90.2%</b>
<b>Totals July/August 2019</b>	<b>745</b>	<b>663</b>	<b>69.1%</b>	<b>77.9%</b>	<b>91.5%</b>	<b>92.0%</b>
<b>Variance:</b>	<b>135</b>	<b>195</b>	<b>8.3%</b>	<b>3.0%</b>	<b>-0.8%</b>	<b>-1.8%</b>

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

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	KM	KM1		40	39	74.3%	76.6%	84.0%	84.9%
SD	KM	KM2		40	37	66.0%	73.0%	84.1%	84.8%
SD	KM	KM3		40	38	59.3%	74.0%	85.4%	87.6%
SD	LJ	LJ1		40	39	71.5%	75.4%	84.4%	84.4%
SD	LJ	LJ2		40	36	72.0%	80.7%	96.6%	93.1%
SD	LJ	LJ3		40	32	50.4%	69.5%	93.3%	93.1%
RV	MR	MR1		40	45	101.1%	98.1%	92.2%	88.9%
RV	MR	MR2		40	44	94.3%	92.8%	92.6%	89.0%
RV	MR	MR3		40	44	93.5%	94.8%	88.0%	87.4%
RV	MR	MR4		40	43	90.6%	92.7%	88.8%	90.9%
RV	MR	MR5		40	44	94.1%	97.0%	87.7%	89.6%
RV	MR	MR6		20	16	70.0%	68.9%	88.9%	87.9%
RV	MR	MR7		40	45	86.3%	90.2%	92.0%	92.5%
SD	MV	MV1		40	42	71.8%	80.7%	86.2%	89.2%
SD	MV	MV2		40	41	83.4%	80.3%	89.1%	83.4%
SD	MV	MV3		40	44	78.9%	83.4%	80.6%	81.5%
SD	MV	MV4		40	31	63.1%	49.7%	98.6%	95.7%
SD	PB	PB1		40	41	78.3%	90.4%	98.4%	97.5%
SD	PB	PB2		40	40	84.3%	92.3%	93.7%	94.2%
SD	PB	PB3		40	35	62.5%	69.7%	99.2%	95.4%
SD	TSK5-1	TSK5-1		25	21	83.0%	82.5%	100.0%	100.0%
SD	TSK5-2	TSK5-2		25	23	88.4%	86.4%	97.8%	98.8%
SD	TSK5-3	TSK5-3		25	18	57.4%	54.4%	90.5%	92.0%
SD	TSK5-4	TSK5-4		25	20	79.4%	71.8%	100.0%	100.0%

**Participation Report: All Students**  
**Month 12: 05/04/2020 - 05/29/2020**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>1,920</b>	<b>1,786</b>	<b>76.4%</b>	<b>86.1%</b>	<b>82.8%</b>	<b>87.7%</b>
<b>Totals May 2019</b>	<b>1,980</b>	<b>1,722</b>	<b>73.3%</b>	<b>80.0%</b>	<b>86.9%</b>	<b>88.7%</b>
<b>Variance:</b>	<b>-60</b>	<b>64</b>	<b>3.1%</b>	<b>6.1%</b>	<b>-4.1%</b>	<b>-1.0%</b>

*\*Total Served does not include NPS students*

<b>All Students</b>									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
C	DT	DT1		40	41	80.0%	72.3%	78.0%	88.1%
C	DT	DT2		40	39	82.0%	69.4%	84.1%	88.0%
C	DT	DT3		40	40	84.2%	88.3%	85.0%	90.5%
C	EU	EU1		40	37	79.2%	65.7%	86.4%	83.5%
C	EU	EU2		40	40	72.9%	72.9%	72.9%	72.9%
C	EU	EU3		40	39	76.8%	60.9%	80.4%	84.2%
C	NG	NG1		40	40	82.0%	82.7%	82.0%	85.3%
C	NG	NG2		40	40	90.8%	89.3%	90.8%	89.4%
C	NG	NG3		40	42	88.4%	85.9%	84.2%	84.3%
C	NG	NG4		40	40	82.5%	65.6%	84.0%	83.9%
C	WM	WM1		40	34	71.6%	75.7%	85.4%	86.4%
C	WM	WM2		40	41	86.3%	88.3%	84.2%	90.3%
C	WM	WM3		40	36	70.8%	68.4%	78.7%	83.1%
C	WM	WM4		40	39	83.0%	81.6%	85.2%	88.3%
C	WM	WM5		40	38	80.4%	78.9%	84.9%	86.2%
<b>Central Totals:</b>			<b>15</b>	<b>600</b>	<b>586</b>	<b>80.7%</b>	<b>84.0%</b>	<b>83.1%</b>	<b>86.7%</b>

**Participation Report: All Students**  
**Month 12: 05/04/2020 - 05/29/2020**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>1,920</b>	<b>1,786</b>	<b>76.4%</b>	<b>86.1%</b>	<b>82.8%</b>	<b>87.7%</b>
<b>Totals May 2019</b>	<b>1,980</b>	<b>1,722</b>	<b>73.3%</b>	<b>80.0%</b>	<b>86.9%</b>	<b>88.7%</b>
<b>Variance:</b>	<b>-60</b>	<b>64</b>	<b>3.1%</b>	<b>6.1%</b>	<b>-4.1%</b>	<b>-1.0%</b>

\*Total Served does not include NPS students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
E	CL	CL1		40	36	74.3%	68.7%	84.1%	85.0%
E	CL	CL2		40	41	95.0%	87.8%	92.7%	94.5%
E	CL	CL4		40	38	80.9%	71.0%	85.8%	86.7%
E	LKM	LKM1		40	38	80.4%	78.2%	85.2%	92.3%
E	LKM	LKM2		40	42	88.3%	86.0%	84.1%	88.7%
E	LKM	LKM3		40	37	68.6%	65.7%	74.1%	84.9%
E	LKM	LKM4		40	32	65.7%	69.9%	84.0%	88.7%
E	LKM	LKM5		40	35	70.1%	71.3%	80.2%	88.4%
E	MM	MM1		40	36	71.6%	80.9%	79.5%	87.1%
E	MM	MM2		40	36	76.4%	84.0%	84.9%	86.5%
E	MM	MM3		40	42	93.0%	93.0%	88.6%	88.6%
E	MM	MM4		40	30	65.8%	63.3%	88.0%	92.6%
E	SR	SR1		40	42	87.0%	83.5%	85.0%	88.6%
E	SR	SR2		40	38	76.1%	81.1%	81.4%	86.0%
E	SR	SR3		40	41	86.8%	84.4%	84.7%	88.1%
E	SR	SR4		40	15	33.7%	35.4%	92.8%	88.3%
E	TS	TS1		40	40	84.3%	84.6%	85.5%	88.1%
E	TS	TS2		40	40	84.7%	84.0%	85.5%	87.3%
E	TS	TS3		40	33	68.8%	74.2%	83.9%	88.1%
<b>East Totals:</b>				<b>19</b>	<b>760</b>	<b>692</b>	<b>76.4%</b>	<b>88.5%</b>	<b>84.5%</b>
								<b>88.6%</b>	

**Participation Report: All Students**  
**Month 12: 05/04/2020 - 05/29/2020**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>1,920</b>	<b>1,786</b>	<b>76.4%</b>	<b>86.1%</b>	<b>82.8%</b>	<b>87.7%</b>
<b>Totals May 2019</b>	<b>1,980</b>	<b>1,722</b>	<b>73.3%</b>	<b>80.0%</b>	<b>86.9%</b>	<b>88.7%</b>
<b>Variance:</b>	<b>-60</b>	<b>64</b>	<b>3.1%</b>	<b>6.1%</b>	<b>-4.1%</b>	<b>-1.0%</b>

*\*Total Served does not include NPS students*

<b>All Students</b>									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
W	CO	CO1		40	41	89.5%	81.1%	87.3%	87.9%
W	CO	CO2		40	40	75.1%	80.5%	75.1%	84.7%
W	CO	CO3		40	41	85.3%	78.9%	84.0%	85.2%
W	CO	CO4		40	42	76.1%	79.0%	72.4%	86.2%
W	CO	CO5		40	35	72.5%	73.0%	86.8%	94.4%
W	CO	CO6		40	9	13.6%	27.6%	80.5%	81.6%
W	HP	HP1		40	30	67.8%	64.0%	90.4%	94.6%
W	HP	HP2		40	27	51.6%	54.2%	77.6%	86.9%
W	HP	HP3		40	28	62.6%	57.0%	89.5%	89.2%
W	NP	NP1		40	41	52.5%	52.5%	51.2%	51.2%
W	NP	NP2		40	42	88.3%	85.1%	84.1%	90.9%
W	NP	NP3		40	46	92.9%	91.2%	81.6%	88.5%
W	PL	PL1		40	41	86.7%	87.8%	84.6%	85.1%
W	PL	PL2		40	45	91.2%	86.8%	81.1%	87.6%
<b>West Totals:</b>			<b>14</b>	<b>560</b>	<b>508</b>	<b>71.8%</b>	<b>85.0%</b>	<b>80.0%</b>	<b>87.7%</b>

**Participation Report: All Students**  
**Month 13: 06/01/2020 - 06/25/2020**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>2,120</b>	<b>2,096</b>	<b>73.7%</b>	<b>92.9%</b>	<b>82.8%</b>	<b>87.4%</b>
<b>Totals June 2019</b>	<b>2,160</b>	<b>1,992</b>	<b>71.6%</b>	<b>84.8%</b>	<b>86.5%</b>	<b>88.6%</b>
<b>Variance:</b>	<b>-40</b>	<b>104</b>	<b>2.1%</b>	<b>8.1%</b>	<b>-3.7%</b>	<b>-1.2%</b>

\*Total Served does not include NPS students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
C	DT	DT1		40	45	87.1%	73.2%	79.5%	87.4%
C	DT	DT2		40	43	86.6%	70.7%	84.1%	87.6%
C	DT	DT3		40	47	91.3%	88.5%	84.2%	90.0%
C	EU	EU1		40	39	80.5%	66.6%	84.3%	83.6%
C	EU	EU2		40	41	75.5%	74.0%	75.5%	74.0%
C	EU	EU3		40	39	76.4%	61.9%	80.9%	83.9%
C	NG	NG1		40	39	80.0%	82.6%	82.1%	85.1%
C	NG	NG2		40	35	79.1%	88.7%	91.7%	89.5%
C	NG	NG3		40	40	84.1%	85.8%	84.1%	84.3%
C	NG	NG4		40	39	78.0%	66.5%	80.0%	83.6%
C	WM	WM1		40	34	72.5%	75.5%	85.3%	86.4%
C	WM	WM2		40	37	80.7%	87.8%	87.3%	90.1%
C	WM	WM3		40	37	65.0%	68.1%	72.5%	82.4%
C	WM	WM4		40	39	82.5%	81.7%	84.6%	88.0%
C	WM	WM5		40	40	83.6%	79.1%	85.1%	86.2%
<b>Central Totals:</b>			<b>15</b>	<b>600</b>	<b>594</b>	<b>80.2%</b>	<b>83.7%</b>	<b>82.7%</b>	<b>86.4%</b>

**Participation Report: All Students**  
**Month 13: 06/01/2020 - 06/25/2020**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>2,120</b>	<b>2,096</b>	<b>73.7%</b>	<b>92.9%</b>	<b>82.8%</b>	<b>87.4%</b>
<b>Totals June 2019</b>	<b>2,160</b>	<b>1,992</b>	<b>71.6%</b>	<b>84.8%</b>	<b>86.5%</b>	<b>88.6%</b>
<b>Variance:</b>	<b>-40</b>	<b>104</b>	<b>2.1%</b>	<b>8.1%</b>	<b>-3.7%</b>	<b>-1.2%</b>

\*Total Served does not include NPS students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
E	CL	CL1		40	44	77.3%	69.3%	78.9%	84.5%
E	CL	CL2		40	50	100.0%	88.5%	94.6%	94.5%
E	CL	CL3		40	34	25.9%	25.9%	100.0%	100.0%
E	CL	CL4		40	40	80.4%	71.5%	84.6%	86.5%
E	LKM	LKM1		40	43	85.2%	78.6%	84.9%	91.8%
E	LKM	LKM2		40	42	86.8%	86.1%	85.3%	88.5%
E	LKM	LKM3		40	39	75.0%	66.3%	80.8%	84.6%
E	LKM	LKM4		40	34	68.8%	69.8%	84.2%	88.4%
E	LKM	LKM5		40	38	74.3%	71.5%	80.5%	87.9%
E	MM	MM1		40	44	78.4%	80.8%	78.1%	86.5%
E	MM	MM2		40	41	75.9%	83.5%	84.7%	86.4%
E	MM	MM3		40	43	85.0%	89.6%	81.0%	85.4%
E	MM	MM4		40	45	72.0%	64.3%	85.2%	91.6%
E	MM	MM6		40	31	23.4%	23.4%	98.5%	98.5%
E	SR	SR1		40	47	83.4%	83.5%	76.7%	87.8%
E	SR	SR2		40	48	79.3%	81.0%	76.0%	85.4%
E	SR	SR3		40	46	81.8%	84.3%	76.0%	87.3%
E	SR	SR4		40	39	51.1%	38.0%	84.6%	87.2%
E	TS	TS1		40	44	86.3%	84.7%	85.2%	87.9%
E	TS	TS2		40	45	83.4%	83.9%	84.4%	87.1%
E	TS	TS3		40	44	73.0%	74.2%	85.7%	87.9%
E	TS	TS4		40	36	34.8%	53.8%	93.3%	94.8%
<b>East Totals:</b>			<b>22</b>	<b>880</b>	<b>917</b>	<b>71.9%</b>	<b>98.7%</b>	<b>83.2%</b>	<b>88.2%</b>



**Participation Report: All Students**  
**Month 13: 06/01/2020 - 06/25/2020**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>2,120</b>	<b>2,096</b>	<b>73.7%</b>	<b>92.9%</b>	<b>82.8%</b>	<b>87.4%</b>
<b>Totals June 2019</b>	<b>2,160</b>	<b>1,992</b>	<b>71.6%</b>	<b>84.8%</b>	<b>86.5%</b>	<b>88.6%</b>
<b>Variance:</b>	<b>-40</b>	<b>104</b>	<b>2.1%</b>	<b>8.1%</b>	<b>-3.7%</b>	<b>-1.2%</b>

*\*Total Served does not include NPS students*

<b>All Students</b>									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
W	CO	CO1		40	43	90.4%	81.6%	85.5%	87.7%
W	CO	CO2		40	40	80.5%	80.5%	80.5%	84.4%
W	CO	CO3		40	42	86.6%	79.4%	84.2%	85.2%
W	CO	CO4		40	40	73.6%	78.7%	74.6%	85.4%
W	CO	CO5		40	36	76.8%	73.3%	86.5%	93.9%
W	CO	CO6		40	32	44.3%	30.2%	83.8%	82.1%
W	NP	NP1		40	42	68.6%	59.3%	65.3%	57.3%
W	NP	NP2		40	44	90.7%	85.4%	84.1%	90.4%
W	NP	NP3		40	45	92.9%	91.3%	85.0%	88.2%
W	NP	NP4		40	3	2.5%	2.5%	100.0%	100.0%
W	PC	PC1		40	38	79.5%	65.0%	88.8%	94.2%
W	PC	PC2		40	40	72.5%	55.4%	84.1%	86.7%
W	PC	PC3		40	42	82.0%	58.5%	89.1%	89.2%
W	PL	PL1		40	43	79.5%	87.3%	77.7%	84.6%
W	PL	PL2		40	47	96.1%	87.4%	84.1%	87.3%
W	PL	PL3		40	8	5.4%	5.4%	78.9%	78.9%
<b>West Totals:</b>			<b>16</b>	<b>640</b>	<b>585</b>	<b>70.1%</b>	<b>94.7%</b>	<b>82.2%</b>	<b>87.4%</b>

Participation Report: All Students  
Month 1: 07/01/2020 - 07/24/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	<b>2,160</b>	<b>2,241</b>	<b>85.3%</b>	<b>85.3%</b>	<b>87.3%</b>	<b>87.3%</b>
Totals July 2019	<b>2,160</b>	<b>1,936</b>	<b>79.7%</b>	<b>79.7%</b>	<b>92.4%</b>	<b>92.4%</b>
Variance:	<b>0</b>	<b>305</b>	<b>5.6%</b>	<b>5.6%</b>	<b>-5.1%</b>	<b>-5.1%</b>

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

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>C</b>	DT	DT1		40	38	80.0%	80.0%	91.4%	91.4%
<b>C</b>	DT	DT2		40	45	89.0%	89.0%	84.1%	84.1%
<b>C</b>	EU	EU1		40	44	93.2%	93.2%	87.9%	87.9%
<b>C</b>	EU	EU2		40	35	73.7%	73.7%	84.2%	84.2%
<b>C</b>	EU	EU3		40	44	92.1%	92.1%	86.0%	86.0%
<b>C</b>	NG	NG1		40	41	82.9%	82.9%	84.3%	84.3%
<b>C</b>	NG	NG2		40	40	76.0%	76.0%	94.2%	94.2%
<b>C</b>	NG	NG3		40	46	95.9%	95.9%	87.5%	87.5%
<b>C</b>	NG	NG4		40	43	86.5%	86.5%	84.5%	84.5%
<b>C</b>	WM	WM1		40	44	90.6%	90.6%	86.2%	86.2%
<b>C</b>	WM	WM2		40	43	84.3%	84.3%	85.7%	85.7%
<b>C</b>	WM	WM3		40	37	75.3%	75.3%	85.9%	85.9%
<b>C</b>	WM	WM4		40	41	86.8%	86.8%	88.2%	88.2%
<b>C</b>	WM	WM5		40	36	70.9%	70.9%	84.6%	84.6%
<b>Central Totals:</b>			<b>14</b>	<b>560</b>	<b>577</b>	<b>84.1%</b>	<b>84.1%</b>	<b>86.7%</b>	<b>86.7%</b>

Participation Report: All Students  
Month 1: 07/01/2020 - 07/24/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	<b>2,160</b>	<b>2,241</b>	<b>85.3%</b>	<b>85.3%</b>	<b>87.3%</b>	<b>87.3%</b>
Totals July 2019	<b>2,160</b>	<b>1,936</b>	<b>79.7%</b>	<b>79.7%</b>	<b>92.4%</b>	<b>92.4%</b>
Variance:	<b>0</b>	<b>305</b>	<b>5.6%</b>	<b>5.6%</b>	<b>-5.1%</b>	<b>-5.1%</b>

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

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
E	CL	CL1		40	45	88.2%	88.2%	81.6%	81.6%
E	CL	CL2		40	42	97.2%	97.2%	97.5%	97.5%
E	CL	CL3		40	40	95.3%	95.3%	100.0%	100.0%
E	CL	CL4		40	46	89.9%	89.9%	87.2%	87.2%
E	LKM	LKM1		40	39	82.2%	82.2%	91.2%	91.2%
E	LKM	LKM2		40	44	88.4%	88.4%	84.1%	84.1%
E	LKM	LKM3		40	39	76.5%	76.5%	84.3%	84.3%
E	LKM	LKM4		40	38	68.8%	68.8%	89.0%	89.0%
E	LKM	LKM5		40	45	90.9%	90.9%	84.5%	84.5%
E	MM	MM1		40	34	73.7%	73.7%	91.1%	91.1%
E	MM	MM2		40	37	70.0%	70.0%	90.5%	90.5%
E	MM	MM3		40	43	103.5%	103.5%	96.3%	96.3%
E	MM	MM4		40	40	81.3%	81.3%	85.6%	85.6%
E	MM	MM5		40	43	81.9%	81.9%	86.6%	86.6%
E	MM	MM6		40	38	89.1%	89.1%	97.0%	97.0%
E	SR	SR1		40	42	92.4%	92.4%	89.3%	89.3%
E	SR	SR2		40	43	91.9%	91.9%	86.8%	86.8%
E	SR	SR3		40	43	75.9%	75.9%	75.4%	75.4%
E	SR	SR4		40	43	93.1%	93.1%	90.6%	90.6%
E	TS	TS1		40	42	85.9%	85.9%	85.3%	85.3%
E	TS	TS2		40	45	90.7%	90.7%	85.2%	85.2%
E	TS	TS3		40	40	85.3%	85.3%	90.1%	90.1%
E	TS	TS4		40	40	87.6%	87.6%	90.4%	90.4%
<b>East Totals:</b>			<b>23</b>	<b>920</b>	<b>951</b>	<b>86.1%</b>	<b>86.1%</b>	<b>88.5%</b>	<b>88.5%</b>

Participation Report: All Students  
Month 1: 07/01/2020 - 07/24/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	<b>2,160</b>	<b>2,241</b>	<b>85.3%</b>	<b>85.3%</b>	<b>87.3%</b>	<b>87.3%</b>
Totals July 2019	<b>2,160</b>	<b>1,936</b>	<b>79.7%</b>	<b>79.7%</b>	<b>92.4%</b>	<b>92.4%</b>
Variance:	<b>0</b>	<b>305</b>	<b>5.6%</b>	<b>5.6%</b>	<b>-5.1%</b>	<b>-5.1%</b>

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

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
W	CO	CO1		40	42	83.5%	83.5%	85.5%	85.5%
W	CO	CO2		40	41	63.5%	63.5%	65.7%	65.7%
W	CO	CO3		40	41	83.8%	83.8%	84.1%	84.1%
W	CO	CO4		40	46	76.0%	76.0%	69.4%	69.4%
W	CO	CO5		40	36	81.2%	81.2%	97.5%	97.5%
W	CO	CO6		40	39	79.0%	79.0%	85.6%	85.6%
W	NP	NP1		40	43	86.8%	86.8%	83.9%	83.9%
W	NP	NP2		40	44	89.1%	89.1%	87.4%	87.4%
W	NP	NP3		40	46	93.4%	93.4%	85.5%	85.5%
W	NP	NP4		40	39	78.4%	78.4%	93.8%	93.8%
W	PC	PC1		40	44	96.5%	96.5%	92.4%	92.4%
W	PC	PC2		40	43	91.8%	91.8%	88.9%	88.9%
W	PC	PC3		40	45	100.4%	100.4%	92.7%	92.7%
W	PC	PC4		40	42	92.9%	92.9%	90.4%	90.4%
W	PL	PL1		40	40	79.6%	79.6%	84.0%	84.0%
W	PL	PL2		40	44	91.0%	91.0%	86.1%	86.1%
W	PL	PL3		40	38	83.7%	83.7%	94.4%	94.4%
<b>West Totals:</b>			<b>17</b>	<b>680</b>	<b>713</b>	<b>85.3%</b>	<b>85.3%</b>	<b>86.1%</b>	<b>86.1%</b>

Participation Report: All Students  
Month 2: 07/27/2020 - 08/21/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	<b>2,160</b>	<b>2,252</b>	<b>81.8%</b>	<b>83.4%</b>	<b>87.1%</b>	<b>87.2%</b>
Totals July/August 2019	<b>2,120</b>	<b>1,893</b>	<b>70.2%</b>	<b>75.4%</b>	<b>91.0%</b>	<b>91.7%</b>
Variance:	<b>40</b>	<b>359</b>	<b>11.6%</b>	<b>8.0%</b>	<b>-3.9%</b>	<b>-4.5%</b>

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

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>C</b>	DT	DT1		40	43	89.5%	85.1%	94.7%	93.3%
<b>C</b>	DT	DT2		40	44	89.9%	89.5%	86.7%	85.5%
<b>C</b>	EU	EU1		40	47	96.0%	94.7%	85.0%	86.3%
<b>C</b>	EU	EU2		40	34	69.0%	71.1%	84.9%	84.6%
<b>C</b>	EU	EU3		40	43	85.5%	88.5%	84.7%	85.3%
<b>C</b>	NG	NG1		40	43	88.0%	85.7%	84.4%	84.4%
<b>C</b>	NG	NG2		40	42	99.0%	88.4%	95.2%	94.8%
<b>C</b>	NG	NG3		40	45	94.3%	95.0%	85.7%	86.5%
<b>C</b>	NG	NG4		40	46	88.9%	87.8%	84.2%	84.4%
<b>C</b>	WM	WM1		40	43	89.5%	90.0%	86.9%	86.5%
<b>C</b>	WM	WM2		40	43	89.9%	87.3%	84.7%	85.1%
<b>C</b>	WM	WM3		40	42	83.0%	79.5%	84.8%	85.3%
<b>C</b>	WM	WM4		40	41	84.1%	85.3%	85.4%	86.7%
<b>C</b>	WM	WM5		40	38	78.6%	75.1%	85.2%	84.9%
<b>Central Totals:</b>			<b>14</b>	<b>560</b>	<b>594</b>	<b>87.5%</b>	<b>85.9%</b>	<b>86.6%</b>	<b>86.6%</b>

Participation Report: All Students  
Month 2: 07/27/2020 - 08/21/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	<b>2,160</b>	<b>2,252</b>	<b>81.8%</b>	<b>83.4%</b>	<b>87.1%</b>	<b>87.2%</b>
Totals July/August 2019	<b>2,120</b>	<b>1,893</b>	<b>70.2%</b>	<b>75.4%</b>	<b>91.0%</b>	<b>91.7%</b>
Variance:	<b>40</b>	<b>359</b>	<b>11.6%</b>	<b>8.0%</b>	<b>-3.9%</b>	<b>-4.5%</b>

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

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
E	CL	CL1		40	46	91.9%	90.2%	87.8%	84.9%
E	CL	CL2		40	45	84.1%	90.1%	95.7%	96.6%
E	CL	CL3		40	33	69.9%	81.6%	100.0%	100.0%
E	CL	CL4		40	44	88.4%	89.1%	87.4%	87.3%
E	LKM	LKM1		40	44	87.6%	85.1%	91.2%	91.2%
E	LKM	LKM2		40	44	82.8%	85.3%	84.1%	84.1%
E	LKM	LKM3		40	39	70.4%	73.2%	79.5%	81.7%
E	LKM	LKM4		40	39	72.3%	70.7%	86.9%	87.8%
E	LKM	LKM5		40	45	89.9%	90.3%	85.2%	84.9%
E	MM	MM1		40	37	66.5%	69.8%	90.0%	90.5%
E	MM	MM2		40	39	84.8%	78.0%	88.9%	89.5%
E	MM	MM3		40	43	89.9%	96.1%	90.8%	93.4%
E	MM	MM4		40	44	79.0%	80.1%	84.7%	85.1%
E	MM	MM5		40	42	70.1%	75.5%	97.6%	91.8%
E	MM	MM6		40	37	77.0%	82.6%	98.2%	97.6%
E	SR	SR1		40	40	83.9%	87.8%	90.4%	89.9%
E	SR	SR2		40	43	81.3%	86.1%	85.0%	85.9%
E	SR	SR3		40	45	81.9%	79.1%	80.8%	78.3%
E	SR	SR4		40	39	88.4%	90.5%	94.1%	92.4%
E	TS	TS1		40	45	82.4%	84.0%	84.4%	84.8%
E	TS	TS2		40	42	81.8%	85.9%	85.0%	85.1%
E	TS	TS3		40	42	75.6%	80.1%	89.6%	89.8%
E	TS	TS4		40	36	54.9%	69.9%	95.4%	92.5%
<b>East Totals:</b>				<b>23</b>	<b>920</b>	<b>79.8%</b>	<b>82.7%</b>	<b>88.8%</b>	<b>88.7%</b>

Participation Report: All Students  
Month 2: 07/27/2020 - 08/21/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	<b>2,160</b>	<b>2,252</b>	<b>81.8%</b>	<b>83.4%</b>	<b>87.1%</b>	<b>87.2%</b>
Totals July/August 2019	<b>2,120</b>	<b>1,893</b>	<b>70.2%</b>	<b>75.4%</b>	<b>91.0%</b>	<b>91.7%</b>
Variance:	<b>40</b>	<b>359</b>	<b>11.6%</b>	<b>8.0%</b>	<b>-3.9%</b>	<b>-4.5%</b>

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

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
W	CO	CO1		40	46	89.4%	86.7%	86.2%	85.9%
W	CO	CO2		40	41	81.3%	73.1%	84.7%	75.9%
W	CO	CO3		40	42	85.9%	84.9%	84.1%	84.1%
W	CO	CO4		40	45	72.5%	74.1%	64.4%	66.7%
W	CO	CO5		40	37	81.3%	81.2%	94.2%	95.7%
W	CO	CO6		40	37	59.5%	68.4%	90.5%	87.9%
W	NP	NP1		40	43	82.9%	84.7%	83.4%	83.6%
W	NP	NP2		40	47	91.5%	90.4%	85.7%	86.5%
W	NP	NP3		40	47	94.1%	93.8%	84.8%	85.1%
W	NP	NP4		40	35	66.0%	71.7%	92.8%	93.3%
W	PC	PC1		40	40	86.5%	91.1%	92.6%	92.5%
W	PC	PC2		40	40	79.5%	85.1%	86.6%	87.7%
W	PC	PC3		40	39	76.1%	87.3%	86.1%	89.5%
W	PC	PC4		40	42	84.6%	88.4%	84.9%	87.5%
W	PL	PL1		40	45	88.1%	84.2%	85.9%	85.1%
W	PL	PL2		40	45	87.1%	88.9%	84.8%	85.4%
W	PL	PL3		40	34	53.5%	67.4%	90.1%	92.5%
<b>West Totals:</b>			<b>17</b>	<b>680</b>	<b>705</b>	<b>80.0%</b>	<b>82.4%</b>	<b>85.4%</b>	<b>85.7%</b>

## 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 MINUTES

**Tuesday, September 22, 2020, 8:30 AM**

**Via Video Conference**

Access to the live video conference was made available to the meeting

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

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

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#### 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 Crean that the following directors, constituting a quorum of Student Success Programs Board were present: Scott Barton, David Crean, Len Hering, Jane Gawronski and 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 Gawronski and seconded by Crean to Approve the Agenda.

Ayes – 5, 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. ADMINISTRATIVE ITEMS

#### 3.1 Acceptance of Steve McNulty Resignation as of September 30, 2020

It was moved by Schweinfurter and seconded by Gawronski to Accept Steve McNulty's Resignation as of September 30, 2020.

Ayes – 5, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

#### 3.2 Approval of Audeo Charter School Charter Petition Renewal

It was moved by Barton and seconded by Crean to Approve Audeo Charter School Charter Petition Renewal.

Ayes – 5, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

### 4. CONSENT AGENDA

#### 4.1 Consent Action Items for The Audeo Charter School and The Charter School of San Diego for each School

4.1.1 Approval of Meeting Minutes for August 26, 2020

4.1.2 Approval of Revised Pupil Attendance Calendar

It was moved by Gawronski and seconded by Crean to Approve the Consent Action Items 4.1.1-4.1.2.

Ayes – 5, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

### 5. ACTION ITEMS

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

5.1.1 Approval of Learning Continuity and Attendance Plan (LCP)

5.1.1.1 Audeo Charter School

5.1.1.2 The Charter School of San Diego

It was moved by Barton and seconded by Gawronski to Approve the Learning Continuity and Attendance Plan (LCP) for Audeo Charter School and The Charter School of San Diego .

Ayes – 5, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

#### 5.2 Action Items for Audeo Charter School

5.2.1 Approval of Board Resolution for Audeo Valley Charter School Transfer of Funds

It was moved by Gawronski and seconded by Schweinfurter to Approve the Board Resolution for Audeo Valley Charter School Transfer of Funds.

Ayes – 5, 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.

There were no comments.

### 7. ADJOURNMENT

It was moved by Barton and seconded by Gawronski to adjourn the meeting at 8:57 a.m.

Ayes – 5, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

## 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 WORKSHOP MINUTES

**Wednesday, September 23, 2020, 8:30 AM**

**Via Video Conference**

Access to the live video conference was made available to the meeting

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

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

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#### 1.0 OPEN SESSION

##### 1.1 Call to Order

Bixby called the meeting to order at 8:35 a.m.

##### 1.2 Roll Call

Members present at the meeting were Scott Barton, David Crean, Jane Gawronski, Eric Schweinfurter  
Absent: Len Hering, Steve McNulty

Also in attendance: Lynne Alipio, Hayley Beaupre, William Berry, Mary Bixby, Jay Garrity, Angela Neri, Cathryn Rambo, Jackie Robertson, and Tim Tuter

##### 1.3 Establishment of Quorum

The following directors, constituting a quorum of the Board were present at the meeting:  
Scott Barton, David Crean, Jane Gawronski, Eric Schweinfurter

##### 1.4 Pledge of Allegiance

Bixby and Gregg Haggart led all in the Pledge of Allegiance.

##### 1.5 Approval of Agenda

The agenda was approved by consensus.

#### 2.0 PUBLIC COMMENT

##### 2.1 Non-agenda Public Comment

There were no comments from the public.

##### 2.2 Agenda Items Public Comment

There were no comments from the public.

#### 3.0 BOARD WORKSHOP

##### 3.1 Strategic Initiative Presentations

The Board received an overview of Curriculum and Instruction.

#### 4.0 ADJOURNMENT

The meeting adjourned at 9:35 a.m.

## STUDENT SUCCESS PROGRAMS

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

(A California Non-Profit Public Benefit Corporation)

*Len Hering RADM, USN (ret) – Chairman,*

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

### SPECIAL BOARD WORKSHOP MINUTES

**Wednesday, October 14, 2020, 8:30 AM**

**Via Video Conference**

Access to the live video conference was made available to the meeting

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

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

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#### 1.0 OPEN SESSION

##### 1.1 Call to Order

Bixby called the meeting to order at 8:35 a.m.

##### 1.2 Roll Call

Members present at the meeting were Scott Barton, David Crean, Eric Schweinfurter

Absent: Jane Gawronski, Len Hering

Also in attendance: Lynne Alipio, William Berry, Mary Bixby, Angela Neri, Cathryn Rambo, Jackie Robertson, and Tim Tuter

##### 1.3 Establishment of Quorum

The following directors, constituting a quorum of the board were present at the meeting:  
Scott Barton, David Crean, Eric Schweinfurter

##### 1.4 Pledge of Allegiance

Bixby and Gregg Haggart led all in the Pledge of Allegiance.

##### 1.5 Approval of Agenda

The agenda was approved by consensus.

#### 2.0 PUBLIC COMMENT

##### 2.1 Non-agenda Public Comment

There were no comments from the public.

##### 2.2 Agenda Items Public Comment

There were no comments from the public.

#### 3.0 BOARD WORKSHOP

##### 3.1 Strategic Initiative Presentations

The Board received an overview of Curriculum, Instruction and Professional Development.

#### 4.0 ADJOURNMENT

The meeting adjourned at 9:17 a.m.

## STUDENT SUCCESS PROGRAMS, INC.

### Policy 3345

#### Suicide Prevention

Approved: June 22, 2017, Amended October 21, 2020

The Governing Board of Audeo Charter School, The Charter School of San Diego and ~~Laurel Preparatory Academy~~ (“Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Governing Board has developed prevention strategies and intervention procedures.

The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and post-vention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact.

#### Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students’ feelings of connectedness with the Charter School and is characterized by caring staff and harmonious interrelationships among students.

The Charter School’s instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the Charter School’s suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis. California Department of Education youth suicide prevention information can be found at:

<http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp>

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in the Charter School's instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

### **Staff Development**

~~If provided, s~~ Suicide prevention training for staff may be designed to help staff identify and find help for students at risk of suicide. Materials approved by the Charter School for training shall include how to identify appropriate mental health services, at school facilities and within the larger community, and when and how to refer youth and their families to those services.

The training may be offered under the discretion of the Executive Director and/or Governing Board and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.
3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
4. School and community resources and services for students and families in crisis and ways to access them.

5. Charter School procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

### **Intervention and Emergency Procedures**

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director or designee. The Executive Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at the Charter School or in the community.

When a suicide attempt or threat is reported, the Executive Director or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred;
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
2. Designate specific individuals to be promptly contacted, for example the school counselor, psychologist, nurse, Executive Director, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
3. Document the incident in writing as soon as feasible.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the Executive Director or designee shall follow the crisis intervention procedures contained in the Charter

School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in school activities to notify a teacher, Executive Director, another school administrator, psychologist, school counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

### **Employee Qualifications and Scope of Services**

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

**AGREEMENT FOR PARTICIPATION**  
**EL DORADO CHARTER SELPA**

This Agreement for Participation ("Agreement") is entered into by and between the El Dorado Charter SELPA ("SELPA"), the El Dorado County Office of Education ("EDCOE"), and \_\_\_\_\_ ("LEA"), a California public charter school, collectively referred to as the "Parties."

**RECITALS**

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation ("Agreement");

WHEREAS, EDCOE is designated in the local plan as the "responsible local agency" for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.

NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:



## **1. SHARED COMMITMENTS**

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA's shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.
- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request and upon parental consent.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.

## **2. LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES**

- 2.1 Programs and Services. The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education

programs and services for students enrolled in the LEA. As such, the LEA shall:

- 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
  - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
  - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.
  - 2.1.4. Develop and implement program objectives and the evaluation of the program effectiveness.
  - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations and the provisions of the Local Plan.
  - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
  - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to insure their effectiveness and applicability, and insure the continued implementation and compliance with eligibility criteria.
  - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
  - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
  - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. Fiscal Responsibilities. Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.
- 2.3. Restricted Funds. As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, All funding provided through the Charter SELPA shall be treated as a restricted funding

source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

- 2.4. **Audit Report.** Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. **Membership Responsibilities.** Adhere to governance structure within SELPA Local Plan and Policies including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. **Management Decisions.** Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.
- 2.7. **Participation.** Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. **Reporting Requirements.** Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. **Indemnification and Hold Harmless.** To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations

except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

### **3. SELPA DUTIES AND RESPONSIBILITIES**

3.1 Services. In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:

- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
- 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
- 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
- 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
- 3.1.5. Coordinate state ~~Quality Assurance Process~~ Special Education Accountability Processes.
- 3.1.6. Provide alternative dispute resolution supports and services.
- 3.1.7. Develop interagency referral and placement procedures.
- 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
- 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
- 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
  1. Evidenced Based Practices;
  2. Program Development and Improvement;
  3. Individual cases;
  4. State complaints;
  5. Requests for due process mediation and hearing; and
  6. Appropriate programs and services for specific pupils.
- 3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

3.2. Governance. Organize and maintain the governance structure of the Local



Plan including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.

- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

#### **4. EDCOE DUTIES AND RESPONSIBILITIES**

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

#### **5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA**

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:
  - 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
  - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:
  - 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
  - 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:

- 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
- 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of “going concern” based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

## **6. DISPUTE RESOLUTION**

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

## **7. MUTUAL REPRESENTATIONS**

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.

## **8. RESERVATION OF RIGHTS**

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

**This agreement is entered into for the 2021-22 year and, absent a new agreement or termination, continues each year thereafter.**

**Executed on this \_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.**

**In accordance with SELPA policy, \_\_\_\_\_**

\_\_\_\_\_

**[INSERT Charter LEA Name]**

**certifies that this agreement has been approved by the appropriate local board(s).**

### **LEA**

\_\_\_\_\_  
Date

\_\_\_\_\_  
**Signature of CEO of Charter LEA**

\_\_\_\_\_  
**[PRINT CEO Name, Title]**

### **EL DORADO COUNTY OFFICE OF EDUCATION**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Ed Manansala, Ed.D., Superintendent  
El Dorado County Office of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
David M. Toston, Associate Superintendent  
SELPA Programs  
El Dorado County Office of Education



## AGREEMENT FOR PARTICIPATION EL DORADO CHARTER SELPA

This Agreement for Participation ("Agreement") is entered into by and between the El Dorado Charter SELPA ("SELPA"), the El Dorado County Office of Education ("EDCOE"), and Audeo Charter School \_\_\_\_\_ ("LEA"), a California public charter school, collectively referred to as the "Parties."

### **RECITALS**

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation ("Agreement");

WHEREAS, EDCOE is designated in the local plan as the "responsible local agency" for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.





NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

**1. SHARED COMMITMENTS**

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.
- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.



## **2. LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES**

- 2.1 **Programs and Services.** The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:
- 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
  - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
  - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.
  - 2.1.4. Develop and implement program objectives and the evaluation of the program's effectiveness.
  - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations, and the provisions of the Local Plan.
  - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
  - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability, and ensure the continued implementation and compliance with eligibility criteria.
  - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
  - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
  - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. **Fiscal Responsibilities.** Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.
- 2.3. **Restricted Funds.** As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement



and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, all funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies, including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.
- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other



members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

### **3. SELPA DUTIES AND RESPONSIBILITIES**

- 3.1 Services. In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:
- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
  - 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
  - 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
  - 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
  - 3.1.5. Coordinate state Special Education Accountability Processes.
  - 3.1.6. Provide alternative dispute resolution supports and services.
  - 3.1.7. Develop interagency referral and placement procedures.
  - 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
  - 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
  - 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
    - 1. Evidenced Based Practices;
    - 2. Program Development and Improvement;





3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

- 3.2. Governance. Organize and maintain the governance structure of the Local Plan, including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.
- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

#### **4. EDCOE DUTIES AND RESPONSIBILITIES**

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

#### **5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA**

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:
  - 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
  - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and



standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

- 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
- 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:
  - 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
  - 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

## **6. DISPUTE RESOLUTION**

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

## **7. MUTUAL REPRESENTATIONS**

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.



## **8. RESERVATION OF RIGHTS**

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

**This agreement is entered into for the 2021-22 year and, absent a new agreement or termination, continues each year thereafter.**

Executed on this 21<sup>st</sup> day of October, 2020.

In accordance with SELPA policy, Audeo Charter School,

[INSERT Charter LEA Name]

**certifies that this agreement has been approved by the appropriate local board(s).**

### **LEA**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of CEO of Charter LEA

\_\_\_\_\_  
[PRINT CEO Name, Title]

### **EL DORADO COUNTY OFFICE OF EDUCATION**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Ed Manansala, Ed.D., Superintendent  
El Dorado County Office of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
David M. Toston, Associate Superintendent  
SELPA Programs  
El Dorado County Office of Education



## AGREEMENT FOR PARTICIPATION EL DORADO CHARTER SELPA

This Agreement for Participation ("Agreement") is entered into by and between the El Dorado Charter SELPA ("SELPA"), the El Dorado County Office of Education ("EDCOE"), and The Charter School of San Diego ("LEA"), a California public charter school, collectively referred to as the "Parties."

### **RECITALS**

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation ("Agreement");

WHEREAS, EDCOE is designated in the local plan as the "responsible local agency" for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.





NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

## **1. SHARED COMMITMENTS**

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.
- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.



## **2. LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES**

- 2.1 **Programs and Services.** The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:
- 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
  - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
  - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.
  - 2.1.4. Develop and implement program objectives and the evaluation of the program's effectiveness.
  - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations, and the provisions of the Local Plan.
  - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
  - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability, and ensure the continued implementation and compliance with eligibility criteria.
  - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
  - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
  - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. **Fiscal Responsibilities.** Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.
- 2.3. **Restricted Funds.** As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement



and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, all funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies, including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.
- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other



members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

### 3. **SELPA DUTIES AND RESPONSIBILITIES**

- 3.1 **Services.** In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:
- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
  - 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
  - 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
  - 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
  - 3.1.5. Coordinate state Special Education Accountability Processes.
  - 3.1.6. Provide alternative dispute resolution supports and services.
  - 3.1.7. Develop interagency referral and placement procedures.
  - 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
  - 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
  - 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
    - 1. Evidenced Based Practices;
    - 2. Program Development and Improvement;





3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

- 3.2. Governance. Organize and maintain the governance structure of the Local Plan, including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.
- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

#### **4. EDCOE DUTIES AND RESPONSIBILITIES**

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

#### **5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA**

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:
  - 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
  - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and



standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

- 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
- 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:
  - 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
  - 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

## **6. DISPUTE RESOLUTION**

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

## **7. MUTUAL REPRESENTATIONS**

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.



## **8. RESERVATION OF RIGHTS**

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

**This agreement is entered into for the 2021-22 year and, absent a new agreement or termination, continues each year thereafter.**

Executed on this 21<sup>st</sup> day of October, 2020.

In accordance with SELPA policy, The Charter School of San Diego

[INSERT Charter LEA Name]

**certifies that this agreement has been approved by the appropriate local board(s).**

### **LEA**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of CEO of Charter LEA

\_\_\_\_\_  
[PRINT CEO Name, Title]

### **EL DORADO COUNTY OFFICE OF EDUCATION**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Ed Manansala, Ed.D., Superintendent  
El Dorado County Office of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
David M. Toston, Associate Superintendent  
SELPA Programs  
El Dorado County Office of Education

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

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July 1, 2019 to June 30, 2020

**Charter School Name:** Audeo Charter School  
**CDS #:** 37683383731395  
**Charter Approving Entity:** San Diego Unified School District  
**County:** San Diego  
**Charter #:** 0406

**This charter school uses the following basis of accounting:**

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

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

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

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
1. LCFF Sources				
State Aid - Current Year	8011	2,201,825.00		2,201,825.00
Education Protection Account State Aid - Current Year	8012	119,274.00		119,274.00
State Aid - Prior Years	8019	(7,311.00)		(7,311.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	4,000,634.00		4,000,634.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		6,314,422.00	0.00	6,314,422.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		291,567.88	291,567.88
Special Education - Federal	8181, 8182		68,939.00	68,939.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299	5,764.14	31,336.34	37,100.48
Total, Federal Revenues		5,764.14	391,843.22	397,607.36
3. Other State Revenues				
Special Education - State	StateRevSE		320,847.00	320,847.00
All Other State Revenues	StateRevAO	119,883.85	758,634.80	878,518.65
Total, Other State Revenues		119,883.85	1,079,481.80	1,199,365.65
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	80,623.19		80,623.19
Total, Local Revenues		80,623.19	0.00	80,623.19
5. TOTAL REVENUES		6,520,693.18	1,471,325.02	7,992,018.20
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,605,616.13	522,938.58	2,128,554.71
Certificated Pupil Support Salaries	1200	174,226.23	103,034.83	277,261.06
Certificated Supervisors' and Administrators' Salaries	1300	335,514.04	20,284.80	355,798.84
Other Certificated Salaries	1900	92,807.26	4,584.30	97,391.56
Total, Certificated Salaries		2,208,163.66	650,842.51	2,859,006.17
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	65,920.65	116,406.90	182,327.55
Noncertificated Support Salaries	2200	10,680.42		10,680.42
Noncertificated Supervisors' and Administrators' Salaries	2300	150,472.98	1,969.26	152,442.24
Clerical, Technical and Office Salaries	2400	251,050.85		251,050.85
Other Noncertificated Salaries	2900	15,471.69		15,471.69
Total, Noncertificated Salaries		493,596.59	118,376.16	611,972.75



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

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July 1, 2019 to June 30, 2020

Charter School Name: Audeo Charter School

CDS #: 37683383731395

Description	Object Code	Unrestricted	Restricted	Total
<b>3. Employee Benefits</b>				
STRS	3101-3102	382,101.54	409,143.17	791,244.71
PERS	3201-3202	92,024.12	23,331.02	115,355.14
OASDI / Medicare / Alternative	3301-3302	67,242.59	18,559.75	85,802.34
Health and Welfare Benefits	3401-3402	487,118.74	130,263.36	617,382.10
Unemployment Insurance	3501-3502	1,351.01	384.61	1,735.62
Workers' Compensation Insurance	3601-3602	29,347.39	8,359.53	37,706.92
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		1,059,185.39	590,041.44	1,649,226.83
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100	9,450.81	9,804.21	19,255.02
Books and Other Reference Materials	4200	2,903.55	8,710.17	11,613.72
Materials and Supplies	4300	147,691.00	94,340.63	242,031.63
Noncapitalized Equipment	4400	37,490.19		37,490.19
Food	4700	3,183.08		3,183.08
Total, Books and Supplies		200,718.63	112,855.01	313,573.64
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	29,449.91	8,954.18	38,404.09
Dues and Memberships	5300	11,503.86	441.18	11,945.04
Insurance	5400	31,578.96	170.83	31,749.79
Operations and Housekeeping Services	5500	187,617.28	494.00	188,111.28
Rentals, Leases, Repairs, and Noncap. Improvements	5600	563,277.06		563,277.06
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	699,374.65	302,719.66	1,002,094.31
Communications	5900	40,805.22	15,891.20	56,696.42
Total, Services and Other Operating Expenditures		1,563,606.94	328,671.05	1,892,277.99
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	376,092.80		376,092.80
Total, Capital Outlay		376,092.80	0.00	376,092.80
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399	(32,865.19)	32,865.19	0.00
Debt Service:				
Interest	7438	5,368.05		5,368.05
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		5,368.05	0.00	5,368.05
Total, Other Outgo		(27,497.14)	32,865.19	5,368.05
<b>8. TOTAL EXPENDITURES</b>		5,873,866.87	1,833,651.36	7,707,518.23

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

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July 1, 2019 to June 30, 2020

Charter School Name: Audeo Charter School

CDS #: 37683383731395

Description	Object Code	Unrestricted	Restricted	Total
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		646,826.31	(362,326.34)	284,499.97
<b>D. OTHER FINANCING SOURCES / USES</b>				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(348,047.73)	348,047.73	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(348,047.73)	348,047.73	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)</b>		298,778.58	(14,278.61)	284,499.97
<b>F. FUND BALANCE / NET POSITION</b>				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	6,622,934.79	60,962.98	6,683,897.77
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		6,622,934.79	60,962.98	6,683,897.77
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		6,921,713.37	46,684.37	6,968,397.74
<b>Components of Ending Fund Balance (Modified Accrual Basis only)</b>				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
<b>3. Components of Ending Net Position (Accrual Basis only)</b>				
a. Net Investment in Capital Assets	9796	4,336,778.42		4,336,778.42
b. Restricted Net Position	9797		46,684.37	46,684.37
c. Unrestricted Net Position	9790A	2,584,934.95	0.00	2,584,934.95

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

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July 1, 2019 to June 30, 2020

Charter School Name: Audeo Charter School

CDS #: 37683383731395

Description	Object Code	Unrestricted	Restricted	Total
<b>G. ASSETS</b>				
1. Cash				
In County Treasury	9110	2,759,739.62	(56,284.20)	2,703,455.42
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	226,896.90	(146,881.41)	80,015.49
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135	25,000.00		25,000.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	12,229.63		12,229.63
4. Due from Grantor Governments	9290	798,776.28	311,993.65	1,110,769.93
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	97,752.71	1,175.49	98,928.20
7. Other Current Assets	9340	30,522.21		30,522.21
8. Capital Assets (accrual basis only)	9400-9489	4,336,778.42		4,336,778.42
9. TOTAL ASSETS		8,287,695.77	110,003.53	8,397,699.30
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
<b>I. LIABILITIES</b>				
1. Accounts Payable	9500	263,678.91	11,527.50	275,206.41
2. Due to Grantor Governments	9590		9,260.66	9,260.66
3. Current Loans	9640	426,945.54		426,945.54
4. Unearned Revenue	9650		42,531.00	42,531.00
5. Long-Term Liabilities (accrual basis only)	9660-9669	675,357.95		675,357.95
6. TOTAL LIABILITIES		1,365,982.40	63,319.16	1,429,301.56
<b>J. DEFERRED INFLOWS OF RESOURCES</b>				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
<b>K. FUND BALANCE /NET POSITION</b>				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		6,921,713.37	46,684.37	6,968,397.74

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2019 to June 30, 2020**

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Charter School Name: Audeo Charter School  
CDS #: 37683383731395

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

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

**1. Federal Revenue Used for Capital Outlay and Debt Service**

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

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$		0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

**2. Community Services Expenditures**

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

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

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**  
**July 1, 2019 to June 30, 2020**

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**Charter School Name:** Audeo Charter School

**CDS #:** 37683383731395

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

Results of this calculation will be used for comparison with 2018-19 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2021-22.

a. Total Expenditures (B8)	7,707,518.23
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	397,607.36
c. Subtotal of State & Local Expenditures [a minus b]	7,309,910.87
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	381,460.85
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 6,928,450.02



### Assumptions for Revised Preliminary Operational Budget FY 2020-21

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 the 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 **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 fiscal 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 unduplicated pupil percentage for Audeo Charter School is estimated at 58.78%
- \* **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

### COVID-19 Impact

The effects of the pandemic are far reaching. This section attempts to summarize the impact on our 2020-21 revised budget and LCAP.

After the Governor's May Revised budget, we prepared for decreased LCFF base grant revenues by 7.92% from 2019-20 funding levels and a 51.6% reduction in Career and Technical Education (CTE) Grant funding. However, the adopted state budget effectively eliminated these reductions and replaced them with deferrals. The most impactful items for the 2020-21 budget are as follows:

- Local Control Funding Formula base grants have been restored to 2019-20 levels for flat year-over-year base funding
- Categorical program cuts, such as CTE, were eliminated and brought back to full funding
- State aid payments in 2021 have been deferred as follows:
  - February– 45% deferred 9 months until November
  - March – 70% deferred 7 months until October
  - April – 70% deferred 5 months until September
  - May – 70% deferred 3 months until August
  - June – 100% delayed 1 month until July
- Early federal support from the CARES act appropriated \$1.47B to California to help fund a Local Educational Agencies (LEAs) COVID-19 response
- Learning Loss Mitigation Funding (LLMF) appropriates \$5.33B from three different funding sources to be allocated to LEAs in order to support transitional Kindergarten through 12<sup>th</sup> grade pupil academic achievement and mitigate learning loss related to COVID-19. The LLMF has been allocated by three distinct formulas with different eligibility criterion as shown in the table below.

- Independent Study or Non-classroom Based (NCB) schools are only eligible for the \$979M allocation

Total	Sources	Distribution Formula	Eligible LEAs
\$1.5 billion (NCB Ineligible)	\$355,227,000 (GEER) \$1,144,773,000 (CR)	Based on an equal amount per pupil age 3-22 with exceptional needs using the 2019–20 Fall 1 Census	School districts, county offices of education and classroom based direct-funded charter schools; a classroom-based locally funded charter school will be included in the chartering authority's application and funding
\$2.8 billion (NCB Ineligible)	\$2,855,227,000 (CR)	Distributed proportionally based on LEA supplemental and concentration grant funding as of the 2019–20 second principal apportionment	School districts, county offices of education and classroom based direct-funded charter schools; a classroom-based locally funded charter school will be included in the chartering authority's application and funding
\$979 million (NCB eligible)	\$539,926,000 (GF) \$439,844,000 (CR)	Distributed proportionally based on the LEA local control funding formula (LCFF) entitlement	School districts, county offices of education and charter schools; a locally funded charter school will be included in the chartering authority's application and funding
\$5,334,997,000	\$5,334,997,000 (All Sources)	Vary by source	Vary by source

The 2020-21 education budget trailer bill, Senate Bill 98, removes the requirement for local education agencies (LEAs) to submit a Local Control and Accountability Plan (LCAP) for the 2020-21 school year, substituting a new requirement for LEAs to adopt a Learning Continuity and Attendance Plan (Learning Continuity Plan) by September 30, 2020. Given the new plan's extensive contents and process, the timeline to develop the plan is short. This article outlines the new requirement, including reminding readers about how to demonstrate increased and improved services for "high needs" students, a key LCAP component which migrates to the Learning Continuity Plan this year.

### Budget Information

Based on School Services of California (SSC) School District and Charter School Financial Projection Dashboard – 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 Revised Preliminary Operational Budget.



**Table 1:**

<b>Funding for FY 2020-21 Revised Preliminary Operational Budget</b>	
Gr. K-3 Base Grant	\$7,702
Gr. 4-6 Base Grant	\$7,818
Gr. 7-8 Base Grant	\$8,050
Gr. 9-12 Base Grant	\$9,329
Estimated Cost of Living Allowance (COLA)	0.00%
Estimated GAP Percentage	100%
Audeo's Unduplicated Pupil Percentage (Rolling Average)	58.78%
District's Unduplicated Pupil Percentage (Highest Moreno Valley UPP)	84.32%

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

**ENROLLMENT AND ADA – PROJECTED VERSUS ACTUAL DATA:**

**Table 2:**

<b>Description</b>	<b>2020-21 (Projected P-2)</b>	<b>2019-20 (Actual P-2)</b>	<b>2018-19 (Actual P-2)</b>
<b>Enrollment</b>	<b>634</b>	<b>564</b>	<b>595</b>
<b>ADA:</b>			
Grade K-6	92.90	92.90	56.33
Grade 7-8	64.16	64.16	80.30
Grade 9-12	439.31	439.31	423.55
<b>Total ADA</b>	<b>596.37</b>	<b>596.37</b>	<b>560.18</b>

**REVENUE PROJECTIONS**

**Table 3:**

<b>DESCRIPTION</b>	<b>FY 2020-21</b>
<b>LCFF Sources</b>	<b>\$6,236,446</b>
<b>Federal Revenues</b>	<b>\$545,138</b>
<b>State Revenues Other than LCFF</b>	<b>\$1,030,667</b>
<b>Local Revenues</b>	<b>\$62,500</b>
<b>Total Projected Revenues</b>	<b>\$7,874,751</b>

- **In Lieu of Property Tax** of \$6,696.05 per Current Year (CY) P-2 ADA 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 on 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. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.
- **Lottery funds** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not yet available, lottery revenues are projected based on estimated PY P-2 ADA. Rates used are based on School Services of California's latest estimates: \$49 for Prop 20 (Lottery: Instructional Materials) and \$150 for Non-Prop 20 (Lottery: Unrestricted).
- **Federal funds**

**Titles I, II, III and IV** are based on the latest entitlement/apportionment schedules provided by the California Department of Education for FY 2019-20.

#### **ESSA: School Improvement (CSI) Funding for LEAs:**

Audeo was granted 2019-20 ESSA CSI funds in the amount of \$170,123 of which will be spent on improving Audeo's graduation rates.

#### **Elementary and Secondary School Emergency Relief (ESSER) Fund:**

The Coronavirus Aid, Relief, and Economic Security (CARES) Act provides funding to LEAs through Section 18003 of the Elementary and Secondary School Emergency Relief (ESSER) Fund, to address the impact of COVID-19 on elementary and secondary schools. CDE provided an apportionment of \$93,074 of which this amount is included in the budget.

- **Learning Loss Mitigation Funding** is a combination of CARES Act Coronavirus Relief (CR) and the state's General Fund (GF) to support transitional Kindergarten through 12<sup>th</sup> grade pupil academic achievement and mitigate learning loss related to COVID-19. CDE provided an apportionment of \$97,653 which is included in the budget.
- **Special Education funds** are based on the current projections of El Dorado Charter SELPA. **State revenues** are projected at \$625 per estimated CY P-2 ADA while **Federal IDEA** revenues are projected at \$125 per prior year (PY) California Basic Educational Data System (CBEDS) count.
- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State 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. Audeo was granted a total amount of \$348,030. This amount will be spent in FY 2020-21.

**NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY for 2020-21:**

**Table 4:**

<b>POSITIONS</b>	<b>OBJECT CODE</b>	<b>FTE (Full-Time Equivalent)</b>
Teachers (Gen. Ed, Special Education, Instructional Lead)*	1100	28.80
Cert. Pupil Support (Counselors/Nurse/Psychologist/Social Worker)	1200	2.05
Certificated Supervisor & Administrator	1300	2.25
Other Certificated Teacher Resource (CTR)	1900	9.0
Classified Support (Admin Support)	2200	0.15
Classified Supervisor & Administrator	2300	1.05
Clerical, Technical & Office Staff	2400	3.26
Other Classified (Administrative Support)	2900	0.10
<b>TOTAL FTE POSITIONS BUDGETED</b>		<b>46.65</b>

- \* To ensure compliance with Special Education regulations, FTE positions for Special Ed are computed at one Resource Specialist for every 28 caseload. We calculate 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 FY 2020-21 rates:

**Table 5:**

	<b>OBJECT CODE</b>	<b>CERTIFICATED</b>	<b>CLASSIFIED</b>
STRS (Teachers Retirement)	3111-3112	16.15%	
PERS (Classified Retirement)	3211-3212		20.70%
OASDI (Social Security)	3311-3312		6.20%
MEDICARE	3321-3322	1.45%	1.45%
Health & Welfare – Self-Insured Plan	3401-3402		
<div style="text-align: right; padding-right: 20px;"><u>Monthly Rates</u></div> <div> - Medical      \$1,800  - Dental        \$120  - Vision         \$27  - Life Ins.      .000114 </div>			
State Unemployment Insurance	3501-3601	0.05%	0.05%
Worker Compensation Insurance	3601-3602	1.06%	1.06%

## **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 #6:**

<b>Description</b>	<b>FY 20-21</b>	
Professional/Consulting Services and Other Operating Expenses	\$822,391	10.44%

## **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 #7:**

Description	FY 2020-21
Marketing Expenses	\$62,998
% to total budget	.8%

### **DISTRICT OVERSIGHT FEES**

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

- Object Code 8011 – State Aid
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid – Prior Year
- Object Code 8019 - EPA – Prior Year
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

**Table #8:**

Description	FY 2020-21
3% Oversight Fees	\$189,394

### **RESERVES**

Audeo has allocated the following for reserves:

**Table #9:**

Description	FY 2020-21
Reserves	\$236,242
% to total budget	3%

### **FACILITIES**

Audeo carries contract lease agreements with an annual cost of \$382,756 for FY 2020-2021. The total cost of the current lease contracts from July 2020 thru the end of the lease term (Year 2022) is \$601,059. 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.



**Revised Preliminary Operational Budget  
FY 2020-2021**

**REVENUES**

DESCRIPTION	ACCOUNT CODES	AMOUNT
<b>LOCAL CONTROL FUNDING FORMULA - LCFF</b>		
LCFF State Aid	8011	\$ 2,123,849.00
Education Protection Account	8012	119,274.00
In Lieu of Property Tax	8096	3,993,323.00
<b>TOTAL, LCFF ENTITLEMENT</b>		<b>\$ 6,236,446.00</b>
<b>FEDERAL REVENUES</b>		
Special Ed: IDEA Basic Local Assistance Entitlement Part E	8181	\$ 63,750.00
Title I, Part A, Improving Basic Programs	8290	113,018.00
Title II, Part A, Supporting Effective Instruction	8290	15,354.00
Title III, Part A, English Learner Student Program	8290	5,980.00
Title IV, Part A, Student Support and Academic Enrichment	8290	10,000.00
ESSA CSI	8290	200,123.00
Cares Act ESSER	8290	93,074.00
Learning Loss Mitigation	8290	43,839.00
<b>TOTAL, FEDERAL REVENUES</b>		<b>\$ 545,138.00</b>
<b>STATE REVENUES OTHER THAN LCFF</b>		
Mandate Block Grant	8550	\$ 23,238.00
Lottery Unrestricted - Non Prop-20	8560	93,433.00
Lottery Restricted - Prop 20	8560	30,521.00
CTE - Career Technical Education Incentive Grant Program	8590	348,030.00
Special Education	8792	372,731.00
Special Education - Mental Health Services - Level 2	8590	108,900.00
Learning Loss Mitigation	8590	53,814.00
<b>TOTAL, STATE REVENUES</b>		<b>\$ 1,030,667.00</b>
<b>LOCAL REVENUES</b>		
Interest Income	8660	\$ 60,000.00
All Other Local Revenue	8699	\$ 2,500.00
<b>TOTAL, LOCAL REVENUES</b>		<b>\$ 62,500.00</b>
<b>TOTAL, REVENUES</b>		<b>\$ 7,874,751.00</b>



**Revised Preliminary Operational Budget  
FY 2020-2021**

**EXPENDITURES**

DESCRIPTION	ACCOUNT CODES	AMOUNT
<b>CERTIFICATED SALARIES</b>		
Teachers' Salaries	1100	\$ 2,598,856.00
Certificated Pupil Support Salaries	1200	177,504.00
Certificated Supervisor & Adm. Salaries	1300	364,285.00
Other Certificated Salaries	1900	211,311.00
<b>TOTAL, CERTIFICATED SALARIES</b>		<b>\$ 3,351,956.00</b>
<b>CLASSIFIED SALARIES</b>		
Classified Support Salaries	2200	16,313.00
Classified Supervisor and Administrator Salaries	2300	149,581.00
Clerical, Technical and Office Salaries	2400	194,778.00
Other Classified Salaries	2900	10,358.00
<b>TOTAL, CLASSIFIED SALARIES</b>		<b>\$ 371,030.00</b>
<b>EMPLOYEE BENEFITS</b>		
STRS Retirement	3100	\$ 541,341.00
PERS Retirement	3200	76,614.00
Social Security/Medicare	3300	75,088.00
Health and Welfare	3400	853,641.00
Unemployment Insurance	3500	1,864.00
Workers Compensation	3600	41,542.00
<b>TOTAL EMPLOYEE BENEFITS</b>		<b>\$ 1,590,090.00</b>
<b>TOTAL PERSONNEL COST</b>		<b>\$ 5,313,076.00</b>



**Revised Preliminary Operational Budget  
FY 2020-2021**

**EXPENDITURES**

DESCRIPTION	ACCOUNT CODES	AMOUNT
<b>BOOKS AND SUPPLIES</b>		
Textbooks & Core Curriculum Materials	4100	\$ 27,000.00
Books other Reference Materials	4200	16,717.00
Instructional Materials and Supplies	4300	83,526.00
On-Line Courses	4312	74,779.00
Noncapitalized Equipment	4400	65,060.00
Food	4700	6,500.00
<b>TOTAL, BOOKS AND SUPPLIES</b>		<b>\$ 273,582.00</b>
<b>SERVICES, OTHER OPERATING EXPENSES</b>		
Travel and Conference	5200	\$ 27,385.00
Dues and Memberships	5300	15,500.00
Liability Insurance	5400	37,714.00
Operations and Housekeeping Services	5500	159,200.00
Rental, Leases & Repairs	5600	509,756.00
Prof/Consulting Services/Oper. Expenses	5800	759,393.00
Marketing Fees	5812	62,998.00
Communication	5900	49,700.00
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENSES</b>		<b>\$ 1,621,646.00</b>
<b>CAPITAL OUTLAY</b>		
Depreciation - Leasehold Improvements	6900	337,159.00
Depreciation - Equipment	6900	88,257.00
<b>TOTAL, CAPITAL OUTLAY</b>		<b>\$ 425,416.00</b>
<b>OTHER OUTGO</b>		
Debt Service Payment - Interest (Capitalized Leases)	7438	\$ 4,789.00
<b>TOTAL, OTHER OUTGO</b>		<b>\$ 4,789.00</b>
<b>RESERVES</b>		
Operation Reserve ( Non-Payroll Exp.)	9780	\$ 118,121.00
Reserve for Economic Uncertainties	9789	118,121.00
<b>TOTAL, RESERVES</b>		<b>\$ 236,242.00</b>
%		<b>3.00%</b>
<b>TOTAL, EXPENDITURES</b>		<b>\$ 7,874,751.00</b>



School Year: 2020-2021

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Audeo Charter School	37683383731395	October 16, 2020	October 21, 2020

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Audeo Charter School (Audeo) operates as a single school district charter school. This School Plan for Student Achievement fulfills the requirements of the Title I Schoolwide Program.

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. DASS schools are held accountable for all state indicators currently reported in the California School Dashboard; however, "modified methods" are used for state indicators 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 is eligible for Comprehensive Support and Improvement (CSI) for having a two-year average graduation rate less than 67%. Audeo has partnered with stakeholders to develop and implement a plan to improve student outcomes.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

All goals contained in the SPSA plan directly support the ESSA requirements to close academic achievement gaps for all students. Audeo's SPSA is developed by the School Site Council and creates measurable goals that are aligned to the Learning Continuity and Attendance Plan (LCP). The SPSA addresses both the academic gaps and social/emotional challenges that Audeo students face as they strive to meet graduation requirements and prepare for college and career pathways.

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

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

Moreover, all stakeholders of the School have representatives involved in the development of the School Plan for Student Achievement (SPSA) and the embedded Comprehensive Support and Improvement (CSI) Plan. The design of the School allows for teachers, students, parents, counselors, and school leaders to meet, discuss, and plan for the needs of all students. The School's key process is the Pathways Personalized Education Plan (PPEP). The PPEP is collaboratively developed and monitored by the student, parent, teacher, school counselor, and school leader. On an ongoing basis, PPEP meetings are conducted to review student progress and implement planning to continuously improve student outcomes which are aligned to state indicators. In addition to PPEP meetings, school staff use multiple collaborative settings to be involved in the decision-making process of the School and the development on the SPSA and CSI Plan. Stakeholder involvement contributes to the SPSA and CSI Plan development in several important ways: identification and refinement of needs based on data analysis, creation of goals, establishment of metrics, designation of activities, and resource allocation. The following stakeholder groups have contributed to the development of this plan with corresponding methods:

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

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

- Graduation rates
- Chronic Absenteeism
- Smarter Balanced Assessment results
- NWEA Measures of Academic Progress (MAP)

- English Learner progress rates
- College and Career Indicator
- Suspension rates
- Student demographic reports
- Student participation rates
- Student credit completion rates
- Course enrollment rates
- Student intervention reports
- Average credit deficiency upon initial enrollment
- Average skill deficiency (ELA and Mathematics) upon initial enrollment

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Audeo has been identified for Comprehensive Support and Improvement (CSI) for having a two-year average graduation rate less than 67%. Therefore, stakeholder groups have examined data related to the graduation rate indicator and resource allocation. All data compiled and analyzed by stakeholder groups included historical and trend data for All Students and unduplicated student groups. As part of the Needs Assessment, stakeholder groups analyzed resource allocation by category. Stakeholder groups came to a consensus that school resources are appropriately allocated to supporting the needs of all students. There is agreement that the School's instructional model is designed to support the needs of the lowest achieving student and potentially highest risk. Stakeholder groups believe that the PPEP provides instructional staff with a systematic approach to support the academic and social-emotional needs of all students.

During the Needs Assessment, stakeholder groups analyze data to determine program strengths/weaknesses, prioritize area of greatest improvement or weakness, and investigate root cause. The following key themes emerged from stakeholder groups as influencing the School's graduation rate:

- On average, grade 12 students enroll 2-3 grade levels behind in ELA and Mathematics skills.
- Grade 12 students exceed the expected enrollment time in math courses; math courses take students, on average, two to 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 to three times as long to complete than other practical courses.
- Grade 12 students, particularly low-income households, continue to need access to Chromebooks and/or home internet to have full access to curriculum and participate in distance learning.
- Grade 12 students need additional counseling to ensure they are ready for college/career pathways.
- Grade 12 students continue to need access to social-emotional learning opportunities and support/resources.

Based upon the Needs Assessment results, the School engaged in an in-depth selection process to identify allowable CSI activities that build capacity, are evidence based, and address the School's School Plan for Student Achievement| Page 3 of 29

need to increase the graduation rate. The following process was followed by school department leaders in selecting evidence-based interventions:

- Continue to build foundational knowledge around evidence-based interventions, ESSA requirements, and capacity building with the School's Strategic Planning Process, including Leadership Team members participating in the CDE's *Tuesdays at 2 Webinars* focused on CSI and LCAP.
- Continue to acquire and review materials and resources related to ESSA, including US Department of Education Guidance – *Using ESSA to Strengthen Education Investments and What Works Clearinghouse*.
- Continue to evaluate and implement programs and services based on the quality of the program, relevance, and usefulness: *What Works Clearinghouse "Path to Graduation" Interventions*.

Based on the evaluation of each intervention, the school team identified two programs that rated as 'Positive or Potentially Positive' and applicable to the School's instructional model: Dual Enrollment Programs and Check & Connect.

Audeo plans to implement the following evidence-based interventions and action items to increase graduation rate:

- Design and develop a dual enrollment program that allow high school students to take college courses and earn college credits while attending high school. The School will partner with a local community college to support students who are underrepresented in higher education, to increase college access. The dual enrollment program will be free to increase the number of low socioeconomic status students who can attend and complete college.
- Provide school 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.
- Continue to implement Trauma Informed Practices for Schools into daily instruction to support the social-emotional needs of grade 12 students who have experienced traumatic experiences in the past or that have been impacted by the COVID-19 emergency.
- Integrate AVID strategies into daily instruction to increase student engagement, achievement, and college readiness.
- Math specialists to coach teachers and provide high-quality, school-based professional development.
- Continue to provide increased ELA and math coaching/tutoring for students in grade 12 to increase progress and completion rates in courses required for graduation.
- Continue to provide additional coaching and tutoring for students in grades 11 and 12 to increase progress towards grade level promotion and completion rates for other required coursework for graduation.
- Continue to offer social emotional learning opportunities to grade 12 students, including Resilience in Student Education (RISE) and the Character and Leadership Development Program.

- Continue to provide grade 12 students with Chromebooks and/or internet hotspots to increase access to the full curriculum.
- Continue to provide staff professional development to implement graduation strategies and build capacity for systems supporting successful student outcomes.
- Continue to implement grade 12 monitoring system throughout the school year. This is a coordinated effort which includes teachers, counselors, and instructional leaders using SharePoint technology to identify students 'Not On-Track' to graduate and then collaborate to implement appropriate intervention.

Audeo will use multiple assessment tools and data analysis protocols to determine effectiveness of services and supports. All stakeholder groups will monitor and evaluate the effectiveness of the CSI Plan, including the School Leadership Team, School Staff, Students, Parents, School Site Council, and English Language Advisory Council. To ensure continuous improvement, school groups will review data from the California School Dashboard, other student performance data, and perception data to determine if the CSI Plan has been effective in addressing the areas of need and increasing student achievement for all students, but especially for the lowest-achieving students. School groups will utilize evaluation methods, particularly guiding questions for quantitative and qualitative data analysis, provided by the San Diego County Office of Education (SDCOE) to determine program effectiveness.

In addition, the following school departments and personnel will support the monitoring of designated strategies and interventions for grade 12 students:

#### **School Data Department:**

- Publish a Monthly Storybook that includes the number of students assigned to the dual enrollment program, intervention frequency/methods, participation/attendance, and credit completion rates.
- Provide teachers, counselors, and instructional leaders with a SharePoint grade 12 student roster to track grade 12 students as 'On Track' and 'Not on Track'.

#### **School Curriculum Department:**

- Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

#### **School Leadership Team:**

- Meet to monitor and evaluate the effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive data for the School.

#### **Instructional Leaders:**

- Meet with all teachers in July, October, and January to review grade 12 student progress towards graduation.
- Conduct grade 12 tutoring session observations to ensure teachers are providing high-level targeted instruction that support the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies.

**School Counselors:**

- Meet weekly with instructional leaders to discuss Check & Connect progress and effectiveness.
- Utilize the School Pathways Student Information System to monitor grade 12 student progress towards graduation.
- Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates.

**Teachers:**

- Utilize monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on-time.

## Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

### Goal 1

Increase student achievement in areas appropriate for a school participating in the Dashboard Alternative School Status (DASS) program.

State Priorities:

- **Priority 4:** Pupil Achievement (Pupil Outcomes) - Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English Learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program.
- **Priority 5:** Pupil Engagement (Engagement) - School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.

Local Priorities:

- **Strategic Initiative 1:** Increase student outcomes for all student groups through the refinement and implementation of the Altus Instructional Plan focused on growth of the State Dashboard Indicators.
- **Strategic Initiative 8:** Develop a cohesive integrated systematic approach to improve student outcomes through the collaboration of Instruction, Curriculum, and Assessment.

### Identified Need

Primary Need: More than 70% of students enroll at Audeo as 'high risk' based on the DASS criteria. According to NWEA Assessments, students on average, enroll 2-3 grade levels behind in ELA and mathematics.

Relevant Data Collected:



- Audeo is identified for CSI based upon having a two-year average graduation rate less than 67%. According to the 2019 California School Dashboard, Audeo had a 74.5% graduation rate for All Students. This is an 17.6% increase from the prior year. School Stakeholders are satisfied with the improved graduation rate and believe that the implemented interventions and actions related to this engagement indicator are effective and need to be continued for the 2020-2021 school year. There is consensus that the School will need to improve instructional actions for English Learners (ELs) and Socioeconomically Disadvantaged (SED) whose graduation rate remains lower than All Students.
- Audeo's 2019 Chronic Absenteeism rate for All Students (grades 6-8) was 25.4%. This was a 9.2% improvement from the prior year. School groups believe that Audeo is on the right track with strategies and interventions to improve middle school engagement.
- In 2019, All Students who completed the English Language Arts Summative SBA scored 1.6 points below standard. This was a 4.7 point improvement from the prior year for All Students. Both ELs and SWDs scored lower than All Students and did not demonstrate improvement from the prior year. Improving ELA achievement for ELs and SWDs will need to be an instructional priority.
- In 2019, All Students who completed the Mathematics Summative SBA scored 86.5 points below standard. This was a 22.3 point decline from the prior year. ELs, SWDs, SED students scored 142.5, 180.4, and 108.5 points below standard, respectively. School Stakeholders agree that math achievement continues to be a critical area of need. The School will continue to refine and implement a systematic approach of curriculum, instruction, and professional learning to improve mathematics achievement for All Students and significant student groups.
- Based upon the 2019 California School Dashboard, 47% of ELs are making progress towards English language proficiency or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC). This is considered a Medium progress level. School Stakeholders believe that by implementing both Integrated and Designated ELD programs, the school can maintain a Medium progress level, which is 45% to less than 55%.
- Audeo administers the NWEA Assessments to students in the fall and spring semesters to measure student grade level equivalency in reading, language usage, and mathematics. The School also uses this pre- and post-assessment to measure how many students are meeting their individual growth targets for the school year. School Stakeholders agree that at least 60% or more of students should meet their growth target. In 2019, 78% of All Students met their reading growth target. 73% of All Students met their language usage growth target. 73% of All Students met their mathematics growth target. Based upon the 2019 NWEA results, All Students and student groups continue to meet the 60% growth target. However, the school will continue to provide specific student groups with increased and improved services designed to improve ELA and mathematics achievement.
- Audeo's cumulative 2019-2020 participation rate for All Students was 89%. Participation rates for ELs, SWDs, and SED students was 89%, 88%, and 88%, respectively. The School plans to maintain high levels of student participation for all students by providing a safe and supportive learning environment and removing barriers to learning, including lack of food/nutrition, transportation, and technology. Ongoing social-emotional learning opportunities and support/resources will increase student engagement for the lowest achieving students in school as well.
- Audeo is a 12-month instructional program that is constantly enrolling new students. Many of these new students have negative educational experiences and need an innovative and personalized program to meet their needs. School Stakeholders believe that all new students should complete a school confidence survey after 90-days of enrollment. This survey will

measure the instructional program's effectiveness in building student confidence in their ability to succeed in school. As of 2019, 94% of all students who took the survey reported high levels of confidence. The School plans to maintain these high levels of student confidence by continuing to provide students a personalized education that considers their academic strengths/weaknesses, learning style preferences, and post-secondary goals.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard: <u>Graduation Rate</u> (improve by 3% from previous year for All Students and student groups)	<ul style="list-style-type: none"> <li>All Students: 74.5%</li> <li>ELs: 66.7%</li> <li>SWDs: 73.3%</li> <li>SED: 68%</li> </ul>	<ul style="list-style-type: none"> <li>All Students: 77.5%</li> <li>ELs: 69.7%</li> <li>SWDs: 76.3%</li> <li>SED: 71%</li> </ul>
California School Dashboard: <u>Chronic Absenteeism Rate</u> (improve by 3% from previous year for All Students and student groups)	<ul style="list-style-type: none"> <li>All Students: 25.4%</li> <li>ELs: 20%</li> <li>SWDs: 25.6%</li> <li>SED: 29.9%</li> </ul>	<ul style="list-style-type: none"> <li>All Students: 22.4%</li> <li>ELs: 17%</li> <li>SWDs: 22.6%</li> <li>SED: 26.9%</li> </ul>
California School Dashboard: <u>English Language Arts</u> (improve by 3 points from previous year for All Students and student groups)	<ul style="list-style-type: none"> <li>All Students: 1.6 points below standard</li> <li>ELs: 76.6 points below standard</li> <li>SWDs: 98.7 points below standard</li> <li>SED: 18.9 points below standard</li> </ul>	<ul style="list-style-type: none"> <li>All Students: 1.4 points above standard</li> <li>ELs: 73.6 points below standard</li> <li>SWDs: 95.7 points below standard</li> <li>SED: 15.9 points below standard</li> </ul>
California School Dashboard: <u>Mathematics</u> (improve by 3 points from previous year for All Students and student groups)	<ul style="list-style-type: none"> <li>All Students: 86.5 points below standard</li> <li>ELs: 142.5 points below standard</li> <li>SWDs: 180.4 points below standard</li> <li>SED: 108.5 points below standard</li> </ul>	<ul style="list-style-type: none"> <li>All Students: 83.5 points below standard</li> <li>ELs: 139.5 points below standard</li> <li>SWDs: 177.4 points below standard</li> <li>SED: 105.5 points below standard</li> </ul>
California School Dashboard: <u>English Learner Progress</u> (achieve a Medium performance level)	<ul style="list-style-type: none"> <li>47% of English Learners are making progress towards English Language proficiency (Medium Performance Level)</li> </ul>	<ul style="list-style-type: none"> <li>45% of English Learners are making progress towards English Language proficiency</li> </ul>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Measures of Academic Progress: <u>Reading</u> (60% of All Students and student groups will meet their annual growth target)	<ul style="list-style-type: none"> <li>All Students: 78%</li> <li>ELs: 86%</li> <li>SWDs: 72%</li> <li>SED: 80%</li> </ul>	<ul style="list-style-type: none"> <li>All Students: 60%</li> <li>ELs: 60%</li> <li>SWDs: 60%</li> <li>SED: 60%</li> </ul>
NWEA Measures of Academic Progress: <u>Language Usage</u> (60% of All Students and student groups will meet their annual growth target)	<ul style="list-style-type: none"> <li>All Students: 73%</li> <li>ELs: 67%</li> <li>SWDs: 87%</li> <li>SED: 71%</li> </ul>	<ul style="list-style-type: none"> <li>All Students: 60%</li> <li>ELs: 60%</li> <li>SWDs: 60%</li> <li>SED: 60%</li> </ul>
NWEA Measures of Academic Progress: <u>Mathematics</u> (60% of All Students and student groups will meet their annual growth target)	<ul style="list-style-type: none"> <li>All Students: 73%</li> <li>ELs: 79%</li> <li>SWDs: 79%</li> <li>SED: 74%</li> </ul>	<ul style="list-style-type: none"> <li>All Students: 60%</li> <li>ELs: 60%</li> <li>SWDs: 60%</li> <li>SED: 60%</li> </ul>
Cumulative <u>Student Participation Rate</u> (84% of All Students and student groups will meet the participation target)	<ul style="list-style-type: none"> <li>All Students: 89.8%</li> <li>ELs: 89.3%</li> <li>SWDs: 87.9%</li> <li>SED: 88.3%</li> </ul>	<ul style="list-style-type: none"> <li>All Students: 84%</li> <li>ELs: 84%</li> <li>SWDs: 84%</li> <li>SED: 84%</li> </ul>
<u>Student Confidence</u> (90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment)	<ul style="list-style-type: none"> <li>All Students: 94%</li> </ul>	<ul style="list-style-type: none"> <li>All Students: 90%</li> </ul>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Systematic Cycle of Assessments for All Students, English Learners, and Low-Income Students

### Strategy/Activity

#### All Students:

- Administer NWEA Measures of Academic Progress (MAP) to students in the fall and spring semester to make data informed decisions regarding curriculum and instruction to close ELA and Mathematics achievement gaps

- Administer the Smarter Balanced Interim Assessments to students to evaluate mastery of grade level standards in ELA and Mathematics and create opportunities for instructional staff to analyze student data and develop systematic methods to improve student learning
- Integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students

#### English Learners:

- Provide training on ELPAC administration, result analysis, and develop best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems
- Developing and implementing research based formative ELD assessments in one-on-one and/or small group tutoring to measure language skills

#### Low Income Students:

- Provide Chromebooks and/or internet hotspots to students in need of home technology to complete synchronous assessments in tutoring sessions and Illuminate Learning Checks which are embedded in the core curriculum

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

<b>1.1</b>		<b>Object Series</b>	<b>Resource Description</b>
16,487		<b>1000-1999</b>	LCFF
2,005		<b>2000-2999</b>	CTEIG
18,045		<b>2000-2999</b>	LCFF
928		<b>3000-3999</b>	CTEIG
16,135		<b>3000-3999</b>	LCFF
98,456		<b>4000-4999</b>	CSI
53,076		<b>5000-5999</b>	CSI
11,394		<b>5000-5999</b>	LCFF

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Data and Measures of Student Achievement for All Students, Grade 12 Students (CSI), English Learners, and Low-Income Students

Strategy/Activity

All Students:

- Collect, analyze, and disseminate key performance measures aligned to student achievement and publish in the Monthly and Annual Storybook, including student participation and chronic absenteeism rates
- Utilize the School's Data Integration Systems Department (Naviance, Illuminate, and NWEA) to inform Curriculum, Instruction, and Professional Learning Systems of multiple measures of student achievement data
- Enhance Chronic Absenteeism Rate monitoring system to track student engagement and achievement throughout the school year.

Grade 12 Students (CSI):

- Continue to implement grade 12 monitoring system throughout the school year. This is a coordinated effort which includes teachers, counselors, and instructional leaders using SharePoint technology to identify students 'Not On-Track' to graduate and then collaborate to implement appropriate intervention.

English Learners:

- A Monthly Storybook that summarizes English Learners performance on specific achievement indicators, including participation and credit completion
- Ongoing monitoring of Long-Term English Learners (LTEs) and Reclassified Fluent English Proficient (RFEP) students

Low Income Students:

- A Monthly Storybook that summarizes Low Income Students performance on specific achievement indicators, including participation and credit completion

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

<b>1.2</b>
6,416
5,520
39,546
2,447
13,865
2,425
3,045
20,378
37,631

Source(s)

<b>Object Series</b>	<b>Resource Description</b>
<b>1000-1999</b>	CSI
<b>1000-1999</b>	CTEIG
<b>1000-1999</b>	LCFF
<b>2000-2999</b>	CTEIG
<b>2000-2999</b>	LCFF
<b>3000-3999</b>	CSI
<b>3000-3999</b>	CTEIG
<b>3000-3999</b>	LCFF
<b>5000-5999</b>	LCFF

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Instructional Support and Intervention for All Students, Grade 12 Students (CSI), English Learners, Low-Income Students, and Homeless and Foster Youth

#### Strategy/Activity

##### All Students:

- Recruit, hire and train high quality teachers to engage high-risk students and support their achievement
- Develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals
- Utilize Naviance Program to support the successful postsecondary planning of students who are high risk and/or disadvantaged
- Provide multiple paths to earn a high school diploma or equivalent to increase successful outcomes for high-risk student groups
- Develop and implement schoolwide Instructional Plan based upon the needs of the current student populations including Exceptional Learners
- Provide instructional tutoring sessions in Math and ELA that scaffold student skills to achieve performance targets of the courses and assessments
- Provide instructional tutoring sessions that are interactive with online video tutorials from both teachers and field experts that engage students in real-world applications and problem-solving scenarios
- Refine the implementation of the Student Intervention Program, which is aligned to the Multi-Tiered System of Support (MTSS), that quickly matches the needs of all students

##### Grade 12 Students (CSI):

- Continue to provide additional ELA and math coaching and tutoring for students in grade 12 to increase progress and completion rates
- Certificated Teacher Resources (CTRs) to provide targeted tutoring support in ELA and math to increase progress and completion rates for other required coursework for graduation
- Integrate AVID strategies into daily instruction to increase student engagement, achievement, and college readiness

##### English Learners:

- Integration of Achieve3000 and BrainPOP ESL programs into tutoring sessions to develop reading, language, writing, and speaking skills
- Utilize WRITE and AVID instructional strategies in core curriculum and tutoring sessions
- Designated ELD sessions that incorporate online tools that support English Learners and struggling readers with the purpose of increasing Lexile scores and English language proficiency
- Provide literacy circles that promote virtual collaboration and language development in alignment with the English Learner Plan

Low Income Students:

- Provide Chromebooks and/or internet hotspots to students in need of home technology to ensure students can participate in distance learning tutoring sessions and/or access instructor virtual hours

Homeless and Foster Youth:

- Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

<b>1.3</b>
16,041
125,862
43,484
2,243,075
330,592
88,778
8,370
6,063
58,851
20,265
911,841
151,039
24,241
1,630

<b>Object Series</b>	<b>Resource Description</b>
<b>1000-1999</b>	CSI
<b>1000-1999</b>	CTEIG
<b>1000-1999</b>	IDEA
<b>1000-1999</b>	LCFF
<b>1000-1999</b>	SpEd
<b>1000-1999</b>	Title I
<b>1000-1999</b>	Title IV
<b>3000-3999</b>	CSI
<b>3000-3999</b>	CTEIG
<b>3000-3999</b>	IDEA
<b>3000-3999</b>	LCFF
<b>3000-3999</b>	SpEd
<b>3000-3999</b>	Title I
<b>3000-3999</b>	Title IV

## 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 Priorities:

- **Priority 1:** Basic (Conditions of Learning) – Student access to standards-aligned instructional materials
- **Priority 2:** State Standards (Conditions of Learning) – Implementation of academic content and performance standards adopted by the state board for all pupils, including English Learners

- **Priority 4:** Pupil Achievement (Pupil Outcomes)
- **Priority 7:** Course Access (Conditions of Learning) – Pupil enrollment in a board course of study that includes all subject areas

#### Local Priorities:

- **Strategic Initiative 1:** Increase student outcomes for all student groups through the refinement and implementation of the Altus Instructional Plan focused on growth of the State Dashboard Indicators.
- **Strategic Initiative 8:** Develop a cohesive integrated systematic approach to improve student outcomes through the collaboration of Instruction, Curriculum, and Assessment.

### **Identified Need**

Primary Need: Students need equitable access to rigorous and standards aligned courses that improve achievement and prepare them for post-secondary pathways.

#### Relevant Data Collected:

- According to the 2019 California School Dashboard, All Students scored 1.6 points below standard for ELA and 86.5 points below standard for Mathematics. School Groups have determined that there is a need to improve student achievement in ELA and Mathematics. There is agreement that all students need access to a rigorous and standards-based curriculum that prepares them for the Summative SBAs.
- School Groups believe there is a need to improve English Learner progress towards English language proficiency. According to the 2019 California School Dashboard, 47% of English Learners are making progress towards English language proficiency. Stakeholders believe that the School can support English Learners by creating curriculum that utilizes Universal Design Learning (UDL) to eliminate barriers to learning through the provision of multiple means of engagement, representation, and action and expression. There is agreement that Designated ELD courses and curriculum resources and enhancements such as Achieve 3000 and BrainPOP ESL will support language development.
- According to the 2019 California School Dashboard, 12.8% of Audeo graduates met the prepared criteria for College/Career. This is a 4.3% improvement from the prior year. Stakeholders believe that this academic performance indicator will continue to be a challenge for the School because the average length of student enrollment is 18 months. In addition, many students enroll in Audeo during their junior and senior year of high school and upon enrollment they are not on-track to meet the College/Career prepared criteria. School groups have determined that College/Career will be an area of focused and that there are opportunities to expand student enrollment in CTE Pathways, Leadership/Military Science courses, AP Courses/Exams, and college credit courses. School counselors will also provide counseling sessions focused on creating a College/Career plan for all students, along with monitoring and management.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of core courses will be CCSS aligned	100%	100%
100% of Science courses will be NGSS aligned	100%	100%
100% of ELA courses will be ELD aligned	100%	100%
100% of Social Science courses will be ELD aligned	100%	100%
100% of core courses will be UC A-G approved	100%	100%
Maintain a Work Experience Education Program	Met State compliance requirements	Met State compliance requirements
Maintain or increase the number of Accelerated, Honors, and AP courses assigned to students	93 courses assigned	93 courses assigned
Maintain High-Quality and relevant established CTE Pathways	7 CTE Pathways	7 CTE Pathways

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Pathways and College/Career Readiness for All Students

#### Strategy/Activity

##### All Students:

- Establish a College Dual Enrollment Program that provides high school students to take college courses for college credit while completing high school coursework
- Expand course offerings for 4-Year College & University, Career Readiness, and Military Pathways Programs



- Implement CTE Certification Programs aligned to key sectors and student PPEP results
- Provide comprehensive work-based learning opportunities for students, including service learning, internships, job shadowing, and Work Experience Education Program
- Continue to offer CTE courses aligned to CTE Model Framework
- Promote 21<sup>st</sup> century learning and digital literacy with Pathways Portfolio graduation requirement

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2.1		Object Series	Resource Description
3,860		1000-1999	CSI
21,938		1000-1999	CTEIG
64,205		1000-1999	LCFF
2,609		1000-1999	Title II
1,435		3000-3999	CSI
9,198		3000-3999	CTEIG
27,499		3000-3999	LCFF
891		3000-3999	Title II

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Standards Aligned Course of Study and Curriculum for All Students, Grade 12 Students (CSI), English Learners, and Low-Income Students

Strategy/Activity

#### All Students:

- Review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS)
- Review, update, and monitor course of study alignment with UC A-G and NCAA requirements
- Provide access to advanced courses and learning opportunities, including Accelerated, Honors and AP
- Develop and refine curriculum and resources that is multicultural and diverse

#### Grade 12 Students (CSI):

- Continue to provide grade 12 students with Chromebooks and/or internet hotspots to increase access to the full curriculum

English Learners:

- Develop curriculum with the Universal Design Learning (UDL) framework to ensure equity and access for unique pupils
- 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
- Instructional staff developing and implementing research based formative ELD assessments in one-on-one and/or small group tutoring to measure language skills
- Provide curriculum enhancement for English Learners: Achieve3000 and BrainPOP ESL

Low Income Students:

- Provide supplemental curriculum for lowest achieving students through Edgenuity MyPath Individual Learning Plans (ILPs) to support student skill development and close the achievement gap
- Curriculum and Profession Development Coordinator, Technology Integration Learning Lead, and Math Specialist to ensure accessibility, equity, and achievement for high risk student groups and historically underserved students
- Increase student access to online curriculum and resources by providing students in need of home technology with Chromebooks and internet hotspots
- Offer online prescriptive testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

<b>2.2</b>		<b>Object Series</b>	<b>Resource Description</b>
1,393		<b>1000-1999</b>	CSI
3,478		<b>1000-1999</b>	CTEIG
18,231		<b>1000-1999</b>	LCFF
4,336		<b>1000-1999</b>	Title II
507		<b>3000-3999</b>	CSI
1,188		<b>3000-3999</b>	CTEIG
7,738		<b>3000-3999</b>	LCFF
1,817		<b>3000-3999</b>	Title II
45,911		<b>4000-4999</b>	LCFF

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Goal 3

Provide a targeted and data informed professional learning system to increase teacher effectiveness and high-quality instruction.

State Priorities:

- **Priority 1:** Basic (Conditions of Learning)
- **Priority 2:** State Standards (Conditions of Learning) - Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners
- **Priority 8:** Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

- **Strategic Initiative 1:** Increase student outcomes for all student groups through the refinement and implementation of the Altus Instructional Plan focused on growth of the State Dashboard Indicators.
- **Strategic Initiative 2:** Preserve and develop the Altus Culture in a virtual environment.
- **Strategic Initiative 8:** Develop a cohesive integrated systematic approach to improve student outcomes through the collaboration of Instruction, Curriculum, and Assessment.
- **Strategic Initiative 9:** Provide consistent training to all workforce segments through the deployment of effective professional development.
- **Strategic Initiative 17:** Design and implement a program so that students can earn up to two years of college credit through a partnership with Alliant University while establishing options with the community college districts.

**Identified Need**

Primary Need: Teachers need high quality professional development and training to facilitate and support the academic achievement of all students.

Relevant Data Collected:

- As the School transitioned to distance learning in March 2020, staff was surveyed to determine the 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.
- School groups, particularly instructional staff, require professional development that provides the time and space to explore curriculum content necessary to provide quality instruction to students. Additionally, school instructional leaders and staff want presenters who can build capacity of the participants to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards. It is important that presenters are comprised of general and special education teachers, and teachers with expertise in English language development.

Training on how to implement effective formative and summative assessment strategies to inform virtual instruction to a diverse student population is a key requirement.

- Due to the COVID-19 emergency, distance learning will continue to be the primary instructional method for the 2020-2021 school year. School groups determined that the School needs to continue to provide Leading Edge Certification (LEC), a national certification for educational technology. Through this certification process, teachers learn how to be effective online and blended learning teachers, skills necessary for distance learning environments. For new teachers, the School continues the certification process through the LEC FLEX program.
- School groups require that professional development sessions provide participants with methods that are data-driven and designed to support specific learner needs, including gender, race, special needs, foster youth, and socio-economic indicators. To meet this need, presenters share instructional strategies that increase student academic engagement as well as a variety of methods in which students interact with the content of curriculum. There is a focus on sharing virtual technology tools which can provide instructional modeling and tutorials specific to the academic topic and/or standards in a manner that is engaging and tangible for online learning.
- Audeo is committed to increasing achievement for English Learners, which make up approximately 7% of total enrollment. To meet this goal, the School's English Learners Achievement Department (ELAD) will continue to provide training to instructional staff focused on both effective Integrated and Designated ELD. Instructional leaders and staff require ongoing training and coaching focused on utilizing language assessment data and literacy programs such as Achieve3000 to support student acquisition of content and support the development of reading, writing, listening, and speaking skills.
- The mental health and social and emotional well-being of students, their families, and staff is a top school priority. School staff understand that the pandemic has created traumatic experiences for many, to various degrees. To meet this need, Trauma Informed Practices for School (TIPS) strategies will be embedded into subject specific professional development trainings. To further train and equip staff, Audeo teachers have completed the Youth Mental Health First Aid training (YMHFA) certification program and are provided an annual refresher course. 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.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
95% of teachers will participate in at least 60 hours of professional development from July 2020 to June 2021	100% of teachers	95% of teachers
95% of teachers will participate in at least 10 hours of math professional development from July 2020 to June 2021	63% of teachers	95% of teachers

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	97% of staff	90% of staff
95% of students surveyed will report high levels of satisfaction with their assigned teacher	100% of students	95% of students
95% of parents surveyed will report high levels of satisfaction with their child's teacher	100% of students	95% of parents

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Professional development trainings focused on improving academic engagement and achievement for All Students, Grade 12 Students (CSI), English Learners, Low Income Students, and Foster Youth

### Strategy/Activity

#### All Students:

- Altus University (AU) professional development trainings to increase teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards
- AU professional development trainings for staff focused on Career Technical Education (CTE)
- AU professional development trainings to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology
- AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification
- AU professional development trainings focused on staff leadership development, including Executive Studies and Fellows Projects
- AU professional development trainings focused on supporting new teachers
- AU professional development trainings focused on supporting teachers who do not meet annual performance targets
- AU professional development trainings focused on how to support physical, mental, and social-emotional needs of students, including Youth Mental Health First Aid Training (YMHFA) and Suicide Prevention and Intervention

Grade 12 Students (CSI):

- 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
- Continue to provide staff professional development to implement graduation strategies and build capacity for systems supporting successful student outcomes

English Learners:

- ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment
- ELD professional learning for instructional staff, led by the English Learner Achievement Department (ELAD), focused on research-based instructional strategies that support and improve English Learners academic achievement, customizing curriculum, and reclassification of ELs
- Math specialist to provide one-on-one teacher support and professional development focused on supporting English Learners with effective curriculum and instructional strategies
- Achieve3000 trainings for instructional staff focused on best practices
- Specialized literacy trainings for instructional staff, including Writing Redesigned for Innovative Teaching Equity (WRITE)

Low Income Students:

- AU professional development trainings for staff focused on implicit bias and how to cultivate reflective and positive discussions with students
- Embedding social/emotional learning activities in all AU professional development offerings
- Specialized college/career readiness training for staff, including Advancement Via Individual Determination (AVID)
- Trainings for school counselors focused on preparing low income students and first-generation students to enter college

Foster Youth

- AU professional development trainings for staff focused on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma Informed Practices for Schools (TIPS)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

<b>3.1</b>		<b>Object Series</b>	<b>Resource Description</b>
7,592		<b>1000-1999</b>	CSI
10,925		<b>1000-1999</b>	CTEIG
99,872		<b>1000-1999</b>	LCFF
4,180		<b>1000-1999</b>	Title II
2,858		<b>3000-3999</b>	CSI
4,205		<b>3000-3999</b>	CTEIG
40,213		<b>3000-3999</b>	LCFF
1,520		<b>3000-3999</b>	Title II
5,980		<b>5000-5999</b>	Title III

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Goal 4

Provide a safe environment and supportive school culture for students to learn and teachers to teach.

### State Priorities:

- **Priority 1:** Basic (Conditions of Learning) – Facilities in good repair
- **Priority 3:** Parental Involvement (Engagement) – Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups
- **Priority 6:** School Climate (Engagement) – Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

### Local Priorities:

- **Strategic Initiative 2:** Preserve and develop the Altus culture in a virtual environment
- **Strategic Initiative 12:** Continue to implement futuristic and safe instructional setting to increase student, parent, and employee engagement
- **Strategic Initiative 19:** Develop a safe re-opening plan for all Resource Centers and offices to protect students and staff from COVID-19 while on-site

## Identified Need

Primary Need: Parents, students, and staff want a learning environment that is safe, distraction free, and professional.

### Relevant Data Collected:

- School Groups agree that the School must be prepared to offer in-person instructional offerings to students when it is safe. Stakeholders require that the School coordinate with state and county health officials to formulate a re-opening plan which 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). This will require that the School's Executive Safety Committee meet regularly to discuss re-opening plans



and protocols including, inventory of Personal Protective Equipment (PPE), temperature screening systems, signage focused on hygiene best practices, and deployment of hand sanitizer and cleaning/disinfectant materials. Ongoing health and safety trainings will be needed for all school employees to ensure that approved re-opening plans and protocols are being implemented at all school sites.

- During distance learning, the School has received favorable feedback from parents regarding meeting their household needs. According to a May 2020 distance learning survey, 95% of Audeo parents report satisfaction with the services and supports they have received during COVID-19. Additionally, 96% of Audeo parents report that their child's teacher sets high expectation for their student and provides the support they need to achieve. The high levels of satisfaction that parents reported in the May 2020 distance learning survey is consistent with the feedback collected at other settings and formats, including the Family Learning Series, ELAC, and School Site Council. While parents are satisfied with the distance learning program their child has received, they want the School to remain focused on ensuring safety in both a virtual and in-person environment, continue to provide students with access to the full curriculum, and maintain the strong school-to-home partnership (i.e., daily phone calls, frequent progress reports, and student/parent access to teacher virtual hours).
- When students and staff can return to the Resource Center, School Groups want the School to maintain a safe and supportive learning environment. According to the 2019 California School Dashboard, Audeo had a Suspension Rate of 0%. Stakeholders believe that the extremely low suspension rate is due to Audeo's instructional model which provides each student with a customized Pathways Personalized Education Plan (PPEP). Additionally, School Groups agree that students need ongoing access to school counselors, nurses, school social worker, and instructional leaders to meet their individual academic, physical, mental, and social-emotional needs.
- There is agreement that Audeo students benefit from a daily meal program during distance learning. To meet this need, Audeo will maintain a partnership with the San Diego Food Bank to provide meals Monday-Thursday to students and families at two locations in Mission Valley and Bonita. On average, these two distribution centers provide 150 meals to students, families, and community members each week. Audeo informed students and families of the Grab and Go Meal Program by posting information on the school website and emailing flyers directly to all enrolled students and parents.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain a suspension rate at 1.5% or less for All Students	0.2%	1.5% or less for All Students
Maintain an expulsion rate at 1% or less for All Students	0.1%	1% or less for All Students
90% of students surveyed annually will report high levels of school safety satisfaction	97% of students	90% of students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
90% of parents surveyed annually will report high levels of school safety satisfaction	100% of parents	90% of parents
Maintain a compliant School Safety Plan	School Safety Plans met compliance requirements	School Safety Plans meets compliance requirements

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Safe schools and resource centers for All Students

### Strategy/Activity

#### All Students:

- Update and monitor effectiveness of the School Safety Plan
- Executive School Safety Committee to implement the School Safety Plan
- Training and resources provided to ensure staff are informed, prepared, and compliant
- A designated Safety Ambassador at each Resource Center
- Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc.)
- Provide nursing services to support student overall health and social emotional well-being
- Provide students and parents with opportunities for input into safety planning

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

<b>4.1</b>		<b>Object Series</b>	<b>Resource Description</b>
7,280		<b>1000-1999</b>	CTEIG
50,670		<b>1000-1999</b>	LCFF
10,840		<b>2000-2999</b>	LCFF
2,895		<b>3000-3999</b>	CTEIG
25,385		<b>3000-3999</b>	LCFF
93,074		<b>5000-5999</b>	CARES

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Social, Emotional, and Behavioral Support Systems for All Students, Grade 12 Students (CSI), Low Income Students, and Foster Youth

#### Strategy/Activity

##### All Students:

- Provide School Social Work Services and/or School Counselor Services to coordinate agencies, provide services, and facilitate referrals to support student academic and social/emotional goals
- Provide a Character and Leadership Development Program, California Cadet Corps, to promote health, wellness, and academic achievement
- Provide small group learning environment in the Resource Center and/or in distance learning that promotes positive communication, behavior, and accountability
- Utilize Blackboard notification system as a safety communication method

##### Grade 12 Students (CSI):

- Continue to offer social emotional learning opportunities to grade 12 students, including Resilience in Student Education and the Character and Leadership Development Program
- Continue to implement Trauma Informed Practices for Schools into daily instruction to support the social and emotional needs of grade 12 students who have experienced traumatic experiences in the past or that have been impacted by the COVID-19 emergency

##### Low Income Students

- Partnership with San Diego Food Bank (SDFB) to provide Grab and Go Meals for students in need of food during distance learning
- Partnership with SDFB to provide Nutrition Program at Resource Centers, including healthy snacks, education, and outreach to qualifying students

##### Foster Youth

- Provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

<b>4.2</b>		<b>Object Series</b>	<b>Resource Description</b>
9,264		<b>1000-1999</b>	LCFF
47,161		<b>1000-1999</b>	SpEd
8,200		<b>2000-2999</b>	LCFF
8,730		<b>3000-3999</b>	LCFF
16,883		<b>3000-3999</b>	SpEd
1,354		<b>5000-5999</b>	LCFF

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Goal 5

Provide innovative, engaging and community-based Resource Centers to serve students and parents.

### State Priorities:

- **Priority 1:** Basic (Conditions of Learning)
- **Priority 3:** Parental Involvement (Engagement) - Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups
- **Priority 5:** Pupil Engagement (Engagement) – School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates
- **Priority 6:** School Climate (Engagement) - Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

### Local Priorities:

- **Strategic Initiative 4:** Implement innovative technology systems to increase effectiveness, efficiencies, and results
- **Strategic Initiative 12:** Continue to implement futuristic and safe instructional setting to increase student, parent, and employee engagement.

## Identified Need

Primary Need: Meaningful stakeholder engagement and community connectedness are essential elements to transforming students, families, and communities.

### Relevant Data Collected:

- School Groups continue to want formal partnerships with community-based organizations that can assist students with their individual needs
- Stakeholders appreciate and value informational presentations such as Open House, Senior Exit Orientation, and the Family Learning Series that provide academic and community resources

- There is agreement that providing qualifying students with bus passes support student engagement in school

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain formal partnerships with community-based organizations	30 partnerships	30 partnerships
Receive school facility repair status of “Good” or “Exemplary”	Exemplary	Exemplary
Promote monthly formal opportunities for parent engagement	12 formal partnerships	12 formal partnerships
90% of parents will report that Resource Centers engage students in innovative learning opportunities	100% of parents	90% of parents

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Engagement opportunities for All Students, English Learners, and Low-Income Students

### Strategy/Activity

#### All Students:

- Provide opportunities for students, parents, and community members to receive school information/resources and give input into the instructional program at Open House Events, Senior Night Events, and communication systems
- Establish formal opportunities for parent engagement on a monthly basis (multiple methods)
- Design innovative Resource Centers, enhanced with educational technology, that engage students in 21<sup>st</sup> century learning environments that inspire engagement and achievement
- Design facilities to meet the “best practices” standards for Next Generation Science Standards (NGSS) lab work
- Enhance website features and content to provide accurate and timely information to parents and community members

- Utilize web-based school programs to increase parental engagement, including School Pathways Student/Parent Portal and Naviance
- Enhance the School's online landing page, [www.altusgo.com](http://www.altusgo.com), that provides students and families with all necessary access points to curriculum and instructional supports
- Update the School's online Tech Tool Library that provides students with access to subject specific resources and digital tools for creativity, critical thinking, collaboration and communication

#### English Learners:

- Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the instructional program
- Provide translated materials and resources for parents and care givers of ELs
- Designated translators and/or bilingual staff at high EL enrollment Resource Centers

#### Low Income Students:

- Increase student access to Resource Centers by providing bus passes to qualifying students
- Provide parent training thru the Family Learning Series to educate families and seek feedback regarding potential barriers to learning
- 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

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

<b>5.1</b>		<b>Object Series</b>	<b>Resource Description</b>
354		<b>1000-1999</b>	CTEIG
3,187		<b>1000-1999</b>	LCFF
22,900		<b>2000-2999</b>	LCFF
133		<b>3000-3999</b>	CTEIG
10,989		<b>3000-3999</b>	LCFF
852,155		<b>5000-5999</b>	LCFF

## **Budget Summary**

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$144,352
Total Federal Funds Provided to the School from the LEA for CSI	\$200,123
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$5,942,968

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
CARES & LLMF	\$136,913
IDEA	\$63,750

Subtotal of additional federal funds included for this school: \$200,663

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Career Technical Education & Incentive Grant	\$348,030
Special Education	\$372,731

Subtotal of state or local funds included for this school: \$720,761

Total of federal, state, and/or local funds for this school: \$921,424



# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Federal Programs and Reporting Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and School Plan for Student Achievement Instructions| Page 2 of 6

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall describe the process used to develop, in partnership with stakeholders, the CSI plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

## Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

### Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

### Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total*

*allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
  - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
  - F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
  - G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
  - H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
  - I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

## 2020–21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

The instructions for completing this form will begin on page 2.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Charter School	Veronica Ballman, School Coordinator	Email: <a href="mailto:vballman@audeocharterschool.net">vballman@audeocharterschool.net</a> Phone: (858) 678-2050

### Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Audeo Charter School (Audeo) is eligible for Comprehensive Support and Improvement (CSI).

### Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>Audeo operates as a charter school and is eligible for Comprehensive Support and Improvement (CSI) for having a two-year average graduation rate less than 67%. According to the California School Dashboard, Audeo had a 62.7% graduation rate for the 2017-2018 school year. Audeo's graduation rate for the 2018-2019 school year was 74.5% which is a 17.6% increase from the prior year. The California Department of Education (CDE) did not publish a California School Dashboard for the 2019-2020 school year due to the COVID-19 emergency.</p> <p>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'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.</p>



Audeo is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform.

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.

Audeo served 730 students during Month 13 of the 2019-2020 school year. 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 has partnered with stakeholders to develop a CSI Plan to improve student outcomes. AUDEO has collected meaningful stakeholder feedback from student and parent information surveys, including a COVID-19 needs assessment survey, distance learning satisfaction surveys, and engagement surveys. Survey results are collected, organized, and analyzed by school staff and leadership teams to identify the academic, physical, mental, and social-emotional needs of all students. This data is critical in the formulation of program goals, services, and allocation of resources.

The design of the School allows for teachers, parents, counselors, and leadership team members to meet, discuss, and plan for the needs of all students. The School's key process is the Pathways Personalized Education Plan (PPEP). The PPEP is collaboratively developed and monitored by the student, parent, teacher, school counselor, and instructional leader. On an ongoing basis, PPEP meetings are conducted to review student progress and implement planning to continuously improve student outcomes which are aligned to state indicators. In addition to PPEP meetings, school staff use multiple collaborative settings to be involved in the decision-making process of the School and the development of the CSI Plan. Stakeholder involvement contributes to the CSI Plan development in several important ways: identification and refinement of needs based on data analysis, creation of goals, establishment of metrics, designation of activities, and resource allocation. The following stakeholder groups have contributed to the development of this plan with corresponding methods:

- **School Leadership Team:** Weekly Meetings; Annual Survey
- **Teachers:** Quarterly Instructional Meetings; Resource Center Meetings; APAC Department Meetings; Annual Survey
- **Students:** Ongoing PPEP Meetings; Open House; Senior Exit Orientation; Annual Survey

- **Parents:** Ongoing PPEP Meetings; Open House; Senior Exit Orientation; Annual Survey
- **School Staff:** Quarterly Staff Meetings; Department Meetings; Annual Survey
- **School Site Council (SSC):** Ongoing Meetings
- **English Language Advisory Council (ELAC):** Ongoing Meetings

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

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

All data compiled and analyzed by stakeholder groups included historical and trend data for All Students and unduplicated student groups. As part of the Needs Assessment, stakeholder groups analyzed resource allocation by category. Stakeholder groups came to a consensus that school resources are appropriately allocated to supporting the needs of all students. There is agreement that the School's instructional model is designed to support the needs of the lowest achieving student and potentially highest risk. Stakeholder groups believe that the PPEP provides instructional staff with a systematic approach to support the academic and social-emotional needs of all students. Lastly, according to the 2019

Dashboard, Audeo had a 74.5% graduation rate. This is an 17.6% improvement from the prior year. School groups determined that the school's graduation rate is trending in the right direction and this is the result of the targeted support and interventions implemented in previous CSI Plans.

During the Needs Assessment, stakeholder groups analyze data to determine program strengths/weaknesses, prioritize area of greatest improvement or weakness, and investigate root cause. The following key themes emerged from stakeholder groups as influencing the School's graduation rate:

- On average, grade 12 students enroll below grade level in ELA and mathematics skills.
- Grade 12 students exceed the expected enrollment time in math courses; math courses take students, on average, two to 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 to three times as long to complete than other practical courses.
- Grade 12 students, particularly low-income households, continue to need access to Chromebooks and/or home internet to have full access to curriculum and participate in distance learning.
- Grade 12 students need additional counseling to ensure they are ready for college/career pathways.
- Grade 12 students continue to need access to social-emotional learning opportunities and support/resources.

Based upon the Needs Assessment results, the School engaged in an in-depth selection process to identify allowable CSI activities that build capacity, are evidence based, and address the School's need to increase the graduation rate. The following process was followed by school department leaders in selecting evidence-based interventions:

- Continue to build foundational knowledge around evidence-based interventions, ESSA requirements, and capacity building with the School's Strategic Planning Process, including Leadership Team members participating in the CDE's *Tuesdays at 2 Webinars* focused on CSI and LCAP.
- Continue to acquire and review materials and resources related to ESSA, including US Department of Education Guidance – *Using ESSA to Strengthen Education Investments and What Works Clearinghouse*.
- Continue to evaluate and implement programs and services based on the quality of the program, relevance, and usefulness: *What Works Clearinghouse "Path to Graduation" Interventions*.

Based on the evaluation of each intervention, the school team identified two programs that rated as 'Positive or Potentially Positive' and applicable to the School's instructional model: Dual Enrollment Programs and Check & Connect.

Audeo plans to implement the following evidence-based interventions and action items to increase graduation rate:

- Design and develop a dual enrollment program that allow high school students to take college courses and earn college credits while attending high school. The School will partner with a local community college to support students who are underrepresented in higher education, to increase college access. The dual enrollment program will be free to increase the number of low socioeconomic status students who can attend and complete college.
- Provide school 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.
- Continue to implement Trauma Informed Practices for Schools into daily instruction to support the social-emotional needs of grade 12 students who have experienced traumatic experiences in the past or that have been impacted by the COVID-19 emergency.
- Integrate AVID strategies into daily instruction to increase student engagement, achievement, and college readiness.
- Math specialists to coach teachers and provide high-quality, school-based professional development.
- Continue to provide increased ELA and math coaching/tutoring for students in grade 12 to increase progress and completion rates in courses required for graduation.
- Continue to provide additional coaching and tutoring, led by CTRs, for students in grades 11 and 12 to increase progress towards grade level promotion and completion rates for other required coursework for graduation.
- Continue to offer social emotional learning opportunities to grade 12 students, including Resilience in Student Education (RISE) and the Character and Leadership Development Program.
- Continue to provide grade 12 students with Chromebooks and/or internet hotspots to increase access to the full curriculum.
- Continue to provide staff professional development to implement graduation strategies and build capacity for systems supporting successful student outcomes.
- Continue to implement grade 12 monitoring system throughout the school year. This is a coordinated effort which includes teachers, counselors, and instructional leaders using SharePoint technology to identify students 'Not On-Track' to graduate and then collaborate to implement appropriate intervention.

## Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

Audeo will use multiple assessment tools and data analysis protocols to determine effectiveness of services and supports. All stakeholder groups will monitor and evaluate the effectiveness of the CSI Plan, including the School Leadership Team, School Staff, Students, Parents, School Site Council, and English Language Advisory Council. To ensure continuous improvement, school groups will review data from the California School Dashboard, other student performance data, and perception data to determine if the CSI Plan has been effective in addressing the areas of need and increasing student achievement for all students, but especially for the lowest-achieving students. School groups will utilize evaluation methods, particularly guiding questions for quantitative and qualitative data analysis, provided by the San Diego County of Office Education (SDCOE) to determine program effectiveness.

In addition, the following school departments and personnel will support the monitoring of designated strategies and interventions for grade 12 students:

### **School Data Department:**

- Publish a monthly Storybook that includes the number of students assigned to the dual enrollment program, intervention frequency/methods, participation/attendance, and credit completion rates.
- Provide teachers, counselors, and instructional leaders with a quarterly SharePoint grade 12 student roster to track grade 12 students as 'On Track' and 'Not on Track'.

### **School Curriculum Department:**

- Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

### **School Leadership Team:**

- Meet to monitor and evaluate the effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive data for the School.

### **Instructional Leaders:**

- Meet with all teachers in July, October, and January to review grade 12 student progress towards graduation.

- Conduct grade 12 tutoring session observations, September 2020 to April 2021, to ensure teachers are providing high-level targeted instruction that support the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies.

**School Counselors:**

- Meet weekly with instructional leaders to discuss Check & Connect progress and effectiveness.
- Ongoing utilization of the School Pathways Student Information System to monitor grade 12 student progress towards graduation.
- Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates.

**Teachers:**

- Ongoing utilization of monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on-time.

## Instructions

The Every Student Succeeds Act (ESSA) requires the local educational agency (LEA), in partnership with stakeholders, to develop and implement a plan to improve student outcomes in each school identified for Comprehensive Support and Improvement (CSI). The CSI plan must be approved by the school, LEA, and its state educational agency (SEA). For purposes of the ESSA, the State Board of Education (SBE) serves as California's SEA.

At its January 2019 meeting, the SBE took action to approve three CSI Prompts to be included in the Plan Summary of the Local Control and Accountability Plan (LCAP). The LEA would use the CSI Prompts to report how it was developing its CSI plans and monitoring improvement progress. The County Office of Education (COE) would then approve the CSI Prompts and submit a list of the LEAs with approved prompts to the SBE for final approval.

In response to the effects of COVID-19 on California's education system, Senate Bill 98 waives the requirement of the LCAP for the 2020–21 school year (SY). The attached form replaces, for the 2020–21 SY only, the CSI Prompts requirement in the Plan Summary of the LCAP.

Each LEA with schools identified on the 2019 California School Dashboard (Dashboard) for CSI, shall complete this form and submit to its COE for approval no later than **October 31, 2020**. The COE shall determine the method of submission that best meets its local context.

A COE that serves as an LEA with schools identified for CSI on the 2019 Dashboard and that generally submits an LCAP to the CDE, shall complete and submit the 2020–21 CSI Prompts form to the CDE at [LCAPreview@cde.ca.gov](mailto:LCAPreview@cde.ca.gov) no later than **October 31, 2020**.

The required details and prompts are as follows:

Provide the LEA's contact information in the space provided in the form:

- **Name of the LEA**
- **Contact Name and Title**
- **Contact email address and phone number**



Complete each prompt in the space provided.

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans.
- **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.

**LEAs:** Complete and return this form to your COE no later than **October 31, 2020**.

**COEs that serve as an LEA with schools identified for CSI and that would normally submit an LCAP to the CDE:** Complete and return this form to the CDE at [LCAPreview@cde.ca.gov](mailto:LCAPreview@cde.ca.gov) no later than **October 31, 2020**.

**For questions, please contact the School Improvement and Support Office (SISO) at 916-319-0833.**

**SELPA** El Dorado Charter SELPA

**Fiscal Year** 2020-21

## **LOCAL PLAN**

### **Section B: Governance and Administration**

### **SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

January 2020

## Section B: Governance and Administration

SELPA El Dorado Charter SELPAFiscal Year 2020-21**B. Governance and Administration**California *Education Code (EC)* sections 56195 et seq. and 56205**Participating Local Educational Agencies**

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

**Special Education Local Plan Area—Local Plan Requirements**

1. Describe the geographic service area covered by the local plan:

The El Dorado Charter SELPA is composed of local educational agency charters (LEAs) located inside and outside the geographic boundaries of El Dorado County. The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. It is the intent of the El Dorado Charter SELPA to provide options for charter schools in terms of SELPA membership. While it is always preferable for a charter school to participate with their geographic SELPA, the Charter SELPA has been developed to allow for a viable alternative for SELPA membership within the State of California.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

Upon entry into the Charter SELPA, the governing board for each LEA charter shall approve the Agreement for Participation and the Local Plan for Special Education. The Charter SELPA Local Plan is approved by the SELPA governing board (CEO Council) with review from the County Superintendent of Schools for El Dorado County.

Amendments to the Local Plan to revise LEA membership shall be approved through the process as identified in Charter SELPA policies.

The CEO Council will hold the required public hearings and approve the Annual Service Plan and the Annual Budget Plan.

As described within the Local Plan and adopted policies of the Charter SELPA, the Boards of Education delegates the ongoing policy-making process, the Allocation Plan process, and administrative procedures for carrying out that responsibility to the governance structure of the Charter SELPA.

## Section B: Governance and Administration

SELPA **El Dorado Charter SELPA**Fiscal Year **2020-21**

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The Charter SELPA CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization partners that operate more than one charter school, may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of charter LEAs represented.

Charter SELPA CEO Council meetings are subject to California Open Meeting laws, specifically the Brown Act (Government Code 54950-54963), which requires that CEO Council members conduct business at properly noticed and agendized public meetings.

A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.

The Charter SELPA CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designee to direct and supervise the implementation of the Local Plan. The Council has exclusive authority to make and take all reasonable and appropriate steps to implement all decisions which may have a material effect on any and/or all Charter SELPA policies, practices, operations, organization, services, functions, and any other purpose related to the purpose for which the Charter SELPA is established. A minimum of two meetings per year will be held.

The Charter SELPA CEO Council is responsible to approve Charter SELPA policies and administrative regulations.

The Charter SELPA CEO Council is responsible to approve the Allocation Plan, which is the framework for distribution of funds within the Charter SELPA.

Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Charter SELPA administrative unit coordinates and implements the local plan under the supervision of the County Superintendent

## Section B: Governance and Administration

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of Schools.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

Per CEO Council Policy 22, any charter school may apply to the Charter SELPA to become an LEA member of the SELPA. The Charter SELPA will establish an annual timeline for submission of applications. Once granted membership, the charter LEA will participate in the governance of the SELPA in the same manner as all other charter LEA members in the SELPA. The timeline for submission may be amended by the Charter SELPA RLA/AU Superintendent/designee for unique circumstances, including State Board of Education charter approvals. The applicant, not an expansion of an existing member, will be deemed a member of the SELPA upon approval of the Charter SELPA Selection Committee. The applicant charter LEA board must also take action to approve membership. The Charter SELPA Selection Committee will inform the CEO Council members of their decision. Applications for additional schools of a current Charter SELPA member, shall be approved by the Charter SELPA RLA/AU Designee, pursuant to AR 22, and are not required to be reviewed by the Charter SELPA Selection Committee. Because they are current members, the Charter SELPA RLA/AU Designee has significant documentation available to assess the new charter LEA capacity. The applicant member, an expansion of an existing member, will be deemed a member of the SELPA after approval by the Charter SELPA RLA/AU Designee. The applicant member charter LEA board must also take action to approve membership.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

The Community Advisory Committee shall be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. Terms of CAC participation are outlined in the CAC bylaws.

Because of the geographic diversity within the El Dorado Charter SELPA, meetings may take place through teleconference. For purposes of this section, "teleconference" means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

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7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

The purpose of the Community Advisory Committee shall be to act in support of individuals with exceptional needs by representing broad interests in the community and promoting maximum interaction of parents and community members with the the LEA charter schools in accordance with the Education Code and the El Dorado Charter Local Plan. Per the CAC bylaws, the Community Advisory Committee may be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs pursuant to EC Section 56193. Through the regularly scheduled CAC meetings, the SELPA will ensure that the development, amendment, and review of the Local Plan pursuant to EC sections 56205(a)(12)(E) and 56194. The CAC will be given at least 30 days to conduct a review. The SELPA shall review and consider comments from the CAC pursuant to EC section 56205(b)(7).

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Superintendent oversees the SELPA administrative staff in the receipt and distribution of funds, provision of administrative support, and the coordination and implementation of the SELPA Allocation and Local Plans.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

As members of the El Dorado Charter Special Education Local Plan Area (SELPA), each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education. Each charter school, as their own LEA for special education accountability is responsible for the students within their jurisdiction including any and all contractual agreements. There are no additional contractual agreements that supersede education code.



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## 10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

The Charter SELPA CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization partners that operate more than one charter school may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of charter LEAs represented.

Charter SELPA CEO Council meetings are subject to California Open Meeting laws, specifically, the Brown Act (Government Code 54950-54963), which requires that CEO Council members conduct business at properly noticed and agendized public meetings.

A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.

The Charter SELPA CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designee to direct and supervise the implementation of the Local Plan. The Council has exclusive authority to make and take all reasonable and appropriate steps to implement all decisions which may have a material effect on any and/or all Charter SELPA policies, practices, operations, organization, services, functions, and any other purpose related to the purpose for which the Charter SELPA is established. A minimum of two meetings per year will be held.

The Charter SELPA CEO Council is responsible for approving Charter SELPA policies and administrative regulations.

The Charter SELPA CEO Council is responsible for approving the Allocation Plan, which is the framework for distribution of funds within the Charter SELPA.

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Charter SELPA administrative unit coordinates and implements the local plan under the supervision of the County Superintendent of Schools. Each LEA CEO representative is responsible per the SELPA Participation Agreement for the review and implementation of the local plan.



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- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

Upon entry into the Charter SELPA, the governing board for each LEA charter shall approve the Agreement for Participation and the Local Plan for Special Education. The Charter SELPA Local Plan is approved by the CEO Council and reviewed by the El Dorado County Superintendent of Schools. Each Charter LEA and the COE as the RLA/AU is responsible for the coordination of the administration of the local plan. Adopted policies of the Charter SELPA, the LEAs Boards of Education delegates the ongoing policy-making process, the Allocation Plan process, and administrative procedures for carrying out that responsibility to the governance structure of the Charter SELPA.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The El Dorado County Office of Education Superintendent of Schools, as the RLA/AU, is responsible for the hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the RLA/AU.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

Funds received by the El Dorado Charter SELPA from Part B of the IDEA shall be expended in accordance with the applicable provisions of the IDEA and shall be used to supplement, and not to supplant State, local and other Federal funds.

State and federal funds received by the RLA/AU and El Dorado Charter SELPA are allocated and distributed among the local educational agencies in the SELPA, according to the El Dorado Charter SELPA adopted Allocation Plan.

- c. The operation of special education programs: education programs:

The Charter LEA shall ensure that the individualized education program team for any student with a disability includes the following members:

1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian.
2. If the student is or may be participating in the regular education program, at least one regular education teacher. If more than one regular education teacher is providing instructional services to the student, the Charter LEA may designate one such teacher to represent the others.

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3. At least one special education teacher or, where appropriate, at least one special education provider working with the student
  4. A representative of the Charter LEA who is:
    - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities.
    - b. Knowledgeable about the general education curriculum.
    - c. Knowledgeable about the availability of Charter LEA and/or special education local plan area (SELPA) resources.
    - d. Has the authority to commit Charter LEA resources and ensure that whatever services are set out in the IEP will be provided.
  5. An individual who can interpret the instructional implications of assessment results This individual may already be a member of the team as described in items 2-4 above or in item 6 below.
- Note: Pursuant to Education Code 56341 and 34 CFR 300.321, the determination as to whether an individual identified in item 6 below has "knowledge or special expertise" must be made by the party (either the Charter LEA or parent) who invited the individual to the IEP team meeting.
6. At the discretion of the parent/guardian or Charter LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate (The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team. (Ed. Code § 56341)
  7. Whenever appropriate, the student with a disability
  8. For transition service participants:
    - a. The student, of any age, with a disability if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals. If the student does not attend the IEP team meeting, the Charter LEA shall take other steps to ensure that the student's preferences and interests are considered.
    - b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services.
    - c. If a representative of a local agency has been invited but does not attend the meeting, the Charter LEA shall take steps to obtain participation of the agency in the planning of any transition services. (Ed. Code § 56341)
  9. For students suspected of having a specific learning disability at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher. In addition, at least one team member other than the student's regular education teacher shall observe the student's academic performance in the regular classroom setting. If the student is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age. 34 CFR §§ 300.308, 300.542; Ed Code § 56341);
  10. For students who have been placed in a group home by the juvenile court, a representative of the group home
  11. If a student with a disability is identified as potentially requiring mental health services, the Charter LEA may request the participation of the county mental health program in the IEP team

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meeting. (Ed. Code § 56331)

(20 USC § 1414(d)(1); 34 CFR § 300.321; Ed. Code §§ 56341, 56341.2, 56341.5)

**Excusal of Team Member**

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian consents and the Charter LEA agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting involves a discussion of the member's area of the curriculum or related service, the IEP team member may be excused from the meeting if the parent/guardian consents in writing to the excusal and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (20 USC § 1414(d)(1)(C); 34 CFR § 300.321; Ed. Code 56341)

**Parent/Guardian Participation and Other Rights**

The Charter CEO or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include, at minimum, notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (34 CFR § 300.322; Ed. Code 56341.5)

The Charter CEO or designee shall send parents/guardians a notice of the IEP team meeting that:

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. For students beginning at age 16 (or younger than 16 if deemed appropriate by the IEP team):

a. Indicate that the purpose of the meeting will be the consideration of postsecondary goals and transition services for the student as required by 20 USC, section 1414(d)(1)(A)(i)(VIII), 34 CFR, section 300.320(b), and Education Code, section 56345.1

b. Indicate that the Charter LEA will invite the student to the IEP team meeting

c. Identify any other agency that will be invited to send a representative

At each IEP team meeting convened by the Charter LEA, the Charter LEA administrator or specialist on the team shall provide the parent/guardian and student of the federal and state procedural safeguards (Ed. Code § 56321, 56500.1)

Before any IEP meeting, the parent/guardian shall have the right and opportunity to request to examine all of his/her child's school records. Upon receipt of an oral or written request, the Charter LEA shall provide complete copies of the records within five business days. (Ed. Code § 56043)

If neither parent/guardian can attend the meeting, the Charter CEO or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (20 USC 1414(f); 34 CFR 300.322; Education Code 56341.5)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Charter LEA is unable to convince the parent/guardian that he/she should attend. In such a case, the Charter LEA shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including, but not limited to: (34 CFR § 300.322; Ed. Code § 56341.5)

1. Detailed records of telephone calls made or attempted and the results of those calls

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2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits. Parents/guardians and the Charter LEA shall have the right to audiotape the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Charter LEA gives notice of intent to audiotape a meeting and the parent/guardian objects or refuses to attend because the meeting would be audiotaped, the meeting shall not be audiotaped. Audiotape recordings made by a LEA, SELPA, or county office are subject to the federal Family Educational Rights and Privacy Act (20 USC § 1232g).

Parents/guardians have the right to:

1. Inspect and review the audiotapes
2. Request that the audiotapes be amended if the parents/guardians believe they contain information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights  
(Education Code 56341.1)

The Charter LEA shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (34 CFR 300.322; Education Code 56345.1)

The Charter LEA shall provide the parents/guardians of a student with disabilities a copy of his/her child's IEP at no cost. (34 CFR 300.322).

The Charter LEA shall adhere to all Federal (IDEA) and State (Education Code) laws regarding the provision of special education programs and services for students that qualify for special education per the IEP process outlined above.

- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

The El Dorado County Office of Education is the Responsible Local Agency/Administrative Unit (RLA/AU) for the Charter SELPA. Pursuant to the provisions of Education Code Section 56030 et seq., the RLA/AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the El Dorado Charter Local Plan for Special Education and the CEO Council approved Allocation Plan. The RLA/AU shall perform such services and functions required to accomplish the goals set forth in the plans, including development of the Annual Service and Budget Plans.

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12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

Specialized equipment and services is provided at the school site associated with the Charter LEA, where the Individualized Education Program (IEP) team has determined is the most appropriate free and appropriate public education in the least restrictive environment.

**Policies, Procedures, and Programs**

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

**1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

☒ Yes   ☐ No

**2. Full Educational Opportunity: 20 USC Section 1412(a)(2)**Policy/Procedure Number: Document Title: Document Location:



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"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes   ☐ No

**3. Child Find: 20 USC Section 1412(a)(3)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

☐ Yes   ☒ No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Governing Board of each member LEA recognizes the need to actively seek out and evaluate school age Charter LEA residents who have disabilities, in order to provide them with appropriate educational opportunities in accordance with state and federal law.

Charter schools are currently authorized to serve school-aged students (grades K-12). If at any time the authorization changes, the charter schools would follow all state and federal laws regarding children from age 0-2 and Child Find. Charter schools will assist families and make appropriate referrals for any students they find who would be outside the age or area of responsibility of the Charter schools.

The Charter Chief Executive Officer or designee shall follow SELPA procedures to determine when an individual is eligible for special education services and shall implement the SELPA procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code 56301) The Charter LEAs' process shall prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

In addition to identifying students with disabilities residing in their district, each districts "Child Find" identification system shall identify highly mobile children with disabilities, such as migrant

## Section B: Governance and Administration

SELPA Fiscal Year **4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):  
20 USC Section 1412(a)(4)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

☐ Yes ☒ No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Governing Board of each participating LEA shall provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a FAPE in the least restrictive environment as required by law.

The Charter Chief Executive Officer or designee shall implement the SELPA Procedural Guide. The Procedural Guide outlines the composition of the IEP team, and sets forth procedures regarding the development, review, and revision of the IEP.

The specifics of the IEP process are set out in CEO Administrative Regulation 3

**5. Least Restrictive Environment: USC Section 1412(a)(5)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and



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services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

**6. Procedural Safeguards: 20 USC Section 1412(a)(6)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

☐ Yes ☒ No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

In order to protect the rights of students with disabilities, the Charter LEA shall follow all procedural safeguards as required by law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.  
 Note: Education Code 56195.8 authorizes the policy to include provisions for involving Charter LEA Board members in any due process hearing procedure activities.

**7. Evaluation: 20 USC Section 1412(a)(7)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

☐ Yes ☒ No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Charter CEO or designee shall ensure that the IEP team:  
 1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement

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2. Revises the IEP, as appropriate, to address:

- a. Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate
- b. The results of any reassessment conducted pursuant to Education Code 56381
- c. Information about the student provided to or by the parents/guardians regarding review of evaluation data (34 CFR 305(a)(2) and Education Code 56381(b).)
- d. The student's anticipated needs
- e. Any other relevant matters

**8. Confidentiality: 20 USC Section 1412(a)(8)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☐ Yes ☒ No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Charter LEA Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. Procedures for maintaining the confidentiality of student records shall be consistent with state and federal law.

The Charter CEO or designee shall establish regulations governing the identification, description and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect and copy student records. In addition, the regulations will ensure and shall protect the privacy rights of student and the student's family.

The Charter CEO or designee shall designate a certificated employee to serve as custodian of records for student records at the Charter LEA level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR § 431)

**9. Part C to Part B Transition: 20 USC Section 1412(a)(9)**

## Section B: Governance and Administration

SELPA Fiscal Year Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

☐ Yes ☒ No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

Charter schools in the El Dorado Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs.

**10. Private Schools: 20 USC Section 1412(a)(10)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

**11. Local Compliance Assurances: 20 USC Section 1412(a)(11)**Policy/Procedure Number: Document Title: Document Location:

## Section B: Governance and Administration

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"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

**12. Interagency: 20 USC Section 1412(a)(12)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

**13. Governance: 20 USC Section 1412(a)(13)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

☐ Yes ☒ No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

Each LEA Charter SELPA member shall comply with the provisions of the governance structure and provide any necessary administrative support to implement the local plan.

## Section B: Governance and Administration

SELPA Fiscal Year **14. Personnel Qualifications**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No**15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No**16. Participation in Assessments: 20 USC Section 1412(a)(16)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as

## Section B: Governance and Administration

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stated:

☒ Yes ☐ No**17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No**18. Maintenance of Effort: 20 USC Section 1412(a)(18)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No**19. Public Participation: 20 USC Section 1412(a)(19)**Policy/Procedure Number: Policy/Procedure Title: Document Location: 

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to



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comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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**20. Suspension and Expulsion: 20 USC Section 1412(a)(22)**Policy/Procedure Number: Document Title: Document Location: 

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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**21. Access to Instructional Materials: 20 USC Section 1412(a)(23)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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**22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:



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SELPA Fiscal Year ☒ Yes ☐ No**23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No**Administration of Regionalized Operations and Services**

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

**1. Coordination of the SELPA and the implementation of the local plan:**Reference Number: Document Title: Document Location: 

As members of the El Dorado County Charter Special Education Local Plan Area (SELPA), (hereinafter referred to as Charter SELPA), each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education.

The Charter SELPA further recognizes its' members as single charter partners or organization partners. Single Charter Partner is defined as an entity with one charter CDS code. An Organization Partner is an entity with multiple charters (CDS codes) as members of the Charter

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**SELPA.** An entity is defined as an organization with one governing board or one CEO (Chief Executive Officer) position. The title of CEO may differ by organization, but the intent is that final decision making in the organization is vested in one leadership position.

As members of the Charter SELPA, each Charter SELPA LEA (Local Education Agency) desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the charter, including children who have been suspended or expelled or placed by the charter LEA in a nonpublic school or agency services. The SELPA will provide technical support to any Charter LEAs identified as the DOR for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the charter LEA participates as a member of the Special Education Local Plan Area (SELPA).

**Description:**

The Charter SELPA Local Plan is approved by the Charter CEO Council and reviewed by the El Dorado County Superintendent of Schools. Amendments to the Local Plan to revise LEA membership (additions) shall be approved by the Charter SELPA Selection Committee. Prior to Selection Committee approval, new LEA members shall be approved through the selection process as identified in Policy 22 and AR 22. Termination of membership shall be approved through the termination process as identified in Policy 26 or Policy 27. All membership changes shall be communicated with the Charter SELPA CEO Council at the next regularly scheduled meeting.

The Charter CEO Council will hold the required public hearings and approve the Annual Service Plan and the Annual Budget Plan. Notice of the public hearings shall be posted as required by law.

Upon entry into the Charter SELPA, the Governing Board for each LEA charter shall approve the Charter SELPA Local Plan and the Agreement for Participation.

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Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools.

The Charter Chief Executive Officer or designee of the charter LEA shall extend the charter LEA's full cooperation to the SELPA. The policies and procedures of the Charter SELPA shall be applied as policies and regulations to all participating charter LEAs.

Charter SELPA policies and administrative regulations are approved by the Charter SELPA CEO Council.

The Charter SELPA shall administer a local plan and administer the allocation of funds. (Education Code 56195). The Charter SELPA CEO Council shall approve all allocation plan decisions that impact the allocation of funds.

## 2. Coordinated system of identification and assessment:

Reference Number:

**CEO Administrative Regulation 2 and Procedural Guide**

Document Title:

**Identification and Evaluation of Individuals for Special Education**

Document Location:

<https://charterselpa.org/governance/>  
<http://charterselpa.org/program-support/procedural-guide/>

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303) The Charter LEAs shall not determine that a student is eligible for special education if the dominant factor for finding eligibility is lack of appropriate instruction in reading, lack of instruction in mathematics, or limited English Proficiency (20 U.S.C. § 1414(b)(5); Ed. Code, § 56329, subd. (a)(2).) All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student, and their effect. (5 CCR § 3021.) Within 15 days of a referral for initial assessment the LEA shall provide student's parent/guardian with a notice of parental rights and a written proposed assessment plan. The 15-day period does not include days between the student's regular school session or term, or days of school vacation in excess of five school days from the date of receipt of the referral. The proposed assessment plan shall meet all of the following requirements: (Education Code 56321) 1. Be in a language easily

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understood by the general public 2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible 3. Explain the types of assessment to be conducted 4. State that no individualized education program (IEP) will result from the assessment without parent/guardian consent Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the initial assessment. The assessment may begin as soon as informed parental consent is received by the respective Charter LEAs. The Charter LEAs shall not interpret parent/guardian consent for initial assessment as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.505) However, an individualized education program required as a result of an assessment of a pupil shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each Charter LEA's school calendar for each pupil for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 60-day time shall recommence on the date that pupil schooldays reconvene. A meeting to develop an initial individualized education program for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services pursuant to paragraph (2) of subsection (b) of Section 300.343 of Title 34 of the Code of Federal Regulations. (Education Code 56344) If a parent/guardian refuses to consent to the initial evaluation or failed to respond to the request to provide consent, the Charter LEAs may pursue an evaluation by utilizing the mediation and due process procedures found at 20 USC § 1415 and in accordance with Education Code, sections 56501, subd. (a) (3), and 56506, subd. (e). See BP/AR 6159.1 - Procedural Safeguards and Complaints for Special Education) In the event that authorized parent does not consent to an initial evaluation the Charter LEAs shall not be considered in violation of the requirement to provide FAPE. In addition, the Charter LEAs is not required to convene an IEP team meeting or to develop an IEP for that child. (20 USC § 1414(a)(1).) Informed parental consent means that the parent/guardian: 1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication 2. Understands and agrees, in writing, to the assessment 3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time (34 CFR § 300.500) If the student is a ward of the state and is not residing with his/her parents/guardians, the Charter LEAs shall make reasonable efforts to obtain informed consent from the parent/guardian as defined in 20 USC, section 1401 for an initial evaluation to determine whether the student is a student with a disability. (20 USC §

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Description:

1414(a)(1)) The Charter LEAs shall not be required to obtain informed consent from the parent/guardian of a student for an initial evaluation to determine whether the student is a student with a disability if any of the following situations exists 1. Despite reasonable efforts to do so, the Charter LEAs cannot discover the whereabouts of the parent/guardian of the student. 2. The rights of the parent/guardian of the student have been terminated in accordance with California law. 3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student. (Education Code 56301; 20 USC 1414(a)(1)) As part of the assessment plan, the parent/guardian shall receive written notice that: 1. Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code, section 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code, section 56026 and shall discuss the assessment, the educational recommendations, and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent/guardian. 2. If the parent/guardian disagrees with an assessment obtained by the Charter LEAs, the parent/guardian has the right to obtain, at public expense, an independent educational assessment of the student from qualified specialists, in accordance with 34 CFR §300.502. If the Charter LEAs observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational assessment. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the Charter LEA's proposed placement and setting, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding. 3. The Charter LEAs may initiate a due process hearing pursuant to Education Code 56500- 56508 to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent/guardian maintains the right for an independent educational assessment but not at public expense. If the parent/guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the Charter LEAs with respect to the provision of a free appropriate public education to the student, and may be presented as evidence at a due process hearing regarding the student. If the Charter LEAs observed the student in conducting its assessment, or if its



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assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting, if any, proposed by the Charter LEAs, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing. 4. If a parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the Charter LEAs shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the parent/guardian, the student in the proposed placement. Any such observation shall only be of the student who is the subject of the observation and may not include the observation or assessment of any other student in the proposed placement unless that student's parent/guardian consents to the observation or assessment. The results of any observation or assessment of another student in violation of Education Code, section 56329(d) shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other student. (Education Code 56329; 34 CFR 300.502) An IEP required as a result of an assessment shall be developed within a total time not to exceed 60 days from the date of the receipt of the parent/guardian's consent for assessment, unless the parent/guardian agrees to an extension in writing. The 60-day period does not include any days between the student's regular school sessions/terms, or days of school vacation in excess of five school days. (Ed Code § 56043)

However, when a referral is made within 30 days of the end of the regular school year, an IEP required as a result of an assessment shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each district's school calendar. In the case of school vacations, the 60-day time shall recommence on the date that school reconvenes. (Ed. Code § 56344 (a).) A meeting to develop an initial IEP for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services. (Ed. Code §§ 56043(f)(2); 56344 (a).)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education and services. The IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these individuals. (Ed. Code § 56445)

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## 3. Coordinated system of procedural safeguards:

Reference Number:

CEO Administrative Regulation 4 and Procedural Guide

Document Title:

Procedural Safeguards and Complaints for Special Education

Document Location:

<https://charterselpa.org/governance/>  
<http://charterselpa.org/program-support/procedural-guide/>

Under California law, due process hearings pursuant to the IDEA (20 USC 1400-et seq) are held only at the state level. Related rights and procedures for due process are set forth in Education Code §§ 56501et. Seq. and 5 CCR §§ 3080 et. seq. When California law provides greater protections to students and parents, it supersedes federal law. Due process hearing rights extend to the student only if he/she is an emancipated student or a ward or dependent of the court with no available parent or surrogate parent. (Ed. Code § 56501; see AR 6159.3 - Appointment of Surrogate Parent for Special Education Students.)

Informal ADR Process/Pre-Hearing Mediation Conference Before requesting a due process hearing, the Charter Chief Executive Officer or designee of the Charter LEA and a parent/guardian may agree to meet informally to resolve any dispute relating to the identification, assessment or education and placement of a student with disabilities. The Charter Chief Executive Officer or designee shall have the authority to resolve the dispute through an informal alternative dispute resolution ("ADR") process. (Ed. Code § 56502) In addition, either party may file a request with the Superintendent of Public Instruction for a Pre- Hearing Mediation Conference (commonly referred to as "mediation only") to be conducted by a person designated by the California Department of Education. Based on the Pre-Hearing Mediation Conference, the Charter Chief Executive Officer or designee may resolve the issue(s) in any manner that is consistent with state and federal law, and is to the satisfaction of both parties. (Education Code 56500.3) Attorneys may not attend the Informal ADR session or the Prehearing Mediation Conference. Attorneys may attend, or otherwise participate in, only those mediation conferences that are scheduled pursuant to a request for a due process hearing. (Ed. Code §§ 56500.3, 56501) If the parties do not resolve their dispute through Informal ADR and/or a Pre-Hearing Mediation Conference, either party may file a request for a due process hearing. Due Process Complaint Notice and Hearing Procedures Due process hearing procedures may be initiated by a parent/guardian, the Charter LEA, and/or a student who is emancipated or a ward or dependent of the court, under the following circumstances. 1. There is a



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proposal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student 2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student 3. The parent/guardian refuses to consent to an assessment of his/her child; and/ or 4. There is a disagreement between a parent/guardian and the Charter LEA regarding the availability of a program appropriate for the student, including the question of financial responsibility. (20 USC § 1415(b); Education Code 56501) Prior to initiating a due process hearing, the party requesting the hearing, or the party's attorney, must provide the opposing party a confidential due process complaint notice, specifying: 1. The student's name 2. The student's address or, in the case of a student identified as homeless pursuant to the McKinney-Vento Homeless Assistance Act (42 USC 11434a(2)), any available contact information for that student 3. The name of the school the student attends 4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem 5. A proposed resolution to the problem to the extent known and available to the complaining party at the time (20 USC § 1415(b); 34 CFR § 300.508 (b).) Resolution Session When a parent seeks to initiate a request for due process, before their request is filed, they must provide the Charter LEA with the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 USC § 1415[f][1][B]; 34 CFR § 300.510) The Charter LEA has fifteen (15) days from the date it received the parents' due process hearing request to convene the resolution session. The sessions shall include a representative of the LEA who has decision-making authority and not include an attorney of the school LEA unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request. The resolution session is not required if the parent and the Charter LEA agree in writing to waive the meeting. If the Charter LEA has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 USC § 1415[f][1][B]; 34 CFR § 300.51) A due process complaint must be filed within two years of the date that the parent/guardian or Charter LEA knew or should have known about the situation that forms the basis of the complaint. Response to the Due Process Hearing Request If the Charter LEA has not sent a prior written notice to the parent/guardian regarding

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## Description:

the subject matter contained in the parent/guardian's due process complaint notice, the Charter LEA shall send a response to the parent/guardian within 10 days of receipt of the complaint specifying: 1. An explanation of why the Charter LEA proposed or refused to take the action raised in the complaint 2. A description of other options that the individualized education program (IEP) team considered and the reasons that those options were rejected 3. A description of each evaluation procedure, assessment, record, or report the Charter LEA used as the basis for the proposed or refused action 4. A description of the factors that are relevant to the Charter LEA's proposal or refusal (20 USC 1415(c)(1)) If the Charter LEA sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the Charter LEA may, within 10 days of receipt, send a response specifically addressing the issues in the complaint. (20 USC § 1415(c)(1)) Parties requesting a due process hearing shall file their request with the Superintendent of Public Instruction or designated contracted agency and give a copy of the request, at the same time, to the other party. (Ed. Code § 56502) Prior Written Notice The Charter Chief Executive Officer or designee shall send to parents/guardians of any student with a disability a prior written notice within a reasonable time before: 1. The Charter LEA initially refers the student for assessment 2. The Charter LEA proposes to initiate or change the student's identification, evaluation, educational placement or the provision of a free, appropriate public education 3. The Charter LEA refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education 4. The student graduates from high school with a regular diploma (Ed. Code §§ 56500.4, 56500.5; 20 USC § 1415(c); 34 CFR § 300.503) The prior written notice shall include: 1. A description of the action proposed or refused by the Charter LEA 2. An explanation as to why the Charter LEA proposes or refuses to take the action 3. A description of any other options that the IEP team considered and why those options were rejected 4. A description of each evaluation procedure, test, record or report the Charter LEA used as a basis for the proposed or refused action 5. A description of any other factors relevant to the Charter LEA's proposal or refusal 6. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained 7. Any resources for parents/guardians to obtain assistance in understanding these provisions (20 USC § 1415(c); 34 CFR § 300.503) Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or

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other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights set forth in Education Code, section 56341. (Ed. Code §§ 56341, 56506; 34 CFR § 300.503) If the native language or other mode of communication of the parent/guardian is not a written language, the Charter LEA shall take steps to ensure that: 1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication 2. The parent/guardian understands the contents of the notice 3. There is written evidence that items #1 and #2 have been satisfied (34 CFR § 300.503) Notice of Procedural Safeguards A notice of procedural safeguards shall be made available to parents/guardians of students with a disability once a year and upon: 1. Initial referral for evaluation 2. Each notification of an IEP meeting 3. Reevaluation of the student 4. Registration of a complaint 5. Filing for a pre-hearing mediation conference or a due process hearing (Ed. Code § 56301; 20 USC 1415(d)(1)) The notice of procedural safeguards shall include information on the procedures for requesting an informal meeting, pre-hearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the Charter LEA to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (20 USC 1415(d)(2); Ed. Code §§ 56321, 56321.5) In addition, the notice of procedural safeguards shall include a full explanation of the procedural safeguards relating to independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense. (20 USC 1415(d)(2); 34 CFR 300.504)

## 4. Coordinated system of staff development and parent and guardian education:

Reference Number: CEO Policy 21 and CAC BylawsDocument Title: Reading LiteracyDocument Location: <https://charterselpa.org/governance/>In order to improve the educational results for students with disabilities,

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SELPA **EI Dorado Charter SELPA**Fiscal Year **2020-21**

Description:

the Charter LEAs in the EI Dorado Charter SELPA ensure that all students who require special education will participate in the California Reading Initiative, just as do all other students in the EI Dorado Charter LEAs. In order to facilitate that effort, the Charter LEAs assure that special education instructional personnel will participate in staff development inservice opportunities in the area of literacy, including: a. information about current literacy and learning research; b. state-adopted student content standards and frameworks; and c. research-based instructional strategies for teaching reading to a wide range of diverse learners Each of the Charter LEAs will include special education staff in their curriculum materials selection process, in order to support alignment with State standards. Each will also include all special education staff in all staff development on phonemics and phonics, as well as in any additional state or regional training based on new legislation, e.g., the California Reading and Literature Subject Matter Project, the rollouts on the frameworks, AB466 training. The goals of the Charter LEAs are to increase the participation of students with disabilities in statewide student assessments, to increase the percentage of children with disabilities who are literate, and to assure that students with disabilities attain higher standards in reading. In order to reach these goals, we assure that students with disabilities will have full access to: 1. all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks; and 2. instructional materials and support.

## 5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:

**Charter SELPA Procedural Guide and CEO Policy 21**

Document Title:

**Curriculum Adaptations/Reading Literacy**

Document Location:

<https://charterselpa.org/governance/>  
<http://charterselpa.org/program-support/procedural-guide/>

Description:

Curriculum adaptations include accommodations, modifications, and supports that allow a child with a disability access to the general curriculum and assessments. LEAs/districts are responsible for ensuring that each teacher and provider is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP (34CFR 300.342 (b)(3)).

## Section B: Governance and Administration

SELPA **El Dorado Charter SELPA**Fiscal Year **2020-21**

## 6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number: **CEO Policy 28**Document Title: **Oversight Policy**Document Location: **<https://charterselpa.org/governance/>**

The Charter SELPA is responsible for monitoring all required areas of compliance with federal, state and Charter SELPA policies. The purpose of all monitoring and oversight activities is to ensure legal and effective LEA practices are in place to meet the needs of students with disabilities. This policy outlines areas of oversight and indicators that may cause the initiation of a Charter SELPA review process. Charter SELPA administration will keep the CEO Council informed of SELPA oversight activities and determinations.

If compliance, performance and/or student population data for an LEA in the Charter SELPA varies significantly from expected results or standards, it may be an early warning for the Charter SELPA to initiate contact. In this case, the Charter SELPA will contact the LEA to confirm the data, discuss any underlying issues which may impact the data, and identify how the Charter SELPA can assist the LEA in any necessary corrective action.

The Charter SELPA will monitor special education practices and data continuously to determine whether practices are in line with the LEA's responsibilities to students with disabilities and SELPA policies. Data will be collected and reviewed by the Charter SELPA. Examples of existing indicators and standards include but are not limited to:

- Identification rate of special education students that is below 4% or greater than 14%
- State Performance Plan Indicators
- Significant swings in enrollment and/or enrollment trends that are not aligned to the LEA's instructional calendar
- Pattern of compliance complaints or due process hearings
- Evidence of exclusionary practices
- Significant and/or abrupt change in leadership or staff
- No/low participation or engagement in the Charter SELPA (CEO Council, Steering Committee, professional development offerings, etc.)
- Unspent funds greater than 25%
- Annual independent audit which shows serious fiscal solvency issues



## Section B: Governance and Administration

SELPA **El Dorado Charter SELPA**Fiscal Year **2020-21**

## Description:

or material findings (e.g. findings related to internal control or program compliance, high debt ratios, deficit spending, going concern findings, adequate reserves, and adequate cash)

**SELPA REVIEW PROCESS**

If one or more of the preceding triggers indicates a potential problem, the Charter SELPA may initiate a program and/or fiscal review. Program and fiscal reviews are facilitated by the appropriate Charter SELPA administrator. Charter SELPA's goal in each review process is to clearly identify the areas of SELPA concern, discuss any underlying issues which may be impacting the findings, and identify how the Charter SELPA can assist the LEA in any necessary corrective action. The Charter SELPA may request additional information as necessary to resolve identified concerns.

When multiple or connected concerns exist, the Charter SELPA may implement an Integrated Review Team (IRT) visit. An Integrated Review Team (IRT) visit consists of Charter SELPA program and business administrators meeting directly with the charter LEA leadership team.

**CHARTER SCHOOLS AT-RISK**

Whether through a Charter SELPA review process or other source, or if significant matters arise that are potentially harmful to students, demonstrate negligence, may harm the SELPA, or there is a concern that funds are not being spent appropriately for special education, Charter SELPA administration is empowered to act in the best interests of the SELPA as a whole. Such matters include, but are not limited to:

- Pattern of noncompliance with federal, state or Charter SELPA regulations
- Notice of revocation
- Notice of bankruptcy
- FCMAT extraordinary audit
- Annual audit with material findings and identification of operational issues that cause concern regarding the long-term viability of the organization
- Other circumstances that create a concern that a loss to the SELPA is possible or funds are not being spent appropriately for special education

Charter SELPA administration may make a determination and proceed to:

- Notify appropriate public agencies;
- Notify the LEA's governing board;
- Withhold state and/or federal funding;
- Move an LEA to reimbursement-based state funding, requiring

## Section B: Governance and Administration

SELPA **EI Dorado Charter SELPA**Fiscal Year **2020-21**

- expenditure reporting prior to cash distribution;
- Require an LEA to submit proof of actual expenditures; and/or
  - Initiate termination of membership pursuant to CEO Policy 26.

## 7. Coordinated system of data collection and management:

Reference Number: **CEO Policy 20**Document Title: **Data**Document Location: **<https://charterselpa.org/governance/>**

Description: **The EI Dorado Charter SELPA and its member LEAs shall provide data or information to the SELPA and the California Department of Education as required by regulations.**

## 8. Coordination of interagency agreements:

Reference Number: **CEO Administrative Regulation 29**Document Title: **Interagency**Document Location: **<https://charterselpa.org/governance/>**

Pursuant to Title 17 of the California Code of Regulations (17 CCR) Section 52140, LEAs must develop and maintain local interagency agreements with Regional Centers. Agreements must include (as applicable to charter LEAs):

1. The responsibilities of each LEA and Regional Center in meeting the terms of the agreement;
2. Procedures for coordination of child find activities with local public agencies and Regional Centers to identify infants and toddlers who may be eligible for early intervention services;
3. Specific procedures for coordination of referrals for evaluation and assessment;
4. Procedures for the assignment of a service coordinator;
5. Interagency procedures for identifying the responsibilities of the regional center and LEA for completing the evaluation and assessment and determining eligibility within the time requirements contained in Section 52086 of these regulations, when an infant or toddler may receive services from both the Regional Center and LEA;
6. Procedures for the timely exchange of information between Regional Centers and LEAs;
7. Mechanisms for ensuring the availability of contacts at Regional



## Section B: Governance and Administration

SELPA **El Dorado Charter SELPA**Fiscal Year **2020-21**

Description:

Centers and LEAs at all times during the year;

8. Procedures for interagency individualized family service plan (IFSP) development when infants and toddlers may be eligible for early intervention services from the Regional Center and the LEA or other state or local programs or services;

9. Procedures to ensure the provision of services during periods of school vacations when services are required on the IFSP;

10. Transition planning procedures which begin at least six months prior to a toddler's third birthday pursuant to EC Section 52112 of these regulations;

11. Procedures for resolving disputes between regional centers and LEAs;

12. Procedures for the training and assignment of surrogate parents; and

13. Procedures for accepting transfers of infants or toddlers with existing IFSPs.

Local interagency agreements must be dated and signed by representatives of the Regional Center and LEA. Interagency agreements must be reviewed by both parties annually, revised as necessary, dated, and signed by both parties as needed.

## 9. Coordination of services to medical facilities:

Reference Number:

**CEO Administrative Regulation 1**

Document Title:

**Comprehensive Local Plan for Special Education**

Document Location:

**<https://charterselpa.org/governance/>**

Description:

The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance to the medical facilities and LEAs as appropriate. Role of the individual LEAs: Each individual LEA is responsible for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes when the hospital or facility is located within their boundaries, unless based on education code there is another district of special education accountability which would be responsible.

## 10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number:

**CEO Administrative Regulation 3**

Document Title:

**Individualized Education Program**

## Section B: Governance and Administration

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Description:

When the Charter LEA has placed a foster student in a nonpublic, nonsectarian school, the Charter LEA must conduct an annual evaluation, as specified below. In addition, the nonpublic, nonsectarian school to report to the Charter LEA regarding the educational progress made by the student. (Ed. Code § 56157.) If a student with disabilities residing in a licensed children's institution or foster family home has been placed by the Charter LEA in a nonpublic, nonsectarian school, the Charter LEA shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

## 11. Preparation and transmission of required special education local plan area reports:

Reference Number: **CEO Policy 14 and CEO Administrative Regulation 14**Document Title: **Federal Maintenance of Effort Requirement**Document Location: <https://charterselpa.org/governance/>

Description:

The LEAs will annually compile, and submit to the SELPA, budget and expenditure information that meets CDE MOE reporting requirements. The SELPA will then conduct the two required calculations determining MOE for the SELPA as a whole, and for each LEA. The SELPA-wide data is compiled and submitted in the format required by CDE.

## 12. Fiscal and logistical support of the CAC:

Reference Number: **CEO Administrative Regulation 9 and CAC Bylaws**Document Title: **Governance**Document Location: <https://charterselpa.org/governance/>

Description:

The Community Advisory Committee shall be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. Terms of CAC participation are outlined in the CAC bylaws.  
Because of the geographic diversity within the El Dorado Charter

## Section B: Governance and Administration

SELPA **EI Dorado Charter SELPA**Fiscal Year **2020-21**

SELPA, meetings may take place through teleconference. For purposes of this section, "teleconference" means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

## 13. Coordination of transportation services for individuals with exceptional needs:

Reference Number: **EI Dorado Charter SELPA Procedural Guide**Document Title: **Special Education Transportation**Document Location: **<http://charterselpa.org/program-support/procedural-guide/>**

Description:

Legal Requirements Regarding Special Education Transportation  
Education Code Section 56040(a) states: "Every individual with exceptional needs, who is eligible to receive special education instruction and related services under this part, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her." Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education [34 CFR 300.34(a)]. Transportation as a related service includes travel to and from school and between schools, travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability [34 CFR 300.34(c)(16i-iii)]. LEAs/districts should not automatically assign students to transportation based on the students' disability without considering the students individual needs and the continuum of placements [Hopkinton (MA) Pub. Schs., 108 LRP 41626 (OCR 2007)]. For students with medical needs, 34 CFR 300.34(a)(ii) limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school.

## 14. Coordination of career and vocational education and transition services:

Reference Number: **CEO Administrative Regulation 1 and Procedural Guide**Document Title: **Comprehensive Local Plan for Special Education**Document Location: **<https://charterselpa.org/governance/>  
<http://charterselpa.org/program-support/procedural-guide/>**

## Section B: Governance and Administration

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Description:

Special education may include each of the following if the services otherwise meet the definition in the above paragraph: (Education Code 56031) 1. Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56363, if the service is considered special education rather than designated instruction and service or related service under state standards 2. Travel training 3. Career technical education 4. Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education. Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in the charter LEA. (34 CFR 300.39(b)(3))

## 15. Assurance of full educational opportunity:

Reference Number:

**CEO Administrative Regulation 1**

Document Title:

**Comprehensive Local Plan for Special Education**

Document Location:

**<https://charterselpa.org/governance/>**

Description:

Full educational opportunities means that students with disabilities have the right to full educational opportunities to meet their unique needs, including access to a variety of educational programs and services available to non-disabled students. The State must have in effect policies and procedures to demonstrate that the State has established a goal of providing full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (34 CFR 300.109)

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number:

**CEO Administrative Regulation 9**

Document Title:

**Governance**

Document Location:

**<https://charterselpa.org/governance/>**

## Section B: Governance and Administration

SELPA **El Dorado Charter SELPA**Fiscal Year **2020-21**

Description:

The El Dorado County Office of Education is the Responsible Local Agency/Administrative Unit (RLA/AU) for the Charter SELPA. Pursuant to the provisions of Education Code 56030 et seq., the RLA/AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the El Dorado Charter Local Plan for Special Education. The RLA/AU shall perform such services and functions required to accomplish the goals set forth in the plan, including development of the Annual Service and Budget Plan. In addition, pursuant to Education Code 56836.01(a)(b)(c) the SELPA RLA/AU will oversee the fiscal administration of the Annual Budget Plan and the allocation of state and federal funds allocated to the special education local plan area for the provision of special education and related services by those entities, in accordance with the Local and Allocation Plans approved by the CEO Council, and be responsible for the reporting and accounting requirements prescribed by this part.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number:

**CEO Administrative Regulation 10**

Document Title:

**Personnel Qualifications**

Document Location:

**<https://charterselpa.org/governance/>**

Description:

A program specialist is a specialist who holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and has advanced training and related experience in the education of individuals with exceptional needs and a specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.

(b) A program specialist may do all the following:

- (1) Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.
- (2) Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
- (3) Participate in each school's staff development, program development, and innovation of special methods and approaches.
- (4) Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.
- (5) Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.

(c) For purposes of Section 41403, a program specialist shall be



## Section B: Governance and Administration

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considered a pupil services employee, as defined in subdivision (c) of Section 41401.

**Special Education Local Plan Area Services**

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number: CEO Policy 6Document Title: Part C-TransitionDocument Location: <https://charterselpa.org/governance/>

Description:

Charter schools in the El Dorado Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number: CEO Policy 15Document Title: Public ParticipationDocument Location: <https://charterselpa.org/governance/>

Description:

It shall be the policy of the Charter SELPA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities, are held prior to the adoption of any policies and/or regulations needed to comply with part B of the IDEA. Per the Charter SELPA Local Plan, policies are adopted by the Charter CEO Council. The Charter SELPA RLA/AU may request input from the Executive Committee as policies are developed. Appropriate notice shall be provided prior to adoption of policies by the Charter SELPA CEO Council. Proposed policies will be posted to the El Dorado Charter SELPA website. This will allow for review and comment by the public, parents of children with disabilities, or individuals with disabilities. Charter CEO Council typically meets twice per year and meetings may take place through teleconference. For the purposes of this section, "teleconference" means a meeting where the members are in different



## Section B: Governance and Administration

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locations, connected by electronic means, through either audio, video, or both.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:

CEO Administrative Regulation 4 and Procedural Guide

Document Title:

Procedural Safeguards and Complaints for Special Education

Document Location:

<https://charterselpa.org/governance/>  
<http://charterselpa.org/program-support/procedural-guide/>

Description:

Before requesting a due process hearing, the Charter Chief Executive Officer or designee of the Charter LEA and a parent/guardian may agree to meet informally to resolve any dispute relating to the identification, assessment or education and placement of a student with disabilities. The Charter Chief Executive Officer or designee shall have the authority to resolve the dispute through an informal alternative dispute resolution ("ADR") process. (Ed. Code § 56502) In addition, either party may file a request with the Superintendent of Public Instruction for a Pre- Hearing Mediation Conference (commonly referred to as "mediation only") to be conducted by a person designated by the California Department of Education. Based on the Pre-Hearing Mediation Conference, the Charter Chief Executive Officer or designee may resolve the issue(s) in any manner that is consistent with state and federal law, and is to the satisfaction of both parties. (Education Code 56500.3) Attorneys may not attend the Informal ADR session or the Prehearing Mediation Conference. Attorneys may attend, or otherwise participate in, only those mediation conferences that are scheduled pursuant to a request for a due process hearing. (Ed. Code §§ 56500.3, 56501) If the parties do not resolve their dispute through Informal ADR and/or a Pre-Hearing Mediation Conference, either party may file a request for a due process hearing.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number:

CEO Policy 2 and Procedural Guide

Document Title:

Identification and Evaluation of Individuals for Special Education

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SELPA **El Dorado Charter SELPA**Fiscal Year **2020-21**

Document Location:

<https://charterselpa.org/governance/>  
<http://charterselpa.org/program-support/procedural-guide/>

Description:

The Charter Chief Executive Officer or designee shall follow SELPA procedures providing that parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. (Ed. Code § 56302)

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number:

CEO Administrative Regulation 24 and Procedural Guide

Document Title:

Nonpublic, Nonsectarian School and Agency Services for Special Education

Document Location:

<https://charterselpa.org/governance/>  
<http://charterselpa.org/program-support/procedural-guide/>

Description:

Contracts with an NPS or NPA shall include an Individual Services Agreement ("ISA") negotiated for each student. ISAs shall be for the length of time for which NPS and/or NPA services are specified in the student's individualized education program ("IEP"), but not to exceed one year. Changes in educational instruction, services or placement shall be made only on the basis of revisions to the student's IEP. (Ed. Code § 56366.) The master contract shall specify the general administrative and financial agreements between the NPS or NPA and the Charter LEA to provide the special education and designated instruction and services, as well as transportation specified in the student's IEP. The administrative provisions of the master contract shall also include procedures for record keeping and documentation, and the maintenance of school records by the contracting charter LEA to ensure that the NPS provides appropriate high school graduation credit to the student. The contract may allow for partial or full-time attendance at the nonpublic nonsectarian school. (Ed. Code § 56366.) In order for a Charter LEA to contract with an NPS or NPA, the NPS and NPA must be certified as meeting state standards. (Ed Code § 56366.) A master contract may be terminated for cause with 20-days' notice. However, the availability of a public education program initiate during the period of the

## Section B: Governance and Administration

SELPA **El Dorado Charter SELPA**Fiscal Year **2020-21**

master contract cannot give cause for termination unless the parent/guardian agrees to transfer the student to the public program. The master contract shall include a description of the process being utilized by the Charter LEA to oversee and evaluate placements in the NPS. This description shall include a method for evaluating whether the student is making appropriate educational progress. (Ed. Code 56366) The Charter CEO or designee of an elementary Charter LEA shall notify a high school district of all students placed in NPS or NPA programs prior to the annual review of the IEP for each student who may transfer to the high school district. (5 CCR § 3069.) When a special education student meets the district requirements for completion of prescribed course of study as designated in the student's IEP, the district which developed the IEP shall award the diploma. (5 CCR § 3070.)

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Reference Number:

**CEO Policy 1 and Procedural Guide**

Document Title:

**Comprehensive Local Plan for Special Education**

Document Location:

<https://charterselpa.org/governance/>  
<http://charterselpa.org/program-support/procedural-guide/>

Description:

As members of the Charter SELPA, each Charter SELPA LEA (Local Education Agency) desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the charter, including children who have been suspended or expelled or placed by the charter LEA in a nonpublic school or agency services. The SELPA will provide technical support to any Charter LEAs identified as the DOR for students age 18 to 21 who

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SELPA 

El Dorado Charter SELPA

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are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

## Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Fiscal Year **Certification 5: Participating Local Educational Agency**

The SELPA shall include a signed copy of the following local educational agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA 

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

☐ Single LEA SELPA    ☒ Multi-LEA SELPA

This Governance and Administration was:

Adopted on the  day of ,

Yeas  Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

  
LEA Superintendent/Chief Administrator  
Date

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

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July 1, 2019 to June 30, 2020

**Charter School Name:** The Charter School of San Diego  
**CDS #:** 37683383730959  
**Charter Approving Entity:** San Diego Unified School District  
**County:** San Diego  
**Charter #:** 0028

**This charter school uses the following basis of accounting:**

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

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

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
1. LCFF Sources				
State Aid - Current Year	8011	6,732,568.00		6,732,568.00
Education Protection Account State Aid - Current Year	8012	331,772.00		331,772.00
State Aid - Prior Years	8019	(23,291.00)		(23,291.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	11,128,149.00		11,128,149.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		18,169,198.00	0.00	18,169,198.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		842,254.10	842,254.10
Special Education - Federal	8181, 8182		199,097.00	199,097.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299	17,713.48	35,132.70	52,846.18
Total, Federal Revenues		17,713.48	1,076,483.80	1,094,197.28
3. Other State Revenues				
Special Education - State	StateRevSE		1,236,216.00	1,236,216.00
All Other State Revenues	StateRevAO	359,833.68	1,011,061.61	1,370,895.29
Total, Other State Revenues		359,833.68	2,247,277.61	2,607,111.29
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	263,735.49		263,735.49
Total, Local Revenues		263,735.49	0.00	263,735.49
5. TOTAL REVENUES		18,810,480.65	3,323,761.41	22,134,242.06
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	4,458,643.18	1,724,533.44	6,183,176.62
Certificated Pupil Support Salaries	1200	338,864.65	142,708.32	481,572.97
Certificated Supervisors' and Administrators' Salaries	1300	538,912.49	93,700.39	632,612.88
Other Certificated Salaries	1900	121,330.86	27,442.66	148,773.52
Total, Certificated Salaries		5,457,751.18	1,988,384.81	7,446,135.99
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	443,517.48	127,846.29	571,363.77
Noncertificated Support Salaries	2200	263,892.48		263,892.48
Noncertificated Supervisors' and Administrators' Salaries	2300	721,133.39	20,842.59	741,975.98
Clerical, Technical and Office Salaries	2400	1,414,822.17		1,414,822.17
Other Noncertificated Salaries	2900	57,147.89		57,147.89
Total, Noncertificated Salaries		2,900,513.41	148,688.88	3,049,202.29



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July 1, 2019 to June 30, 2020

**Charter School Name:** The Charter School of San Diego

**CDS #:** 37683383730959

Description	Object Code	Unrestricted	Restricted	Total
<b>3. Employee Benefits</b>				
STRS	3101-3102	955,680.36	1,126,893.79	2,082,574.15
PERS	3201-3202	529,502.62	28,002.33	557,504.95
OASDI / Medicare / Alternative	3301-3302	277,681.49	39,962.90	317,644.39
Health and Welfare Benefits	3401-3402	1,551,661.49	373,385.65	1,925,047.14
Unemployment Insurance	3501-3502	4,132.31	1,068.40	5,200.71
Workers' Compensation Insurance	3601-3602	78,074.59	20,208.78	98,283.37
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		3,396,732.86	1,589,521.85	4,986,254.71
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100		47,181.64	47,181.64
Books and Other Reference Materials	4200	1,263.97	16,342.82	17,606.79
Materials and Supplies	4300	446,170.47	207,345.42	653,515.89
Noncapitalized Equipment	4400	111,987.90	8,298.32	120,286.22
Food	4700	11,783.97		11,783.97
Total, Books and Supplies		571,206.31	279,168.20	850,374.51
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	121,193.29	19,673.94	140,867.23
Dues and Memberships	5300	39,641.71		39,641.71
Insurance	5400	98,780.93	883.34	99,664.27
Operations and Housekeeping Services	5500	318,560.96	2,749.00	321,309.96
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,859,218.67	2,620.00	1,861,838.67
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	911,484.77	906,880.46	1,818,365.23
Communications	5900	157,934.72	47,634.70	205,569.42
Total, Services and Other Operating Expenditures		3,506,815.05	980,441.44	4,487,256.49
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	791,281.60		791,281.60
Total, Capital Outlay		791,281.60	0.00	791,281.60
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399	(33,913.30)	33,913.30	0.00
Debt Service:				
Interest	7438	14,312.01		14,312.01
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		14,312.01	0.00	14,312.01
Total, Other Outgo		(19,601.29)	33,913.30	14,312.01
<b>8. TOTAL EXPENDITURES</b>		16,604,699.12	5,020,118.48	21,624,817.60

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Charter School Name: The Charter School of San Diego

CDS #: 37683383730959

Description	Object Code	Unrestricted	Restricted	Total
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		2,205,781.53	(1,696,357.07)	509,424.46
<b>D. OTHER FINANCING SOURCES / USES</b>				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699	1,120,000.00		1,120,000.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(1,639,314.83)	1,639,314.83	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(2,759,314.83)	1,639,314.83	(1,120,000.00)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)</b>		(553,533.30)	(57,042.24)	(610,575.54)
<b>F. FUND BALANCE / NET POSITION</b>				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	33,488,879.08	183,485.96	33,672,365.04
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		33,488,879.08	183,485.96	33,672,365.04
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		32,935,345.78	126,443.72	33,061,789.50
<b>Components of Ending Fund Balance (Modified Accrual Basis only)</b>				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
<b>3. Components of Ending Net Position (Accrual Basis only)</b>				
a. Net Investment in Capital Assets	9796	19,810,781.42		19,810,781.42
b. Restricted Net Position	9797		126,443.72	126,443.72
c. Unrestricted Net Position	9790A	13,124,564.36	0.00	13,124,564.36

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July 1, 2019 to June 30, 2020

Charter School Name: The Charter School of San Diego

CDS #: 37683383730959

Description	Object Code	Unrestricted	Restricted	Total
<b>G. ASSETS</b>				
1. Cash				
In County Treasury	9110	6,169,029.52	237,795.25	6,406,824.77
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	5,178,042.16	(715,904.23)	4,462,137.93
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135	1,900,000.00		1,900,000.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150	1,404,460.25		1,404,460.25
3. Accounts Receivable	9200	87,774.50		87,774.50
4. Due from Grantor Governments	9290	2,098,912.96	749,738.95	2,848,651.91
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	253,143.97	583.33	253,727.30
7. Other Current Assets	9340	59,150.31		59,150.31
8. Capital Assets (accrual basis only)	9400-9489	19,810,781.42		19,810,781.42
9. TOTAL ASSETS		36,961,295.09	272,213.30	37,233,508.39
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
<b>I. LIABILITIES</b>				
1. Accounts Payable	9500	407,032.21	64,162.24	471,194.45
2. Due to Grantor Governments	9590		81,607.34	81,607.34
3. Current Loans	9640	1,368,641.01		1,368,641.01
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669	2,250,276.09		2,250,276.09
6. TOTAL LIABILITIES		4,025,949.31	145,769.58	4,171,718.89
<b>J. DEFERRED INFLOWS OF RESOURCES</b>				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
<b>K. FUND BALANCE /NET POSITION</b>				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		32,935,345.78	126,443.72	33,061,789.50

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Charter School Name: The Charter School of San Diego

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

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

**1. Federal Revenue Used for Capital Outlay and Debt Service**

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

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

**2. Community Services Expenditures**

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

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999 0.00
b. Noncertificated Salaries	2000-2999 0.00
c. Employee Benefits	except 3801- 0.00
d. Books and Supplies	4000-4999 0.00
e. Services and Other Operating Expenditures	5000-5999 0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

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**Charter School Name:** The Charter School of San Diego

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

Results of this calculation will be used for comparison with 2018-19 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2021-22.

a. Total Expenditures (B8)	21,624,817.60
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	1,094,197.28
c. Subtotal of State & Local Expenditures [a minus b]	20,530,620.32
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	805,593.61
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 19,725,026.71

# The Charter School of **SAN DIEGO**

## **Assumptions for Revised Preliminary Operational Budget FY 2020-21**

The Charter School of San Diego (CSSD) is an independent study program. CSSD takes a very conservative approach in developing its financial planning.

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

**Apportionment credit for independent study programs, like CSSD, are based on the student's "product" or academic work**, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (ADA) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. CSSD is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented a new way of funding public schools, including charter schools, in the 2013-14 school year called **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 fiscal 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 CSSD is 67.38%.
- \* **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. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

### **COVID-19 Impact**

The effects of the pandemic are far reaching. This section attempts to summarize the impact on our 2020-21 revised budget and LCAP.

After the Governor's May Revised budget, we prepared for decreased LCFF base grant revenues by 7.92% from 2019-20 funding levels and a 51.6% reduction in Career and Technical Education (CTE) Grant funding. However, the adopted state budget effectively eliminated these reductions and replaced them with deferrals. The most impactful items for the 2020-21 budget are as follows:

- Local Control Funding Formula base grants have been restored to 2019-20 levels for flat year-over-year base funding
- Categorical program cuts, such as CTE, were eliminated and brought back to full funding
- State aid payments in 2021 have been deferred as follows:
  - February– 45% deferred 9 months until November
  - March – 70% deferred 7 months until October
  - April – 70% deferred 5 months until September
  - May – 70% deferred 3 months until August
  - June – 100% delayed 1 month until July
- Early federal support from the CARES act appropriated \$1.47B to California to help fund a Local Educational Agencies (LEAs) COVID-19 response
- Learning Loss Mitigation Funding (LLMF) appropriates \$5.33B from three different funding sources to be allocated to LEAs in order to support transitional Kindergarten through 12<sup>th</sup> grade pupil academic achievement and mitigate learning loss related to COVID-19. The LLMF has been allocated by three distinct formulas with different eligibility criterion as shown in the table below.
  - Independent Study or Non-classroom Based (NCB) schools are only eligible for the \$979M allocation

Total	Sources	Distribution Formula	Eligible LEAs
\$1.5 billion (NCB Ineligible)	\$355,227,000 (GEER) \$1,144,773,000 (CR)	Based on an equal amount per pupil age 3-22 with exceptional needs using the 2019–20 Fall 1 Census	School districts, county offices of education and classroom based direct-funded charter schools; a classroom-based locally funded charter school will be included in the chartering authority's application and funding
\$2.8 billion (NCB Ineligible)	\$2,855,227,000 (CR)	Distributed proportionally based on LEA supplemental and concentration grant funding as of the 2019–20 second principal apportionment	School districts, county offices of education and classroom based direct-funded charter schools; a classroom-based locally funded charter school will be included in the chartering authority's application and funding
\$979 million (NCB eligible)	\$539,926,000 (GF) \$439,844,000 (CR)	Distributed proportionally based on the LEA local control funding formula (LCFF) entitlement	School districts, county offices of education and charter schools; a locally funded charter school will be included in the chartering authority's application and funding
\$5,334,997,000	\$5,334,997,000 (All Sources)	Vary by source	Vary by source

After the drastic cuts from the Governor's May Revised budget, salary step increases were frozen at the start of the 2020-21 school year. Future fiscal impact to the State as a result of COVID-19 remains uncertain and will be watched closely before the freeze is removed.

The 2020-21 education budget trailer bill, Senate Bill 98, removes the requirement for local education agencies (LEAs) to submit a Local Control and Accountability Plan (LCAP) for the 2020-21 school year, substituting a new requirement for LEAs to adopt a Learning Continuity and Attendance Plan (Learning Continuity Plan) by September 30, 2020. Given the new plan's extensive contents and process, the timeline to develop the plan is short. This article outlines the new requirement, including reminding readers about how to demonstrate increased and improved services for "high needs" students, a key LCAP component which migrates to the Learning Continuity Plan this year.

## 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 CSSD's Revised Preliminary Operational Budget.

**Table 1:**

Description	FY 2020-21
Grades 4-6 Base Grant	\$7,818
Grades 7-8 Base Grant	\$8,050
Grades 9-12 Base Grant	\$9,329
Statutory Cost of Living Allowance (COLA)	0.00%
CSSD's Unduplicated Pupil Percentage (Rolling Average)	67.38%
District's Unduplicated Pupil Percentage (SDUSD)	60.50%

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

**Table 2:**

Description	FY 2020-21 (Projected P-2)	FY 2019-20 (Actual P-2)	FY 2018-19 (Actual P-2)
Enrollment	1,784	1,456	1,817
ADA:			
Grade 4-6	37.54	37.54	19.47
Grade 7-8	174.68	174.68	172.96
Grade 9-12	1,446.64	1,446.64	1,495.67
<b>Total ADA</b>	<b>1,658.86</b>	<b>1,658.86</b>	<b>1,688.10</b>

### **REVENUE PROJECTIONS**

**Table 3:**

Description	FY 2020-21
LCFF Sources	\$18,069,540
Federal Revenues	1,162,054
State Revenues Other than LCF	2,057,725
Local Revenues	207,650
<b>Total Projected Revenues</b>	<b>\$21,496,969</b>

- **In Lieu of Property Taxes** of \$6,696.05 per current year (CY) P-2 ADA is based on FY 2019-20 P-2 rate for San Diego Unified School District.
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.
- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: \$49 for Prop 20 (Lottery: Instructional Materials) and \$150 for Non-Prop 20 for (Lottery: Unrestricted).

- **Federal Funds**

**Titles I, II, III, and IV** are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2019-20.

**ESSA: School Improvement (CSI) Funding for LEAs:**

CSSD was granted 2019-20 ESSA CSI funds in the amount of \$170,123. The project period for this grant began on March 25, 2020 and ends on September 30, 2021. Total projected expenditures for FY 2019-20 amounted to \$158,529. Remaining amount of \$11,594 will be spent in FY 2020-21.

**Elementary and Secondary School Emergency Relief (ESSER) Fund:**

The Coronavirus Aid, Relief, and Economic Security (CARES) Act provides funding to LEAs through Section 18003 of the Elementary and Secondary School Emergency Relief (ESSER) Fund, to address the impact of COVID-19 on elementary and secondary schools. CDE provided an apportionment of \$333,868 of which this amount is included in the budget.

- **Learning Loss Mitigation Funding** is a combination of CARES Act Coronavirus Relief (CR) and the state's General Fund (GF) to support transitional Kindergarten through 12<sup>th</sup> grade pupil academic achievement and mitigate learning loss related to COVID-19. CDE provided an apportionment of \$126,162 of CR Fund and \$154,869 of GF which are included in the budget.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$625 per estimated CY P-2 ADA while **Federal IDEA** revenues are projected at \$125 per PY California Basic Educational Data System (CBEDS) count.
- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. CSSD chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$16.86 for Grades K-8 and \$46.87 for Grades 9-12.
- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. CSSD included the \$112,049 CTE grant for this fiscal year.

## **NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY**

**Table 4:**

POSITIONS	OBJECT CODE	FY 20-21
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	71.00
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	5.45
Certificated Supervisor & Administrator	1300	2.70
Other Certificated Teacher Resource (CTR)	1900	22.00
Classified Instructional Support (RCAs)	2100	1.00
Classified Support (Admin Support)	2200	1.85
Classified Supervisor & Administrator	2300	3.15
Clerical, Technical & Office Staff	2400	20.37
Other Classified (Administrative Support)	2900	0.40
<b>TOTAL FTE POSITIONS BUDGETED</b>		<b>127.92</b>

- \* To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2020-21, we estimated the Special Ed population at 26%.

## **EMPLOYEE BENEFITS**

Employee benefits were calculated using the following rates:

**Table 5:**

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	16.15%	
PERS (Classified Retirement)	3211-12		20.70%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <u>Monthly Rates</u>			
- Medical \$1,700	3401-02		
- Dental \$ 120			
- Vision \$ 27			
- Life Ins. .000095			
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	0.93%	0.93%

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

The total budget amount for Object Code 5800 is \$1,844,404 representing 8.6% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

### **MARKETING**

Pursuant to Education Code Section 47605 (b)(5)(G), CSSD will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of CSSD reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. CSSD has deployed an integrated marketing plan to support organizational growth. To reach CSSD's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Facebook, Radio and Bus Ads. For FY 2020-21, CSSD has allocated \$171,976 for marketing expenses included in the object code 5800 and represents 0.8% of its total budget.

### **DISTRICT OVERSIGHT FEES**

CSSD will pay its authorizing District (San Diego Unified School District) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

CSSD has budgeted \$180,695 for FY 2020-21 for SDUSD oversight fees.

### **RESERVES**

CSSD has allocated reserves of \$644,909 for FY 2020-21 representing 3% of total revenues of \$21,496,969.



**FACILITIES**

CSSD carries contractual lease agreements with an annual cost of \$1,359,537 for FY 2020-21. The total cost of the current lease contracts from July 2020 thru the end of the lease term (Year 2025) is \$4,241,505. CSSD has allocated reserves for this amount. Per the Reserve Policy adopted by the Board, the School shall designate a Contingency/Strategic Reserve Fund to provide a strategic reserve for the School. One of the components of the Contingency/Strategic Reserve Fund is the contractual obligation for facility leases.

# The Charter School of **SAN DIEGO**

## Revised Preliminary Operational Budget FY 2020-2021

### REVENUES

DESCRIPTION	ACCOUNT CODES	AMOUNT
<b>LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES</b>		
LCFF State Aid - Current Year	8011 + \$	6,629,958.00
Education Protection Account (EPA)	8012 +	331,772.00
In Lieu of Property Taxes - Current Year	8096 +	11,107,810.00
<b>TOTAL, LCFF SOURCES</b>	<b>= \$</b>	<b>18,069,540.00</b>
<b>FEDERAL REVENUES</b>		
Federal Impact Aid	8110 + \$	-
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181 +	181,250.00
Special Ed: IDEA Mental Health Allocation Plan, Part B	8182 +	-
Title I, Part A, Improving Basic Programs	8290 +	405,412.00
Title II, Part A, Supporting Effective Instruction	8290 +	48,425.00
Title III, Part A, English Learner Student Program	8290 +	22,037.00
Title IV, Part A, Student Support and Academic Enrichment	8290 +	33,306.00
ESSA: School Improvement Funding for LEAs	8290 +	11,594.00
Elementary and Secondary School Emergency Relief (ESSER) Fund	8290 +	333,868.00
Coronavirus Relief Fund (CRF): Learning Loss Mitigation	8290 +	126,162.00
<b>TOTAL, FEDERAL REVENUES</b>	<b>= \$</b>	<b>1,162,054.00</b>
<b>STATE REVENUES OTHER THAN LCFF</b>		
Mandate Block Grant	8550 + \$	71,382.00
Lottery: Unrestricted	8560 +	259,800.00
Lottery: Instructional Materials	8560 +	84,868.00
Special Education	8792 +	1,036,788.00
Special Ed: Mental Health Services - Level 2	8590 +	337,969.00
Special Ed: Mental Health Services - Level 3	8590 +	-
Career Technical Education Incentive Grant Program	8590 +	112,049.00
State Learning Loss Mitigation Funds	8590 +	154,869.00
<b>TOTAL, STATE REVENUES</b>	<b>= \$</b>	<b>2,057,725.00</b>
<b>LOCAL REVENUES</b>		
Interest Income	8660 + \$	114,102.00
All Other Local Revenue	8699 +	93,548.00
<b>TOTAL, LOCAL REVENUES</b>	<b>= \$</b>	<b>207,650.00</b>
<b>TOTAL, REVENUES</b>	<b>= \$</b>	<b>21,496,969.00</b>

The Charter School of  
**SAN DIEGO**

**Revised Preliminary Operational Budget  
FY 2020-2021**

**EXPENDITURES**

DESCRIPTION	ACCOUNT CODES	REVISED AMOUNT
<b>CERTIFICATED SALARIES</b>		
Certificated Teachers' Salaries	1100 +	\$ 6,472,251.00
Certificated Pupil Support Salaries	1200 +	569,995.00
Certificated Supervisors' & Administrators' Salaries	1300 +	563,236.00
Other Certificated Salaries	1900 +	502,985.00
<b>TOTAL, CERTIFICATED SALARIES</b>	<b>=</b>	<b>\$ 8,108,467.00</b>
<b>CLASSIFIED SALARIES</b>		
Classified Instructional Salaries	2100 +	\$ 38,233.00
Classified Support Salaries	2200 +	140,608.00
Classified Supervisors' and Administrators' Salaries	2300 +	560,537.00
Clerical, Technical and Office Staff Salaries	2400 +	1,057,211.00
Other Classified Salaries	2900 +	45,008.00
<b>TOTAL, CLASSIFIED SALARIES</b>	<b>=</b>	<b>\$ 1,841,597.00</b>
<b>EMPLOYEE BENEFITS</b>		
STRS Retirement	3100 +	\$ 1,325,731.00
PERS Retirement	3200 +	360,429.00
Social Security/Medicare	3300 +	253,314.00
Health and Welfare Benefits	3400 +	2,418,640.00
Unemployment Insurance	3500 +	4,975.00
Workers Compensation Insurance	3600 +	93,041.00
<b>TOTAL, EMPLOYEE BENEFITS</b>	<b>=</b>	<b>\$ 4,456,130.00</b>
<b>TOTAL, PERSONNEL COST</b>		<b>\$ 14,406,194.00</b>

The Charter School of  
**SAN DIEGO**

**Revised Preliminary Operational Budget  
FY 2020-2021**

**EXPENDITURES**

DESCRIPTION	ACCOUNT CODES	AMOUNT
<b>BOOKS AND SUPPLIES</b>		
Textbooks and Core Curricula Materials	4100 + \$	44,829.00
Books and Other Reference Materials	4200 +	12,000.00
Materials and Supplies	4300 +	227,510.00
On-Line Courses	4312 +	209,381.00
Noncapitalized Equipment	4400 +	112,633.00
Food	4700 +	18,000.00
<b>TOTAL, BOOKS AND SUPPLIES</b>	<b>= \$</b>	<b>624,353.00</b>
<b>SERVICES, OTHER OPERATING EXPENSES</b>		
Travel and Conference	5200 + \$	103,512.00
Dues and Memberships	5300 +	45,000.00
Liability Insurance	5400 +	123,000.00
Operations and Housekeeping Services	5500 +	363,000.00
Rental, Leases, Repairs & Non-Capitalized Improvements	5600 +	1,868,339.00
Professional/Consulting Services/Operating Expenses	5800 +	1,672,428.00
Marketing Fees	5812 +	171,976.00
Communications	5900 +	263,400.00
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENSES</b>	<b>= \$</b>	<b>4,610,655.00</b>
<b>CAPITAL OUTLAY</b>		
Depreciation - Buildings and Leasehold Improvements	6900 + \$	956,170.00
Depreciation - Equipment	6900 +	237,188.00
<b>TOTAL, CAPITAL OUTLAY</b>	<b>= \$</b>	<b>1,193,358.00</b>
<b>OTHER OUTGO</b>		
Debt Service Payment - Interest (Capitalized Leases)	7438 + \$	17,500.00
<b>TOTAL, OTHER OUTGO</b>	<b>= \$</b>	<b>17,500.00</b>
<b>RESERVES</b>		
Operation Reserve ( Non-Payroll Expenses)	9780 + \$	322,455.00
Reserve for Economic Uncertainties	9789 +	322,454.00
<b>TOTAL, RESERVES</b>	<b>= \$</b>	<b>644,909.00</b>
%		<b>3.00%</b>
<b>TOTAL, EXPENDITURES</b>		<b>\$ 21,496,969.00</b>

School Year: 2020-2021

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
The Charter School of San Diego	37683383730959	October 16, 2020	October 21, 2020

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The Charter School of San Diego (CSSD) operates as a charter school. This School Plan for Student Achievement fulfills the requirements of the Title I Schoolwide Program Plan.

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. DASS schools are held accountable for all state indicators currently reported in the California School Dashboard; however, "modified methods" are used for state indicators 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.

CSSD is eligible for Comprehensive Support and Improvement (CSI) for having a two-year average graduation rate less than 67%. CSSD has partnered with stakeholders to develop and implement a plan to improve student outcomes.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

All goals contained in the SPSA plan directly support the ESSA requirements to close academic achievement gaps for all students. CSSD's SPSA is developed by the School Site Council and creates measurable goals that are aligned to the Learning Continuity and Attendance Plan (LCP). The SPSA addresses both the academic gaps and social/emotional challenges that CSSD students face as they strive to meet graduation requirements and prepare for college and career pathways.

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

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

Moreover, all stakeholders of the School have representatives involved in the development of the School Plan for Student Achievement (SPSA) and the embedded Comprehensive Support and Improvement (CSI) Plan. The design of the School allows for teachers, students, parents, counselors, and school leaders to meet, discuss, and plan for the needs of all students. The School's key process is the Pathways Personalized Education Plan (PPEP). The PPEP is collaboratively developed and monitored by the student, parent, teacher, school counselor, and school leader. On an ongoing basis, PPEP meetings are conducted to review student progress and implement planning to continuously improve student outcomes which are aligned to state indicators. In addition to PPEP meetings, school staff use multiple collaborative settings to be involved in the decision-making process of the School and the development on the SPSA and CSI Plan. Stakeholder involvement contributes to the SPSA and CSI Plan development in several important ways: identification and refinement of needs based on data analysis, creation of goals, establishment of metrics, designation of activities, and resource allocation. The following stakeholder groups have contributed to the development of this plan with corresponding methods:

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

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

- Graduation rates
- Chronic Absenteeism
- English Learner progress rates
- College and Career Indicator



- Suspension rates
- SBA Math and ELA achievement results
- NWEA Measures of Academic Progress (MAP)
- Student demographic reports
- Student participation rates
- Student credit completion rates
- Course enrollment rates
- Student intervention reports
- Average credit deficiency upon initial enrollment
- Average skill deficiency (ELA and Mathematics) upon initial enrollment

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

CSSD has been identified for Comprehensive Support and Improvement (CSI) for having a two-year average graduation rate less than 67%. Therefore, stakeholder groups have examined data related to the graduation rate indicator and resource allocation. All data compiled and analyzed by stakeholder groups included historical and trend data for All Students and unduplicated student groups. As part of the Needs Assessment, stakeholder groups analyzed resource allocation by category. Stakeholder groups came to a consensus that school resources are appropriately allocated to supporting the needs of all students. There is agreement that the School's instructional model is designed to support the needs of the lowest achieving student and potentially highest risk. Stakeholder groups believe that the PPEP provides instructional staff with a systematic approach to support the academic and social-emotional needs of all students.

During the Needs Assessment, stakeholder groups analyze data to determine program strengths/weaknesses, prioritize area of greatest improvement or weakness, and investigate root cause. The following key themes emerged from stakeholder groups as influencing the School's graduation rate:

- On average, grade 12 students enroll below grade level in ELA and mathematics skills.
- Grade 12 students exceed the expected enrollment time in math courses; math courses take students, on average, two to 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 to three times as long to complete than other practical courses.
- Grade 12 students, particularly low-income households, continue to need access to Chromebooks and/or home internet to have full access to curriculum and participate in distance learning.
- Grade 12 students need additional counseling to ensure they are ready for college/career pathways.
- Grade 12 students continue to need access to social-emotional learning opportunities and support/resources.

Based upon the Needs Assessment results, the School engaged in an in-depth selection process to identify allowable CSI activities that build capacity, are evidence based, and address the School's need to increase the graduation rate. The following process was followed by school department leaders in selecting evidence-based interventions:

- Continue to build foundational knowledge around evidence-based interventions, ESSA requirements, and capacity building with the School's Strategic Planning Process, including Leadership Team members participating in the CDE's *Tuesdays at 2 Webinars* focused on CSI and LCAP.
- Continue to acquire and review materials and resources related to ESSA, including US Department of Education Guidance – *Using ESSA to Strengthen Education Investments and What Works Clearinghouse*.
- Continue to evaluate and implement programs and services based on the quality of the program, relevance, and usefulness: *What Works Clearinghouse "Path to Graduation" Interventions*.

Based on the evaluation of each intervention, the school team identified two programs that rated as 'Positive or Potentially Positive' and applicable to the School's instructional model: Dual Enrollment Programs and Check & Connect.

CSSD plans to implement the following evidence-based interventions and action items to increase graduation rate:

- Design and develop a dual enrollment program that allow high school students to take college courses and earn college credits while attending high school. The School will partner with a local community college to support students who are underrepresented in higher education, to increase college access. The dual enrollment program will be free to increase the number of low socioeconomic status students who can attend and complete college.
- Provide school 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.
- Continue to implement Trauma Informed Practices for Schools into daily instruction to support the social-emotional needs of grade 12 students who have experienced traumatic experiences in the past or that have been impacted by the COVID-19 emergency.
- Integrate AVID strategies into daily instruction to increase student engagement, achievement, and college readiness.
- Math specialists to coach teachers and provide high-quality, school-based professional development.
- Continue to provide increased ELA and math coaching/tutoring for students in grade 12 to increase progress and completion rates in courses required for graduation.
- Continue to provide additional coaching and tutoring for students in grades 11 and 12 to increase progress towards grade level promotion and completion rates for other required coursework for graduation.

- Continue to offer social emotional learning opportunities to grade 12 students, including Resilience in Student Education (RISE) and the Character and Leadership Development Program.
- Continue to provide grade 12 students with Chromebooks and/or internet hotspots to increase access to the full curriculum.
- Continue to provide staff professional development to implement graduation strategies and build capacity for systems supporting successful student outcomes.
- Continue to implement grade 12 monitoring system throughout the school year. This is a coordinated effort which includes teachers, counselors, and instructional leaders using SharePoint technology to identify students 'Not On-Track' to graduate and then collaborate to implement appropriate intervention.

CSSD will use multiple assessment tools and data analysis protocols to determine effectiveness of services and supports. All stakeholder groups will monitor and evaluate the effectiveness of the CSI Plan, including the School Leadership Team, School Staff, Students, Parents, School Site Council, and English Language Advisory Council. To ensure continuous improvement, school groups will review data from the California School Dashboard, other student performance data, and perception data to determine if the CSI Plan has been effective in addressing the areas of need and increasing student achievement for all students, but especially for the lowest-achieving students. School groups will utilize evaluation methods, particularly guiding questions for quantitative and qualitative data analysis, provided by the San Diego County Office of Education (SDCOE) to determine program effectiveness.

In addition, the following school departments and personnel will support the monitoring of designated strategies and interventions for grade 12 students:

#### **School Data Department:**

- Publish a Monthly Storybook that includes the number of students assigned to the dual enrollment program, intervention frequency/methods, participation/attendance, and credit completion rates.
- Provide teachers, counselors, and instructional leaders with a SharePoint grade 12 student roster to track grade 12 students as 'On Track' and 'Not on Track'.

#### **School Curriculum Department:**

- Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

#### **School Leadership Team:**

- Meet to monitor and evaluate the effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive data for the School.

#### **Instructional Leaders:**

- Meet with all teachers in July, October, and January to review grade 12 student progress towards graduation.

- Conduct grade 12 tutoring session observations to ensure teachers are providing high-level targeted instruction that support the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies.

#### **School Counselors:**

- Meet weekly with instructional leaders to discuss Check & Connect progress and effectiveness.
- Utilize the School Pathways Student Information System to monitor grade 12 student progress towards graduation.
- Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates.

#### **Teachers:**

- Utilize monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on-time.

## **Goals, Strategies, Expenditures, & Annual Review**

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

### **Goal 1**

Increase student achievement in areas appropriate for a school participating in the Dashboard Alternative School Status (DASS) program.

#### State Priorities:

- **Priority 4:** Pupil Achievement (Pupil Outcomes) - Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English Learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program.
- **Priority 5:** Pupil Engagement (Engagement) - School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.

#### Local Priorities:

- **Strategic Initiative 1:** Increase student outcomes for all student groups through the refinement and implementation of the Altus Instructional Plan focused on growth of the State Dashboard Indicators.
- **Strategic Initiative 8:** Develop a cohesive integrated systematic approach to improve student outcomes through the collaboration of Instruction, Curriculum, and Assessment.

## Identified Need

**Primary Need:** More than 70% of students enroll at CSSD as 'high risk' based on the DASS criteria. According to NWEA Assessments, students on average, enroll 2-3 grade levels behind in ELA and mathematics.

### Relevant Data Collected:

- CSSD served 2,096 students during Month 13 of the 2019-2020 school year. 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 is identified for CSI based upon having a two-year average graduation rate less than 67%. According to the 2019 California School Dashboard, CSSD had a 76.5% graduation rate for All Students. This is an 18.6% increase from the prior year. School Stakeholders are satisfied with the improved graduation rate and believe that the implemented interventions and actions related to this engagement indicator are effective and need to be continued for the 2020-2021 school year. There is consensus that the School will need to improve instructional actions for English Learners (ELs) and Students with Disabilities (SWDs) whose graduation rate remains lower than All Students.
- CSSD's 2019 Chronic Absenteeism rate for All Students (grades 6-8) was 25.2%. While the School was able to improve this engagement indicator by 6.4% for All Students from the prior year, there is a performance gap with ELs and Socioeconomically Disadvantaged (SED) students. 42.1% of ELs and 30.5% of SED students are considered Chronically Absent. There is a need to reduce Chronic Absenteeism rate for ELs and SED students.
- In 2019, All Students who completed the English Language Arts Summative SBA scored 4.8 points below standard. This was a 4.9 point improvement from the prior year for All Students. While ELs and SWDs scored lower than All Students, both student groups demonstrated significant improvement from the prior year. ELs improved 23.7 points and SWDs improved 65 points.
- In 2019, All Students who completed the Mathematics Summative SBA scored 96.3 points below standard. This was a 6.4 point decline from the prior year. ELs, SWDs, SED students scored 134.5, 136.9, and 105.2 points below standard, respectively. School Stakeholders agree that math achievement continues to be a critical area of need. The School will continue to refine and implement a systematic approach of curriculum, instruction, and professional learning to improve mathematics achievement for All Students and significant student groups.
- Based upon the 2019 California School Dashboard, 49% of ELs are making progress towards English language proficiency or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC). This is considered a Medium progress level. School Stakeholders believe that by implementing both Integrated and Designated ELD programs, a Medium progress level can be maintained, which is 45% to less than 55%.
- CSSD administers the NWEA Assessments to students in the fall and spring semesters to measure student grade level equivalency in reading, language usage, and mathematics. The School also uses this pre- and post-assessment to measure how many students are meeting their individual growth targets for the school year. School Stakeholders agree that at least 60% or more of students should meet their growth target. In 2019, 72% of All Students met their reading growth target. The lowest performing student group for reading was ELs. 60% of ELs met their

reading growth target. 71% of All Students met their language usage growth target. The lowest performing student group for language usage was ELs. 61% of ELs met their language usage growth target. 67% of All Students met their mathematics growth target. The lowest performing student groups for mathematics was ELs and SWDs. Based upon the 2019 NWEA results, it is evident that mathematics continues to be the greatest area of need for students. In addition, ELs are the lowest performing student groups and will require increased and improved services to close the achievement gap.

- CSSD's cumulative 2019-2020 participation rate for All Students was 87%. Participation rates for ELs, SWDs, and SED students was 85%, 86%, and 85%, respectively. The School plans to maintain high levels of student participation for all students by providing a safe and supportive learning environment and removing barriers to learning, including lack of food/nutrition, transportation, and technology. Ongoing social-emotional learning opportunities and support/resources will increase student engagement for the lowest achieving students in school as well.
- CSSD is a 12-month instructional program that is constantly enrolling new students. Many of these new students have negative educational experiences and need an innovative and personalized program to meet their needs. School Stakeholders believe that all new students should complete a school confidence survey after 90-days of enrollment. This survey will measure the instructional program's effectiveness in building student confidence in their ability to succeed in school. As of 2019, 95% of all students who took the survey reported high levels of confidence. The School plans to maintain these high levels of student confidence by continuing to provide students a personalized education that considers their academic strengths/weaknesses, learning style preferences, and post-secondary goals.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard: <u>Graduation Rate</u> (improve by 3% from previous year for All Students and student groups)	<ul style="list-style-type: none"> <li>• All Students: 76.5% (Green)</li> <li>• ELs: 61.4% (Red)</li> <li>• SWDs: 63.6% (Red)</li> <li>• SED: 71.3% (Green)</li> </ul>	<ul style="list-style-type: none"> <li>• All Students: 79.5%</li> <li>• ELs: 68%</li> <li>• SWDs: 68%</li> <li>• SED: 74.2%</li> </ul>
California School Dashboard: <u>Chronic Absenteeism Rate</u> (improve by 3% from previous year for All Students and student groups)	<ul style="list-style-type: none"> <li>• All Students: 25.2% (Yellow)</li> <li>• ELs: 42.1% (Orange)</li> <li>• SWDs: 26.5% (Orange)</li> <li>• SED: 30.5% (Yellow)</li> </ul>	<ul style="list-style-type: none"> <li>• All Students: 22.2%</li> <li>• ELs: 39.1%</li> <li>• SWDs: 23.5%</li> <li>• SED: 27.5%</li> </ul>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard: <u>English Language Arts</u> (improve by 3 points from previous year for All Students and student groups)	<ul style="list-style-type: none"> <li>• All Students: 4.8 points below standard (Yellow)</li> <li>• ELs: 58.1 points below standard (No Performance Color)</li> <li>• SWDs: 46.7 points below standard (No Performance Color)</li> <li>• SED: 12 points below standard (Yellow)</li> </ul>	<ul style="list-style-type: none"> <li>• All Students: 1.8 points below standard</li> <li>• ELs: 55.1 points below standard</li> <li>• SWDs: 43.7 points below standard</li> <li>• SED: 9 points below standard</li> </ul>
California School Dashboard: <u>Mathematics</u> (improve by 3 points from previous year for All Students and student groups)	<ul style="list-style-type: none"> <li>• All Students: 96.2 points below standard (Orange)</li> <li>• ELs: 134.5 points below standard (No Performance Color)</li> <li>• SWDs: 136.9 points below standard (No Performance Color)</li> <li>• SED: 105.2 points below standard (Orange)</li> </ul>	<ul style="list-style-type: none"> <li>• All Students: 93.2 points below standard</li> <li>• ELs: 131.5 points below standard</li> <li>• SWDs: 133.9 points below standard</li> <li>• SED: 102.2 points below standard</li> </ul>
California School Dashboard: <u>English Learner Progress</u> (achieve a Medium or higher performance level)	<ul style="list-style-type: none"> <li>• 49% of English Learners are making progress towards English Language proficiency (Medium Performance Level)</li> </ul>	<ul style="list-style-type: none"> <li>• 45% of English Learners are making progress towards English Language proficiency</li> </ul>
NWEA Measures of Academic Progress: <u>Reading</u> (60% of All Students and student groups will meet their annual growth target)	<ul style="list-style-type: none"> <li>• All Students: 72%</li> <li>• ELs: 60%</li> <li>• SWDs: 67%</li> <li>• SED: 70%</li> </ul>	<ul style="list-style-type: none"> <li>• All Students: 60%</li> <li>• ELs: 60%</li> <li>• SWDs: 60%</li> <li>• SED: 60%</li> </ul>
NWEA Measures of Academic Progress: <u>Language Usage</u> (60% of All Students and student groups will meet their annual growth target)	<ul style="list-style-type: none"> <li>• All Students: 71%</li> <li>• ELs: 61%</li> <li>• SWDs: 67%</li> <li>• SED: 71%</li> </ul>	<ul style="list-style-type: none"> <li>• All Students: 60%</li> <li>• ELs: 60%</li> <li>• SWDs: 60%</li> <li>• SED: 60%</li> </ul>
NWEA Measures of Academic Progress: <u>Mathematics</u> (60% of All Students and student groups will meet their annual growth target)	<ul style="list-style-type: none"> <li>• All Students: 67%</li> <li>• ELs: 64%</li> <li>• SWDs: 62%</li> <li>• SED: 67%</li> </ul>	<ul style="list-style-type: none"> <li>• All Students: 60%</li> <li>• ELs: 60%</li> <li>• SWDs: 60%</li> <li>• SED: 60%</li> </ul>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Cumulative <u>Student Participation Rate</u> (84% of All Students and student groups will meet the participation target)	<ul style="list-style-type: none"> <li>All Students: 87%</li> <li>ELs: 85%</li> <li>SWDs: 86%</li> <li>SED: 86%</li> </ul>	<ul style="list-style-type: none"> <li>All Students: 84%</li> <li>ELs: 84%</li> <li>SWDs: 84%</li> <li>SED: 84%</li> </ul>
<u>Student Confidence</u> (90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment)	<ul style="list-style-type: none"> <li>All Students: 95%</li> </ul>	<ul style="list-style-type: none"> <li>All Students: 90%</li> </ul>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Systematic Cycle of Assessments for All Students, English Learners, and Low-Income Students

#### Strategy/Activity

##### All Students:

- Administer NWEA Measures of Academic Progress (MAP) to students in the fall and spring semester to make data informed decisions regarding curriculum and instruction to close ELA and Mathematics achievement gaps
- Administer the Smarter Balanced Interim Assessments to students to evaluate mastery of grade level standards in ELA and Mathematics and create opportunities for instructional staff to analyze student data and develop systematic methods to improve student learning
- Integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students

##### English Learners:

- Provide training on ELPAC administration, result analysis, and develop best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems
- Developing and implementing research based formative ELD assessments in one-on-one and/or small group tutoring to measure language skills

##### Low Income Students:

- Provide Chromebooks and/or internet hotspots to students in need of home technology to complete synchronous assessments in tutoring sessions and Illuminate Learning Checks which are embedded in the core curriculum

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1.1		Object Series	Resource Description
54,390		1000-1999	LCFF
54,551		1000-1999	SpEd
97,642		2000-2999	LCFF
79,545		3000-3999	LCFF
10,151		3000-3999	SpEd
31,694		5000-5999	LCFF

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Data and Measures of Student Achievement for All Students, Grade 12 Students (CSI), English Learners, and Low-Income Students

Strategy/Activity

#### All Students:

- Collect, analyze, and disseminate key performance measures aligned to student achievement and publish in the Monthly and Annual Storybook, including student participation and chronic absenteeism rates
- Utilize the School's Data Integration Systems Department (Naviance, Illuminate, and NWEA) to inform Curriculum, Instruction, and Professional Learning Systems of multiple measures of student achievement data
- Enhance Chronic Absenteeism Rate monitoring system to track student engagement and achievement throughout the school year.

#### Grade 12 Students (CSI):

- Continue to implement grade 12 monitoring system throughout the school year. This is a coordinated effort which includes teachers, counselors, and instructional leaders using SharePoint technology to identify students 'Not On-Track' to graduate and then collaborate to implement appropriate intervention.

English Learners:

- A Monthly Storybook that summarizes English Learners performance on specific achievement indicators, including participation and credit completion
- Ongoing monitoring of Long-Term English Learners (LTEs) and Reclassified Fluent English Proficient (RFEP) students

Low Income Students:

- A Monthly Storybook that summarizes Low Income Students performance on specific achievement indicators, including participation and credit completion

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1.2		Object Series	Resource Description
8,795		1000-1999	CSI
115,919		1000-1999	LCFF
183,289		2000-2999	LCFF
2,799		3000-3999	CSI
171,004		3000-3999	LCFF
104,672		5000-5999	LCFF

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Instructional Support and Intervention for All Students, Grade 12 Students (CSI), English Learners, Low-Income Students, and Homeless and Foster Youth

Strategy/Activity

All Students:

- Recruit, hire and train high quality teachers to engage high-risk students and support their achievement
- Develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals
- Utilize Naviance Program to support the successful postsecondary planning of students who are high risk and/or disadvantaged
- Provide multiple paths to earn a high school diploma or equivalent to increase successful outcomes for high-risk student groups
- Develop and implement schoolwide Instructional Plan based upon the needs of the current student populations including Exceptional Learners

- Provide instructional tutoring sessions in Math and ELA that scaffold student skills to achieve performance targets of the courses and assessments
- Provide instructional tutoring sessions that are interactive with online video tutorials from both teachers and field experts that engage students in real-world applications and problem-solving scenarios
- Refine the implementation of the Student Intervention Program, which is aligned to the Multi-Tiered System of Support (MTSS), that quickly matches the needs of all students

#### Grade 12 Students (CSI):

- Continue to provide additional ELA and math coaching and tutoring for students in grade 12 to increase progress and completion rates
- Certificated Teacher Resources (CTRs) to provide targeted tutoring support in ELA and math to increase progress and completion rates for other required coursework for graduation
- Integrate AVID strategies into daily instruction to increase student engagement, achievement, and college readiness

#### English Learners:

- Integration of Achieve3000 and BrainPOP ESL programs into tutoring sessions to develop reading, language, writing, and speaking skills
- Utilize WRITE and AVID instructional strategies in core curriculum and tutoring sessions
- Designated ELD sessions that incorporate online tools that support English Learners and struggling readers with the purpose of increasing Lexile scores and English language proficiency
- Provide literacy circles that promote virtual collaboration and language development in alignment with the English Learner Plan

#### Low Income Students:

- Provide Chromebooks and/or internet hotspots to students in need of home technology to ensure students can participate in distance learning tutoring sessions and/or access instructor virtual hours

#### Homeless and Foster Youth:

- Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

## Amount(s)

<b>1.3</b>
49,677
140,118
5,505,174
875,023
234,458
27,749
5,550
13,316
108,420
21,566
14,143
2,221,085
358,903
97,830
10,882
2,176
5,990

## Source(s)

Object Series	Resource Description
1000-1999	CTEIG
1000-1999	IDEA
1000-1999	LCFF
1000-1999	SpEd
1000-1999	Title I
1000-1999	Title II
1000-1999	Title III
1000-1999	Title IV
2000-2999	LCFF
3000-3999	CTEIG
3000-3999	IDEA
3000-3999	LCFF
3000-3999	SpEd
3000-3999	Title I
3000-3999	Title II
3000-3999	Title III
3000-3999	Title IV

## 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 Priorities:

- **Priority 1:** Basic (Conditions of Learning) – Student access to standards-aligned instructional materials
- **Priority 2:** State Standards (Conditions of Learning) – Implementation of academic content and performance standards adopted by the state board for all pupils, including English Learners
- **Priority 4:** Pupil Achievement (Pupil Outcomes)
- **Priority 7:** Course Access (Conditions of Learning) – Pupil enrollment in a board course of study that includes all subject areas

### Local Priorities:

- **Strategic Initiative 1:** Increase student outcomes for all student groups through the refinement and implementation of the Altus Instructional Plan focused on growth of the State Dashboard Indicators.
- **Strategic Initiative 8:** Develop a cohesive integrated systematic approach to improve student outcomes through the collaboration of Instruction, Curriculum, and Assessment.

## Identified Need

Primary Need: Students need equitable access to rigorous and standards aligned courses that improve achievement and prepare them for post-secondary pathways.

### Relevant Data Collected:

- According to the 2019 California School Dashboard, All Students scored 4.8 points below standard for ELA and 96.3 points below standard for Mathematics. Additionally, 42.5% of All Students Met or Exceeded Standard for ELA and 14.9% Met or Exceeded Standard for Mathematics. School Groups have determined that there is a need to improve student achievement in ELA and Mathematics. There is agreement that all students need access to a rigorous and standards-based curriculum that prepares them for the Summative SBAs.
- School Groups believe there is a need to improve English Learner progress towards English language proficiency. According to the 2019 California School Dashboard, 49% of English Learners are making progress towards English language proficiency. Stakeholders believe that the School can support English Learners by creating curriculum that utilizes Universal Design Learning (UDL) to eliminate barriers to learning through the provision of multiple means of engagement, representation, and action and expression. There is agreement that Designated ELD courses and curriculum resources and enhancements such as Achieve 3000 and BrainPOP ESL will support language development.
- According to the 2019 California School Dashboard, 8.2% of CSSD graduates met the prepared criteria for College/Career. Stakeholders believe that this academic performance indicator will continue to be a challenge for the School because the average length of student enrollment is 18 months. In addition, many students enroll in CSSD during their junior and senior year of high school and upon enrollment they are not on-track to meet the College/Career prepared criteria. School groups have determined that College/Career will be an area of focused and that there are opportunities to expand student enrollment in CTE Pathways, Leadership/Military Science courses, AP Courses/Exams, and college credit courses. School counselors will also provide counseling sessions focused on creating a College/Career plan for all students, along with monitoring and management.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of core courses will be CCSS aligned	100%	100%
100% of Science courses will be NGSS aligned	100%	100%
100% of ELA courses will be ELD aligned	100%	100%
100% of Social Science courses will be ELD aligned	100%	100%
100% of core courses will be UC A-G approved	100%	100%
Maintain a Work Experience Education Program	Met State compliance requirements	Meet State compliance requirements

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain the number of Accelerated, Honors, and AP courses assigned to students	205 courses assigned	205 courses assigned
Maintain High-Quality and relevant established CTE Pathways	7 CTE Pathways	7 CTE Pathways

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Pathways and College/Career Readiness for All Students

### Strategy/Activity

#### All Students:

- Establish a College Dual Enrollment Program that provides high school students to take college courses for college credit while completing high school coursework
- Expand course offerings for 4-Year College & University, Career Readiness, and Military Pathways Programs
- Implement CTE Certification Programs aligned to key sectors and student PPEP results
- Provide comprehensive work-based learning opportunities for students, including service learning, internships, job shadowing, and Work Experience Education Program
- Continue to offer CTE courses aligned to CTE Model Framework
- Promote 21<sup>st</sup> century learning and digital literacy with Pathways Portfolio graduation requirement

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2.1	Object Series	Resource Description
7,531	1000-1999	CTEIG
9,500	1000-1999	IDEA
202,214	1000-1999	LCFF
15,150	1000-1999	SpEd
3,295	3000-3999	CTEIG
3,993	3000-3999	IDEA
75,405	3000-3999	LCFF
7,271	3000-3999	SpEd



Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Standards Aligned Course of Study and Curriculum for All Students, Grade 12 Students (CSI), English Learners, and Low-Income Students

#### Strategy/Activity

##### All Students:

- Review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS)
- Review, update, and monitor course of study alignment with UC A-G and NCAA requirements
- Provide access to advanced courses and learning opportunities, including Accelerated, Honors and AP
- Develop and refine curriculum and resources that is multicultural and diverse

##### Grade 12 Students (CSI):

- Continue to provide grade 12 students with Chromebooks and/or internet hotspots to increase access to the full curriculum

##### English Learners:

- Develop curriculum with the Universal Design Learning (UDL) framework to ensure equity and access for unique pupils
- 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
- Instructional staff developing and implementing research based formative ELD assessments in one-on-one and/or small group tutoring to measure language skills
- Provide curriculum enhancement for English Learners: Achieve3000 and BrainPOP ESL

##### Low Income Students:

- Provide supplemental curriculum for lowest achieving students through Edgenuity MyPath Individual Learning Plans (ILPs) to support student skill development and close the achievement gap
- Curriculum and Profession Development Coordinator, Technology Integration Learning Lead, and Math Specialist to ensure accessibility, equity, and achievement for high risk student groups and historically underserved students

- Increase student access to online curriculum and resources by providing students in need of home technology with Chromebooks and internet hotspots
- Offer online prescriptive testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

<b>2.2</b>		<b>Object Series</b>	<b>Resource Description</b>
42,335		<b>1000-1999</b>	LCFF
10,473		<b>1000-1999</b>	Title I
15,910		<b>3000-3999</b>	LCFF
4,178		<b>3000-3999</b>	Title I
127,704		<b>4000-4999</b>	LCFF

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Goal 3

Provide a targeted and data informed professional learning system to increase teacher effectiveness and high-quality instruction.

### State Priorities:

- **Priority 1:** Basic (Conditions of Learning)
- **Priority 2:** State Standards (Conditions of Learning) - Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners
- **Priority 8:** Other Pupil Outcomes (Pupil Outcomes)

### Local Priorities:

- **Strategic Initiative 1:** Increase student outcomes for all student groups through the refinement and implementation of the Altus Instructional Plan focused on growth of the State Dashboard Indicators.
- **Strategic Initiative 2:** Preserve and develop the Altus Culture in a virtual environment.
- **Strategic Initiative 8:** Develop a cohesive integrated systematic approach to improve student outcomes through the collaboration of Instruction, Curriculum, and Assessment.
- **Strategic Initiative 9:** Provide consistent training to all workforce segments through the deployment of effective professional development.
- **Strategic Initiative 17:** Design and implement a program so that students can earn up to two years of college credit through a partnership with Alliant University while establishing options with the community college districts.

## Identified Need

**Primary Need:** Teachers need high quality professional development and training to facilitate and support the academic achievement of all students.

### Relevant Data Collected:

- As the School transitioned to distance learning in March 2020, staff was surveyed to determine the 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.
- School groups, particularly instructional staff, require professional development that provides the time and space to explore curriculum content necessary to provide quality instruction to students. Additionally, school instructional leaders and staff want presenters who can build capacity of the participants to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards. It is important that presenters are comprised of general and special education teachers, and teachers with expertise in English language development. Training on how to implement effective formative and summative assessment strategies to inform virtual instruction to a diverse student population is a key requirement.
- Due to the COVID-19 emergency, distance learning will continue to be the primary instructional method for the 2020-2021 school year. School groups determined that the School needs to continue to provide Leading Edge Certification (LEC), a national certification for educational technology. Through this certification process, teachers learn how to be effective online and blended learning teachers, skills necessary for distance learning environments. For new teachers, the School continues the certification process through the LEC FLEX program.
- School groups require that professional development sessions provide participants with methods that are data-driven and designed to support specific learner needs, including gender, race, special needs, foster youth, and socio-economic indicators. To meet this need, presenters share instructional strategies that increase student academic engagement as well as a variety of methods in which students interact with the content of curriculum. There is a focus on sharing virtual technology tools which can provide instructional modeling and tutorials specific to the academic topic and/or standards in a manner that is engaging and tangible for online learning.
- CSSD is committed to increasing achievement for English Learners, which make up approximately 10% of total enrollment. To meet this goal, the School's English Learners Achievement Department (ELAD) will continue to provide training to instructional staff focused on both effective Integrated and Designated ELD. Instructional leaders and staff require ongoing training and coaching focused on utilizing language assessment data and literacy programs such as Achieve3000 to support student acquisition of content and support the development of reading, writing, listening, and speaking skills.
- The mental health and social and emotional well-being of students, their families, and staff is a top school priority. School staff understand that the pandemic has created traumatic experiences for

many, to various degrees. To meet this need, Trauma Informed Practices for School (TIPS) strategies will be embedded into subject specific professional development trainings. To further train and equip staff, CSSD teachers have completed the Youth Mental Health First Aid training (YMFHA) certification program and are provided an annual refresher course. 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 YMFHA framework to support youth developing signs and symptoms of mental health challenges.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
95% of teachers will participate in at least 60 hours of professional development from July 2020 to June 2021	98% of teachers	95% of teachers
95% of teachers will participate in at least 10 hours of math professional development from July 2020 to June 2021	70% of teachers	95% of teachers
90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	93% of staff	90% of staff
95% of students surveyed will report high levels of satisfaction with their assigned teacher	99% of students	95% of students
95% of parents surveyed will report high levels of satisfaction with their child's teacher	99% of parents	95% of parents

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Professional development trainings focused on improving academic engagement and achievement for All Students, Grade 12 Students (CSI), English Learners, Low Income Students, and Foster Youth

All Students:

- Altus University (AU) professional development trainings to increase teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards
- AU professional development trainings for staff focused on Career Technical Education (CTE)
- AU professional development trainings to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology
- AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification
- AU professional development trainings focused on staff leadership development, including Executive Studies and Fellows Projects
- AU professional development trainings focused on supporting new teachers
- AU professional development trainings focused on supporting teachers who do not meet annual performance targets
- AU professional development trainings focused on how to support physical, mental, and social-emotional needs of students, including Youth Mental Health First Aid Training (YMHFA) and Suicide Prevention and Intervention

Grade 12 Students (CSI):

- 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
- Continue to provide staff professional development to implement graduation strategies and build capacity for systems supporting successful student outcomes

English Learners:

- ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment
- ELD professional learning for instructional staff, led by the English Learner Achievement Department (ELAD), focused on research-based instructional strategies that support and improve English Learners academic achievement, customizing curriculum, and reclassification of ELs
- Math specialist to provide one-on-one teacher support and professional development focused on supporting English Learners with effective curriculum and instructional strategies
- Achieve3000 trainings for instructional staff focused on best practices
- Specialized literacy trainings for instructional staff, including Writing Redesigned for Innovative Teaching Equity (WRITE)

Low Income Students:

- AU professional development trainings for staff focused on implicit bias and how to cultivate reflective and positive discussions with students
- Embedding social/emotional learning activities in all AU professional development offerings
- Specialized college/career readiness training for staff, including Advancement Via Individual Determination (AVID)

- Trainings for school counselors focused on preparing low income students and first-generation students to enter college

#### Foster Youth

- AU professional development trainings for staff focused on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma Informed Practices for Schools (TIPS)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3.1		Object Series	Resource Description
2,515		1000-1999	CTEIG
9,500		1000-1999	IDEA
284,592		1000-1999	LCFF
34,876		1000-1999	Title I
3,486		1000-1999	Title II
697		1000-1999	Title III
1,136		3000-3999	CTEIG
3,996		3000-3999	IDEA
120,920		3000-3999	LCFF
14,171		3000-3999	Title I
1,427		3000-3999	Title II
285		3000-3999	Title III
56,121		4000-4999	LLMF
224,910		5000-5999	LLMF
13,059		5000-5999	Title III

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Goal 4

Provide a safe environment and supportive school culture for students to learn and teachers to teach.

#### State Priorities:

- **Priority 1:** Basic (Conditions of Learning) – Facilities in good repair
- **Priority 3:** Parental Involvement (Engagement) – Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups
- **Priority 6:** School Climate (Engagement) – Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

#### Local Priorities:



- **Strategic Initiative 2:** Preserve and develop the Altus culture in a virtual environment
- **Strategic Initiative 12:** Continue to implement futuristic and safe instructional setting to increase student, parent, and employee engagement
- **Strategic Initiative 19:** Develop a safe re-opening plan for all Resource Centers and offices to protect students and staff from COVID-19 while on-site

## Identified Need

Primary Need: Parents, students, and staff want a learning environment that is safe, distraction free, and professional.

### Relevant Data Collected:

- School Groups agree that the School must be prepared to offer in-person instructional offerings to students when it is safe. Stakeholders require that the School coordinate with state and county health officials to formulate a re-opening plan which 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). This will require that the School's Executive Safety Committee meet regularly to discuss re-opening plans and protocols including, inventory of Personal Protective Equipment (PPE), temperature screening systems, signage focused on hygiene best practices, and deployment of hand sanitizer and cleaning/disinfectant materials. Ongoing health and safety trainings will be needed for all school employees to ensure that approved re-opening plans and protocols are being implemented at all school sites.
- During distance learning, the School has received favorable feedback from parents regarding meeting their household needs. According to a May 2020 distance learning survey, 95% of CSSD parents report satisfaction with the services and supports they have received during COVID-19. Additionally, 96% of CSSD parents report that their child's teacher sets high expectation for their student and provides the support they need to achieve. The high levels of satisfaction that parents reported in the May 2020 distance learning survey is consistent with the feedback collected at other settings and formats, including the Family Learning Series, ELAC, and School Site Council. While parents are satisfied with the distance learning program their child has received, they want the School to remain focused on ensuring safety in both a virtual and in-person environment, continue to provide students with access to the full curriculum, and maintain the strong school-to-home partnership (i.e., daily phone calls, frequent progress reports, and student/parent access to teacher virtual hours).
- When students and staff can return to the Resource Center, School Groups want the School to maintain a safe and supportive learning environment. According to the 2019 California School Dashboard, CSSD had a Suspension Rate of 0%. Stakeholders believe that the extremely low suspension rate is due to CSSD's instructional model which provides each student with a customized Pathways Personalized Education Plan (PPEP). Additionally, School Groups agree that students need ongoing access to school counselors, nurses, school social worker, and instructional leaders to meet their individual academic, physical, mental, and social-emotional needs.
- There is agreement that CSSD students benefit from a daily meal program during distance learning. To meet this need, CSSD will maintain a partnership with the San Diego Food Bank to provide meals Monday-Thursday to students and families at two locations in Mission Valley and



Bonita. On average, these two distribution centers provide 150 meals to students, families, and community members each week. CSSD informed students and families of the Grab and Go Meal Program by posting information on the school website and emailing flyers directly to all enrolled students and parents.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain a suspension rate at 1.5% or less for All Students	0.1%	1.5% or less for All Students
Maintain an expulsion rate at 1% or less for All Students	0.03%	1% or less for All Students
90% of students surveyed annually will report high levels of school safety satisfaction	97.7% of students	90% of students
90% of parents surveyed annually will report high levels of school safety satisfaction	100% of parents	90% of parents
Maintain a compliant School Safety Plan	School Safety Plans met compliance requirements	School Safety Plans meets compliance requirements

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Safe schools and resource centers for All Students

#### Strategy/Activity

##### All Students:

- Update and monitor effectiveness of the School Safety Plan
- Executive School Safety Committee to implement the School Safety Plan
- Training and resources provided to ensure staff are informed, prepared, and compliant
- A designated Safety Ambassador at each Resource Center
- Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc.)
- Provide nursing services to support student overall health and social emotional well-being
- Provide students and parents with opportunities for input into safety planning

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4.1		Object Series	Resource Description
3,006		1000-1999	CTEIG
142,299		1000-1999	LCFF
6,895		1000-1999	Title I
985		1000-1999	Title II
197		1000-1999	Title III
9,100		1000-1999	Title IV
112,687		2000-2999	LCFF
1,272		3000-3999	CTEIG
128,766		3000-3999	LCFF
2,529		3000-3999	Title I
361		3000-3999	Title II
72		3000-3999	Title III
4,900		3000-3999	Title IV
125,613		5000-5999	CARES

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Social, Emotional, and Behavioral Support Systems for All Students, Grade 12 Students (CSI), Low Income Students, and Foster Youth

### Strategy/Activity

#### All Students:

- Provide School Social Work Services and/or School Counselor Services to coordinate agencies, provide services, and facilitate referrals to support student academic and social/emotional goals
- Provide a Character and Leadership Development Program, California Cadet Corps, to promote health, wellness, and academic achievement
- Provide small group learning environment in the Resource Center and/or in distance learning that promotes positive communication, behavior, and accountability
- Utilize Blackboard notification system as a safety communication method

#### Grade 12 Students (CSI):

- Continue to offer social emotional learning opportunities to grade 12 students, including Resilience in Student Education and the Character and Leadership Development Program
- Continue to implement Trauma Informed Practices for Schools into daily instruction to support the social and emotional needs of grade 12 students who have experienced traumatic experiences in the past or that have been impacted by the COVID-19 emergency

### Low Income Students

- Partnership with San Diego Food Bank (SDFB) to provide Grab and Go Meals for students in need of food during distance learning
- Partnership with SDFB to provide Nutrition Program at Resource Centers, including healthy snacks, education, and outreach to qualifying students

### Foster Youth

- Provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies

## **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

<b>4.2</b>		<b>Object Series</b>	<b>Resource Description</b>
56,033		<b>1000-1999</b>	LCFF
179,421		<b>1000-1999</b>	SpEd
61,995		<b>2000-2999</b>	LCFF
66,188		<b>3000-3999</b>	LCFF
71,917		<b>3000-3999</b>	SpEd
3,766		<b>5000-5999</b>	LCFF

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## **Goal 5**

Provide innovative, engaging and community-based Resource Centers to serve students and parents.

### State Priorities:

- **Priority 1:** Basic (Conditions of Learning)
- **Priority 3:** Parental Involvement (Engagement) - Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups
- **Priority 5:** Pupil Engagement (Engagement) – School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates
- **Priority 6:** School Climate (Engagement) - Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

### Local Priorities:

- **Strategic Initiative 4:** Implement innovative technology systems to increase effectiveness, efficiencies, and results
- **Strategic Initiative 12:** Continue to implement futuristic and safe instructional setting to increase student, parent, and employee engagement.

## Identified Need

Primary Need: Meaningful stakeholder engagement and community connectedness are essential elements to transforming students, families, and communities.

### Relevant Data Collected:

- School Groups continue to want formal partnerships with community-based organizations that can assist students with their individual needs
- Stakeholders appreciate and value informational presentations such as Open House, Senior Exit Orientation, and the Family Learning Series that provide academic and community resources
- There is agreement that providing qualifying students with bus passes support student engagement in school

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain formal partnerships with community-based organizations	30 partnerships	30 partnerships
Receive school facility repair status of “Good” or “Exemplary”	Exemplary	Exemplary
Promote monthly formal opportunities for parent engagement	12 formal partnerships	12 formal partnerships
90% of parents will report that Resource Centers engage students in innovative learning opportunities	99% of parents	90% of parents

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

## Engagement opportunities for All Students, English Learners, and Low-Income Students

### Strategy/Activity

#### All Students:

- Provide opportunities for students, parents, and community members to receive school information/resources and give input into the instructional program at Open House Events, Senior Night Events, and communication systems
- Establish formal opportunities for parent engagement on a monthly basis (multiple methods)
- Design innovative Resource Centers, enhanced with educational technology, that engage students in 21<sup>st</sup> century learning environments that inspire engagement and achievement
- Design facilities to meet the “best practices” standards for Next Generation Science Standards (NGSS) lab work
- Enhance website features and content to provide accurate and timely information to parents and community members
- Utilize web-based school programs to increase parental engagement, including School Pathways Student/Parent Portal and Naviance
- Enhance the School’s online landing page, [www.altusgo.com](http://www.altusgo.com), that provides students and families with all necessary access points to curriculum and instructional supports
- Update the School’s online Tech Tool Library that provides students with access to subject specific resources and digital tools for creativity, critical thinking, collaboration and communication

#### English Learners:

- Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the instructional program
- Provide translated materials and resources for parents and care givers of ELs
- Designated translators and/or bilingual staff at high EL enrollment Resource Centers

#### Low Income Students:

- Increase student access to Resource Centers by providing bus passes to qualifying students
- Provide parent training thru the Family Learning Series to educate families and seek feedback regarding potential barriers to learning
- 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

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

<b>5.1</b>		<b>Object Series</b>	<b>Resource Description</b>
99,056		<b>1000-1999</b>	LCFF
69,751		<b>2000-2999</b>	LCFF
71,675		<b>3000-3999</b>	LCFF
2,689,085		<b>5000-5999</b>	LCFF

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

### DESCRIPTION

### AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$505,646

Total Federal Funds Provided to the School from the LEA for CSI

\$11,594

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$15,810,735

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

<b>Federal Programs</b>	<b>Allocation (\$)</b>
IDEA	\$181,250
CARES + LLMF	\$406,643

Subtotal of additional federal funds included for this school: **\$587,893**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
CTEIG	\$154,467
Special Education	\$330,247

Subtotal of state or local funds included for this school: \$ 484,714

Total of federal, state, and/or local funds for this school: \$1,072,608



# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Federal Programs and Reporting Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and School Plan for Student Achievement Instructions| Page 2 of 6

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall describe the process used to develop, in partnership with stakeholders, the CSI plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

## Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

### Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

### Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total*

*allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:



- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
  - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
  - F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
  - G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
  - H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
  - I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

## 2020–21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

The instructions for completing this form will begin on page 2.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Charter School of San Diego	Jay Garrity, Administrator of Instructional Services	<a href="mailto:jgarrity@charterschool-sandiego.net">jgarrity@charterschool-sandiego.net</a> (858) 678-2020

### Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
The Charter School of San Diego (CSSD) is eligible for Comprehensive Support and Improvement (CSI).

### Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>The Charter School of San Diego (CSSD) operates as a charter school. CSSD is eligible for Comprehensive Support and Improvement (CSI) for having a two-year average graduation rate less than 67%.</p> <p>According to the California School Dashboard, CSSD had a 76.5% graduation rate for the 2018-2019 school year. This is an 18.6% increase from the prior year. The California Department of Education (CDE) did not publish a California School Dashboard for 2019-2020 due to the COVID-19 pandemic.</p> <p>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. CSSD’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 CSSD as 11th and 12th grade students who need the personalized educational program provided by CSSD to achieve their academic goals.</p>

CSSD is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform.

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.

CSSD served 2,096 students during Month 13 of the 2019-2020 school year. 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 has partnered with stakeholders to develop a CSI Plan to improve student outcomes. CSSD has collected meaningful stakeholder feedback from student and parent information surveys, including a COVID-19 needs assessment survey, distance learning satisfaction surveys, and engagement surveys. Survey results are collected, organized, and analyzed by school staff and leadership teams to identify the academic, physical, mental, and social-emotional needs of all students. This data is critical in the formulation of program goals, services, and allocation of resources.

The design of the School allows for teachers, parents, counselors, and leadership team members to meet, discuss, and plan for the needs of all students. The School's key process is the Pathways Personalized Education Plan (PPEP). The PPEP is collaboratively developed and monitored by the student, parent, teacher, school counselor, and instructional leader. On an ongoing basis, PPEP meetings are conducted to review student progress and implement planning to continuously improve student outcomes which are aligned to state indicators. In addition to PPEP meetings, school staff use multiple collaborative settings to be involved in the decision-making process of the School and the development of the CSI Plan. Stakeholder involvement contributes to the CSI Plan development in several important ways: identification and refinement of needs based on data analysis, creation of goals, establishment of metrics, designation of activities, and resource allocation. The following stakeholder groups have contributed to the development of this plan with corresponding methods:

- **School Leadership Team:** Weekly Meetings; Annual Survey
- **Teachers:** Quarterly Instructional Meetings; Resource Center Meetings; APAC Department Meetings; Annual Survey
- **Students:** Ongoing PPEP Meetings; Open House; Senior Exit Orientation; Annual Survey



- **Parents:** Ongoing PPEP Meetings; Open House; Senior Exit Orientation; Annual Survey
- **School Staff:** Quarterly Staff Meetings; Department Meetings; Annual Survey
- **School Site Council (SSC):** Ongoing Meetings
- **English Language Advisory Council (ELAC):** Ongoing Meetings

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

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

All data compiled and analyzed by stakeholder groups included historical and trend data for All Students and unduplicated student groups. As part of the Needs Assessment, stakeholder groups analyzed resource allocation by category. Stakeholder groups came to a consensus that school resources are appropriately allocated to supporting the needs of all students. There is agreement that the School's instructional model is designed to support the needs of the lowest achieving student and potentially highest risk. Stakeholder groups believe that the PPEP provides instructional staff with a systematic approach to support the academic and social-emotional needs of all students. Lastly, according to the 2019

Dashboard, CSSD had a 76.5% graduation rate. This is an 18.6% improvement from the prior year. School groups determined that the School's graduation rate is trending in the right direction and this is the result of the targeted support and interventions implemented in previous CSI Plans.

During the Needs Assessment, stakeholder groups analyze data to determine program strengths/weaknesses, prioritize area of greatest improvement or weakness, and investigate root cause. The following key themes emerged from stakeholder groups as influencing the School's graduation rate:

- On average, grade 12 students enroll below grade level in ELA and mathematics skills.
- Grade 12 students exceed the expected enrollment time in math courses; math courses take students, on average, two to 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 to three times as long to complete than other practical courses.
- Grade 12 students, particularly low-income households, continue to need access to Chromebooks and/or home internet to have full access to curriculum and participate in distance learning.
- Grade 12 students need additional counseling to ensure they are ready for college/career pathways.
- Grade 12 students continue to need access to social-emotional learning opportunities and support/resources.

Based upon the Needs Assessment results, the School engaged in an in-depth selection process to identify allowable CSI activities that build capacity, are evidence based, and address the School's need to increase the graduation rate. The following process was followed by school department leaders in selecting evidence-based interventions:

- Continue to build foundational knowledge around evidence-based interventions, ESSA requirements, and capacity building with the School's Strategic Planning Process, including Leadership Team members participating in the CDE's *Tuesdays at 2 Webinars* focused on CSI and LCAP.
- Continue to acquire and review materials and resources related to ESSA, including US Department of Education Guidance – *Using ESSA to Strengthen Education Investments and What Works Clearinghouse*.
- Continue to evaluate and implement programs and services based on the quality of the program, relevance, and usefulness: *What Works Clearinghouse "Path to Graduation" Interventions*.

Based on the evaluation of each intervention, the school team identified two programs that rated as 'Positive or Potentially Positive' and applicable to the School's instructional model: Dual Enrollment Programs and Check & Connect.

CSSD plans to implement the following evidence-based interventions and action items to increase graduation rate:

- Design and develop a dual enrollment program that allow high school students to take college courses and earn college credits while attending high school. The School will partner with a local community college to support students who are underrepresented in higher education, to increase college access. The dual enrollment program will be free to increase the number of low socioeconomic status students who can attend and complete college.
- Provide school 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.
- Continue to implement Trauma Informed Practices for Schools into daily instruction to support the social-emotional needs of grade 12 students who have experienced traumatic experiences in the past or that have been impacted by the COVID-19 emergency.
- Integrate AVID strategies into daily instruction to increase student engagement, achievement, and college readiness.
- Math specialists to coach teachers and provide high-quality, school-based professional development.
- Continue to provide increased ELA and math coaching/tutoring for students in grade 12 to increase progress and completion rates in courses required for graduation.
- Continue to provide additional coaching and tutoring for students in grades 11 and 12 to increase progress towards grade level promotion and completion rates for other required coursework for graduation.
- Continue to offer social emotional learning opportunities to grade 12 students, including Resilience in Student Education (RISE) and the Character and Leadership Development Program.
- Continue to provide grade 12 students with Chromebooks and/or internet hotspots to increase access to the full curriculum.
- Continue to provide staff professional development to implement graduation strategies and build capacity for systems supporting successful student outcomes.
- Continue to implement grade 12 monitoring system throughout the school year. This is a coordinated effort which includes teachers, counselors, and instructional leaders using SharePoint technology to identify students 'Not On-Track' to graduate and then collaborate to implement appropriate intervention.

## Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

CSSD will use multiple assessment tools and data analysis protocols to determine effectiveness of services and supports. All stakeholder groups will monitor and evaluate the effectiveness of the CSI Plan, including the School Leadership Team, School Staff, Students, Parents, School Site Council, and English Language Advisory Council. To ensure continuous improvement, school groups will review data from the California School Dashboard, other student performance data, and perception data to determine if the CSI Plan has been effective in addressing the areas of need and increasing student achievement for all students, but especially for the lowest-achieving students. School groups will utilize evaluation methods, particularly guiding questions for quantitative and qualitative data analysis, provided by the San Diego County of Office Education (SDCOE) to determine program effectiveness.

In addition, the following school departments and personnel will support the monitoring of designated strategies and interventions for grade 12 students:

### **School Data Department:**

- Publish a monthly Storybook that includes the number of students assigned to the dual enrollment program, intervention frequency/methods, participation/attendance, and credit completion rates.
- Provide teachers, counselors, and instructional leaders with a quarterly SharePoint grade 12 student roster to track grade 12 students as 'On Track' and 'Not on Track'.

### **School Curriculum Department:**

- Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

### **School Leadership Team:**

- Meet to monitor and evaluate the effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive data for the School.

### **Instructional Leaders:**

- Meet with all teachers in July, October, and January to review grade 12 student progress towards graduation.

- Conduct grade 12 tutoring session observations, September 2020 to April 2021, to ensure teachers are providing high-level targeted instruction that support the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies.

**School Counselors:**

- Meet weekly with instructional leaders to discuss Check & Connect progress and effectiveness.
- Ongoing utilization of the School Pathways Student Information System to monitor grade 12 student progress towards graduation.
- Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates.

**Teachers:**

- Ongoing utilization of monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on-time.

## Instructions

The Every Student Succeeds Act (ESSA) requires the local educational agency (LEA), in partnership with stakeholders, to develop and implement a plan to improve student outcomes in each school identified for Comprehensive Support and Improvement (CSI). The CSI plan must be approved by the school, LEA, and its state educational agency (SEA). For purposes of the ESSA, the State Board of Education (SBE) serves as California's SEA.

At its January 2019 meeting, the SBE took action to approve three CSI Prompts to be included in the Plan Summary of the Local Control and Accountability Plan (LCAP). The LEA would use the CSI Prompts to report how it was developing its CSI plans and monitoring improvement progress. The County Office of Education (COE) would then approve the CSI Prompts and submit a list of the LEAs with approved prompts to the SBE for final approval.

In response to the effects of COVID-19 on California's education system, Senate Bill 98 waives the requirement of the LCAP for the 2020–21 school year (SY). The attached form replaces, for the 2020–21 SY only, the CSI Prompts requirement in the Plan Summary of the LCAP.

Each LEA with schools identified on the 2019 California School Dashboard (Dashboard) for CSI, shall complete this form and submit to its COE for approval no later than **October 31, 2020**. The COE shall determine the method of submission that best meets its local context.

A COE that serves as an LEA with schools identified for CSI on the 2019 Dashboard and that generally submits an LCAP to the CDE, shall complete and submit the 2020–21 CSI Prompts form to the CDE at [LCAPreview@cde.ca.gov](mailto:LCAPreview@cde.ca.gov) no later than **October 31, 2020**.

The required details and prompts are as follows:

Provide the LEA's contact information in the space provided in the form:

- **Name of the LEA**
- **Contact Name and Title**
- **Contact email address and phone number**

Complete each prompt in the space provided.

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans.
- **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.

**LEAs:** Complete and return this form to your COE no later than **October 31, 2020**.

**COEs that serve as an LEA with schools identified for CSI and that would normally submit an LCAP to the CDE:**  
Complete and return this form to the CDE at [LCAPreview@cde.ca.gov](mailto:LCAPreview@cde.ca.gov) no later than **October 31, 2020**.

**For questions, please contact the School Improvement and Support Office (SISO) at 916-319-0833.**



## Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Fiscal Year **Certification 5: Participating Local Educational Agency**

The SELPA shall include a signed copy of the following local educational agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA 

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

☐ Single LEA SELPA    ☒ Multi-LEA SELPA

This Governance and Administration was:

Adopted on the  day of ,

Yeas  Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

  
LEA Superintendent/Chief Administrator

  
Date