

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, Tim Morton – Member, Eric Schweinfurter - Member

BOARD OF DIRECTORS MEETING

Wednesday, March 16, 2022, 8:00 a.m.

Via Video Conference and at

Clairemont RC 4340 Genesee Avenue, Suite 109, SD 92117, College Avenue RC 4585 College Drive, Suite C, SD, 9211, Downtown RC 1095 K Street Suite A, SD 92101, Euclid RC 220 Euclid Avenue, SD 92114, Lake Murray RC 8776 Lake Murray Blvd., SD 29119, Mira Mesa RC 8290 B, Mira Mesa Blvd., SD 92126, North Park RC 2940 North Park Way, SD 92104, Northgate RC 4125 Alpha Street, Suite C, SD 92113, Old Town, 2245 San Diego Avenue, Suite 115, SD 92110, Petco RC 1091 K Street, Suite A101, SD 92101, Point Loma RC 3145 Rosecrans Street, Suite D, SD 92110, Scripps Ranch RC 9910 Mira Mesa Blvd, Suite A2, SD 92131, Sorrento Mesa Office 10170 Huennekens Street, SD, 92121, Tierrasanta RC 10425 Tierrasanta Blvd, Suite 101, SD 92124, Woodman RC 2939 Alta View Drive, Suite B/C SD 92139, and Kearny Mesa RC 7520 Mesa College Drive, SD 92111, K5 Home School Resource Center 10725 Tierrasanta Boulevard, CA 92124 La Jolla RC 7458 Girard Avenue, SD 92037, Mission Valley East RC 3230 Camino Del Rio North, SD 92108

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

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

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

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

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

1.0 OPEN SESSION

1.1 Call to Order

1.2 Roll Call

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

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

1.4 Establishment of Quorum

1.5 Pledge of Allegiance

1.6 Approval of Agenda *P.1-3*

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 CLOSED SESSION

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

MOVE TO CLOSED SESSION

- 3.2.1 Conference with Legal Counsel--Anticipated Litigation Significant Exposure to Litigation Pursuant to Paragraph (2) Or (3) Of Subdivision (d) Of Section 54956.9: (one case)

RETURN TO OPEN SESSION

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

4.0 ADMINISTRATIVE ITEMS

- 4.1 Governance Parental Representatives Postings 2022 – 2023 on Respective School Webpages and RC’s on January 14, 2022. Deadline to Submit Application: April 14, 2022 [P.4-5](#)
- 4.2 President’s Report
 - 4.2.1 Malcolm Baldrige Program Recognition of The Charter School of San Diego
 - 4.2.2 Altus Instructional and Operations Model
- 4.3 Strategic Plan Update
 - 4.3.1 Audeo Charter School
 - 4.3.1.1 School Participation Report for the Period of 2021- 2022 Months 7-8: 12/13/2021 – 02/04/2022 [P.6-7](#)
 - 4.3.2 The Charter School of San Diego
 - 4.3.2.1 School Participation Report for the Period of 2021- 2022 Months 7-8: 12/13/2021 – 02/04/2022 [P.8-13](#)

5.0 CONSENT AGENDA

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

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

- 5.1.1 Consider Approval of Meeting Minutes for February 16, 2022 [P.14-19](#)
- 5.1.2 Consider Approval of Workplace Violence Policy 6015 [P.20-21](#)
- 5.1.3 Consider Approval of Board Membership Policy 2130 Amendment [P.22-23](#)
- 5.1.4 Consider Approval of Suicide Prevention Policy 3345 Amendment [P.24-29](#)

6.0 ACTION ITEMS

6.1 Action Items for Audeo Charter School

- 6.1.1 Consider Approval of the 2nd Interim Report 2021-2022 [P.30-33](#)
- 6.1.2 Consider Approval of A-G Completion Improvement Grant Plan [P.34-38](#)

6.2 Actions Items for The Charter School of San Diego

- 6.2.1 Consider Approval of the 2nd Interim Report 2021-2022 [39-42](#)
- 6.2.2 Consider Approval of A-G Completion Improvement Grant Plan [43-47](#)

7.0 BOARD ANNOUNCEMENTS AND COMMENTS

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

8.0 ADJOURNMENT

Next Regular Board Meeting: June 22, 2022, 8:00 am

Meeting Agenda available at:

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

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

Certification of Posting

I, Angela Neri, hereby certify that I posted this agenda on the Audeo Charter School and The Charter School of San Diego webpage on March 11, 2022.

STUDENT SUCCESS PROGRAMS Corporation

Now accepting applications for Governance Parental Representatives

The qualification of the members of the Board shall correspond to its purposes. The members shall be persons who:

- Submits a resume and letter of intent outlining the applicant's reasons for wanting to join the Board of Directors.
- Demonstrates a strong commitment to quality education.
- Displays sound judgment.
- Shows ability to work effectively with Administration and Board of Directors.
- Excellent communication skills.
- Has displayed positive support of charter concept, including the need for change and accountability.
- Demonstrates the highest standard of professional behavior. Has strong problem-solving techniques.
- Demonstrates a respect for issues relating to confidentiality.
- Possess the skills to publicly represent the Charter School with the highest integrity.
- Demonstrates a willingness and commitment to working on Charter Board business.
- Demonstrates the ability to take on a Program wide perspective to planning.
- Capable of representing the diversity of the community.
- Are open and willing to commit a high level of time and energy to governance activities for the School.
- Commit to attending all Board meetings.
- Has means of transportation to any of the resource centers where Board meetings may be held.
- **Has a student currently enrolled in a charter school operated by the Corporation.**
- **A recommendation from the Parent Representative Applicant student's teacher of record.**

For inquiries, please contact your student's teacher.

To submit your application, please email the board at board@audeocharterschool.net

Deadline to submit application is April 14, 2022

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Deadline to submit application is April 14, 2022



**Participation Report: All Students
Month 7: 12/13/2021 - 01/07/2022**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	510	372	64.9%	64.8%	91.1%	93.6%
Totals December 2020/January 2021	850	757	79.7%	85.8%	89.9%	90.7%
Variance:	-340	-385	-14.8%	-21.0%	1.2%	2.9%

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

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	KM	KM1		40	31	65.5%	62.4%	84.5%	85.3%
SD	KM	KM3		40	35	67.5%	63.4%	82.6%	87.8%
SD	LJ	LJ1		40	22	46.8%	34.4%	85.0%	89.2%
SD	LJ	LJ2		40	21	45.3%	48.5%	88.3%	90.4%
SD	MV	MV2		40	40	86.0%	83.3%	87.1%	91.2%
SD	MV	MV3		40	30	59.8%	58.1%	85.4%	90.7%
SD	PB	PB1		40	21	50.5%	52.7%	96.2%	96.6%
SD	PB	PB2		40	23	50.8%	57.7%	91.9%	95.4%
SD	PB	PB3		40	17	36.8%	45.1%	90.2%	94.7%
SD	TSK5	TSK5-1		25	23	87.2%	88.3%	94.8%	97.8%
SD	TSK5	TSK5-2		25	18	70.4%	68.4%	100.0%	97.4%
SD	TSK5	TSK5-3		25	26	101.6%	87.4%	97.7%	96.0%
SD	TSK5	TSK5-4		25	20	76.8%	71.9%	96.0%	99.2%
SD	TSK5	TSK5-5		25	23	90.0%	73.4%	100.0%	99.5%
SD	TSK5	TSK5-6		25	22	84.0%	82.1%	100.0%	100.0%



**Participation Report: All Students
Month 8: 01/10/2022 - 02/04/2022**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	510	384	66.4%	65.0%	92.8%	93.5%
Totals January/February 2021	850	763	80.2%	85.0%	90.5%	90.7%
Variance:	-340	-379	-13.8%	-20.0%	2.3%	2.8%

*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	32	66.1%	62.8%	86.4%	85.5%
SD	KM	KM3		40	34	70.6%	64.3%	86.7%	87.6%
SD	LJ	LJ1		40	25	50.6%	37.3%	87.9%	88.9%
SD	LJ	LJ2		40	23	49.2%	48.6%	91.7%	90.6%
SD	MV	MV2		40	37	79.6%	82.8%	87.1%	90.7%
SD	MV	MV3		40	30	61.3%	58.5%	89.1%	90.5%
SD	PB	PB1		40	21	48.3%	52.2%	97.8%	96.7%
SD	PB	PB2		40	25	54.0%	57.2%	92.8%	95.1%
SD	PB	PB3		40	19	38.3%	44.2%	91.4%	94.3%
SD	TSK5	TSK5-1		25	22	86.2%	88.0%	98.0%	97.8%
SD	TSK5	TSK5-2		25	18	65.8%	68.1%	100.0%	97.8%
SD	TSK5	TSK5-3		25	26	100.7%	89.1%	96.8%	96.1%
SD	TSK5	TSK5-4		25	25	98.0%	75.4%	98.0%	99.0%
SD	TSK5	TSK5-5		25	23	91.8%	75.8%	100.0%	99.6%
SD	TSK5	TSK5-6		25	24	83.6%	82.3%	100.0%	100.0%

**Participation Report: All Students
Month 7: 12/13/2021 - 01/07/2022**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,840	1,579	74.9%	73.6%	88.3%	89.6%
Totals December 2020/January 2021	1,960	1,805	79.0%	82.2%	86.4%	86.5%
Variance:	-120	-226	-4.1%	-8.6%	1.9%	3.1%

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

All Students										
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE	
C	CO	CO1		40	34	71.0%	61.6%	84.0%	88.0%	
C	CO	CO2		40	35	66.0%	76.3%	77.9%	86.4%	
C	CO	CO3		40	38	81.0%	81.4%	85.3%	84.9%	
C	CO	CO4		40	37	80.0%	82.6%	86.5%	90.5%	
C	CO	CO5		40	37	87.5%	92.6%	94.6%	95.4%	
C	EU	EU1		40	40	90.0%	82.6%	90.0%	88.4%	
C	EU	EU2		40	40	86.0%	84.4%	88.0%	88.1%	
C	EU	EU3		40	42	91.3%	86.0%	86.9%	87.4%	
C	NG	NG1		40	33	71.0%	64.7%	87.7%	88.5%	
C	NG	NG2		40	31	74.0%	70.8%	95.5%	97.3%	
C	NG	NG3		40	36	79.5%	70.7%	89.6%	88.4%	
C	NG	NG4		40	33	75.0%	74.6%	90.9%	89.8%	
C	WM	WM1		40	34	74.3%	70.3%	87.4%	86.2%	
C	WM	WM2		40	36	76.5%	72.8%	85.0%	87.0%	
C	WM	WM3		40	32	70.0%	63.2%	87.5%	91.0%	
C	WM	WM4		40	30	67.5%	77.6%	90.0%	90.8%	
Central Totals:				16	640	568	77.5%	75.7%	87.9%	89.1%

**Participation Report: All Students
Month 7: 12/13/2021 - 01/07/2022**

POC: Participation on Capacity

POE: Participation on Enrollment

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Schoolwide Totals:	1,840	1,579	74.9%	73.6%	88.3%	89.6%
Totals December 2020/January 2021	1,960	1,805	79.0%	82.2%	86.4%	86.5%
Variance:	-120	-226	-4.1%	-8.6%	1.9%	3.1%

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

All Students										
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE	
E	LKM	LKM1		40	37	83.0%	74.3%	93.8%	92.6%	
E	LKM	LKM2		40	33	73.8%	68.2%	90.8%	96.0%	
E	LKM	LKM3		40	32	71.3%	76.1%	89.1%	92.5%	
E	LKM	LKM4		40	31	65.5%	59.5%	84.5%	86.1%	
E	LKM	LKM5		40	32	72.0%	68.0%	90.0%	88.4%	
E	MM	MM1		40	33	69.0%	57.2%	84.1%	84.7%	
E	MM	MM2		40	32	71.0%	68.5%	91.6%	92.3%	
E	MM	MM3		40	34	75.5%	77.0%	93.8%	97.1%	
E	MM	MM4		40	31	71.5%	66.3%	92.3%	88.9%	
E	SR	SR1		40	35	73.5%	73.4%	85.5%	86.3%	
E	SR	SR2		40	36	74.3%	61.8%	83.2%	84.8%	
E	SR	SR3		40	35	75.8%	68.8%	89.1%	88.4%	
E	TS	TS1		40	35	73.5%	74.7%	85.2%	86.6%	
E	TS	TS2		40	29	61.0%	60.4%	84.4%	85.3%	
E	TS	TS3		40	30	72.0%	60.7%	96.3%	94.9%	
E	VT	VT1		40	9	19.5%	52.2%	100.0%	95.0%	
East Totals:				16	640	504	68.9%	71.3%	89.0%	90.1%

**Participation Report: All Students
Month 7: 12/13/2021 - 01/07/2022**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,840	1,579	74.9%	73.6%	88.3%	89.6%
Totals December 2020/January 2021	1,960	1,805	79.0%	82.2%	86.4%	86.5%
Variance:	-120	-226	-4.1%	-8.6%	1.9%	3.1%

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

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
W	CL	CL1		40	34	79.0%	73.5%	94.6%	90.1%
W	CL	CL2		40	33	72.5%	72.6%	87.9%	95.4%
W	CL	CL4		40	28	58.0%	48.5%	84.1%	84.0%
W	DT	DT1		40	36	77.5%	78.6%	89.9%	92.4%
W	DT	DT2		40	35	73.5%	60.6%	84.0%	84.3%
W	NP	NP1		40	38	78.8%	68.7%	84.9%	86.4%
W	NP	NP2		40	41	92.3%	84.6%	90.2%	90.5%
W	NP	NP3		40	43	96.8%	89.7%	90.8%	91.4%
W	NP	NP4		40	37	78.3%	69.9%	85.3%	85.6%
W	PC	PC2		40	38	81.8%	81.3%	86.7%	89.8%
W	PC	PC3		40	34	76.5%	80.0%	91.6%	94.3%
W	PL	PL1		40	35	74.3%	68.1%	86.3%	86.2%
W	PL	PL2		40	38	78.0%	69.6%	84.3%	87.7%
W	PL	PL3		40	37	84.8%	74.4%	93.1%	89.8%
West Totals:				14	560	78.7%	73.8%	88.2%	89.6%

**Participation Report: All Students
Month 8: 01/10/2022 - 02/04/2022**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,840	1,653	76.7%	74.0%	89.1%	89.5%
Totals January/February 2021	1,960	1,849	80.6%	82.0%	87.3%	86.6%
Variance:	-120	-196	-3.9%	-8.0%	1.8%	2.9%

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

All Students										
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE	
C	CO	CO1		40	38	76.4%	63.6%	88.7%	88.1%	
C	CO	CO2		40	38	81.3%	77.0%	88.1%	86.7%	
C	CO	CO3		40	39	79.6%	81.1%	84.1%	84.8%	
C	CO	CO4		40	33	74.2%	81.5%	89.9%	90.4%	
C	CO	CO5		40	38	83.2%	91.4%	97.1%	95.6%	
C	EU	EU1		40	40	81.5%	82.5%	85.2%	88.0%	
C	EU	EU2		40	40	84.4%	84.4%	86.0%	87.9%	
C	EU	EU3		40	42	86.4%	86.0%	83.7%	86.9%	
C	NG	NG1		40	34	72.2%	65.7%	88.4%	88.5%	
C	NG	NG2		40	35	80.4%	72.1%	97.0%	97.2%	
C	NG	NG3		40	37	79.4%	71.8%	92.7%	89.0%	
C	NG	NG4		40	34	73.3%	74.5%	91.3%	90.0%	
C	WM	WM1		40	32	74.9%	70.9%	93.6%	87.1%	
C	WM	WM2		40	38	81.1%	73.9%	85.4%	86.8%	
C	WM	WM3		40	36	77.9%	65.2%	92.4%	91.3%	
C	WM	WM4		40	33	69.7%	76.6%	89.5%	90.7%	
Central Totals:				16	640	587	78.5%	76.0%	89.3%	89.1%

**Participation Report: All Students
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All Students										
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE	
E	LKM	LKM1		40	38	85.6%	75.8%	91.9%	92.5%	
E	LKM	LKM2		40	35	77.9%	69.4%	94.1%	95.7%	
E	LKM	LKM3		40	31	69.6%	75.3%	90.4%	92.3%	
E	LKM	LKM4		40	33	70.1%	60.9%	85.7%	86.1%	
E	LKM	LKM5		40	39	79.6%	69.5%	89.4%	88.6%	
E	MM	MM1		40	35	62.9%	58.0%	74.0%	82.8%	
E	MM	MM2		40	28	60.8%	67.5%	87.6%	91.7%	
E	MM	MM3		40	34	76.3%	76.9%	92.9%	96.5%	
E	MM	MM4		40	32	67.2%	66.4%	86.0%	88.5%	
E	SR	SR1		40	39	81.0%	74.4%	86.6%	86.3%	
E	SR	SR2		40	37	75.3%	63.8%	84.7%	84.8%	
E	SR	SR3		40	35	73.1%	69.4%	84.2%	87.8%	
E	TS	TS1		40	34	70.1%	74.1%	84.2%	86.3%	
E	TS	TS2		40	33	62.2%	60.6%	86.2%	85.4%	
E	TS	TS3		40	31	73.5%	62.4%	96.2%	95.1%	
E	VT	VT1		40	22	39.7%	49.3%	94.7%	94.9%	
East Totals:				16	640	536	70.3%	71.2%	87.8%	89.8%

**Participation Report: All Students
Month 8: 01/10/2022 - 02/04/2022**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,840	1,653	76.7%	74.0%	89.1%	89.5%
Totals January/February 2021	1,960	1,849	80.6%	82.0%	87.3%	86.6%
Variance:	-120	-196	-3.9%	-8.0%	1.8%	2.9%

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

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
W	CL	CL1		40	36	79.6%	74.3%	93.9%	90.6%
W	CL	CL2		40	35	83.9%	74.1%	95.9%	95.5%
W	CL	CL4		40	32	60.4%	50.0%	84.5%	84.0%
W	DT	DT1		40	40	89.6%	80.1%	92.8%	92.5%
W	DT	DT2		40	36	77.4%	63.1%	89.7%	85.3%
W	NP	NP1		40	40	82.5%	70.5%	87.4%	86.5%
W	NP	NP2		40	41	89.9%	85.3%	89.0%	90.3%
W	NP	NP3		40	43	93.1%	90.1%	88.2%	90.9%
W	NP	NP4		40	39	81.3%	71.4%	87.2%	85.8%
W	PC	PC2		40	36	77.5%	80.8%	86.1%	89.3%
W	PC	PC3		40	36	75.7%	79.4%	89.1%	93.6%
W	PL	PL1		40	38	82.4%	69.9%	93.7%	87.3%
W	PL	PL2		40	37	82.4%	71.3%	89.0%	87.9%
W	PL	PL3		40	41	91.1%	76.6%	93.8%	90.4%
West Totals:				14	560	81.9%	74.9%	90.1%	89.7%

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, Tim Morton – Member, Eric Schweinfurter – Member

BOARD OF DIRECTORS MEETING MINUTES

Wednesday, February 16, 2022, 8:00 a.m.

Via Video Conference and at

Clairemont RC 4340 Genesee Avenue, Suite 109, SD 92117, College Avenue RC 4585 College Drive, Suite C, SD, 9211, Downtown RC 1095 K Street Suite A, SD 92101, Euclid RC 220 Euclid Avenue, SD 92114, Lake Murray RC 8776 Lake Murray Blvd., SD 92119, Mira Mesa RC 8290 B, Mira Mesa Blvd., SD 92126, North Park RC 2940 North Park Way, SD 92104, Northgate RC 4125 Alpha Street, Suite C, SD 92113, Old Town, 2245 San Diego Avenue, Suite 115, SD 92110, Petco RC 1091 K Street, Suite A101, SD 92101, Point Loma RC 3145 Rosecrans Street, Suite D, SD 92110, Scripps Ranch RC 9910 Mira Mesa Blvd, Suite A2, SD 92131, Sorrento Mesa Office 10170 Huennekens Street, SD, 92121, Tierrasanta RC 10425 Tierrasanta Blvd, Suite 101, SD 92124, Woodman RC 2939 Alta View Drive, Suite B/C, SD 92139, and Kearny Mesa RC 7520 Mesa College Drive, SD 92111, Tierrasanta K5 Home School RC 10725 Tierrasanta Boulevard, CA 92124, La Jolla RC 7458 Girard Avenue, SD 92037, Pacific Beach RC 959 Hornblend Street, SD 92109, Mission Valley East RC 3230 Camino Del Rio North, SD 92108

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

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

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

1.0 OPEN SESSION

1.1 Call to Order

Hering called the meeting to order at 8:02 a.m.

1.2 Roll Call

Members present at the meeting were Scott Barton, David Crean, Len Hering, Tim Morton, and Eric Schweinfurter.

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

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

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

It was moved by Crean and seconded by Morton to Approve the Adoption of the Board Findings

Pursuant to Government Code Section 54953(e)(1)

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

1.4 Establishment of Quorum

The following directors, constituting a quorum of the board were present at the meeting:

Scott Barton, David Crean, Len Hering, Tim Morton, and Eric Schweinfurter.

1.5 Pledge of Allegiance

Hering led all in the Pledge of Allegiance.

1.6 Approval of Agenda

It was moved by Barton and seconded by Crean to Approve the Agenda.
Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved.

2.0 PUBLIC COMMENT

2.1 Non-agenda Public Comment

There were no comments from the public.

2.2 Agenda Items Public Comment

There were no comments from the public.

3.0 PUBLIC HEARING – Time Certain 8:05 a.m., or soon thereafter

The Governing Board of Directors encourages participation by parents, teachers, and members of the community interested in the affairs of Audeo Charter School and The Charter School of San Diego.

The Public Hearing opened at 8:10 a.m.

3.1 Public Hearing for the A-G Completion Improvement Grant Presented by Tim Tuter

3.1.1 Audeo Charter School

Tim Tuter Presented the A-G Completion Improvement Grant Plan. There were no comments from the public.

3.1.2 The Charter School of San Diego

Tim Tuter Presented the A-G Completion Improvement Grant Plan. There were no comments from the public.

The Public Hearing closed at 8:17 a.m.

4.0 CLOSED SESSION

The Closed Session opened at 8:17 a.m.

4.1 Board Chairman Announcement Regarding Closed Session Items

4.2 Public Comment on Closed Session Items

There were no comments from the public.

MOVE TO CLOSED SESSION

4.2.1 Conference with Legal Counsel--Anticipated Litigation Significant Exposure to Litigation Pursuant to Paragraph (2) Or (3) Of Subdivision (d) Of Section 54956.9: (one case)

RETURN TO OPEN SESSION

Returned to Open Session at 9:31 a.m.

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

No actions were taken at Closed Session.

5.0 ADMINISTRATIVE ITEMS

5.1 Approval of Revised 2021-2022 Meeting Calendar to include additional Regular Meeting on Wednesday, March 16, 2022, 8:00 am

It was moved by Barton and seconded by Crean to Approve the Revised 2021-2022 Meeting Calendar to include additional Regular Meeting on Wednesday, March 16, 2022, 8:00 a.m.

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

5.2 California Fair Political Practices Commission Statements of Economic Interests – Form 700 Annual Filing

Every elected official and public employee who makes or influences governmental decisions is required to submit a Statement of Economic Interest, also known as the Form 700. The Form 700 provides transparency and ensures accountability in two ways:

1. It provides necessary information to the public about an official's personal financial interests to ensure that officials are making decisions in the best interest of the public and not enhancing their personal finances.
2. It serves as a reminder to the public official of potential conflicts of interest so the official can abstain from making or participating in governmental decisions that are deemed conflicts of interest.

The Board Members are reminded that the Form 700 must be filed by April 1, 2022.

5.3 Governance Parental Representatives Postings 2022 – 2023 on Respective School Webpages and RC's on January 14, 2022. Deadline to Submit Application: April 14, 2022

5.3.1 Audeo Charter School

5.3.2 The Charter School of San Diego

Hering informed the Board that we posted the Board Parent Representative position for the required 90 days. When there is a vacancy for parent board representative, the vacancy will be posted. Beginning every January, Student Success Programs shall publicize a notice of vacancy for a period of 90 days for applications to be considered for the current vacancy for the subsequent fiscal year.

5.4 Acceptance of the Audit Report Financial Statements and Supplemental Information for Year Ended June 30, 2021

It was moved by Crean and seconded by Barton to Accept the Audit Report Financial Statements and Supplemental Information for Year Ended June 30, 2021.

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

5.5 Approval of Terms of Lease Renewal for APN # 427-480-12-00

5.6 Approval of Terms of Lease Renewal for APN # 350-612-16-00

5.7 Approval of Terms of Lease Renewal for APN # 535-362-20-04

5.8 Approval of Terms of Lease Renewal for APN # 453-122-13-00

5.9 Approval of Terms of Lease Renewal for APN # 450-420-04-00

5.10 Approval of Terms of Lease Renewal for APN # 422-021-04-00

5.11 Approval of Terms of Lease Renewal for APN # 582-270-13-00

5.12 Approval of Terms of Lease Renewal for APN # 582-270-13-00

It was moved by Morton and seconded by Barton to approve Administrative Items 5.5 – 5.12.

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

5.13 President's Report

5.13.1 Midyear Retreat Update

Bixby noted that the Strategic Initiatives for the basis for developing goals, short- and long-term actions, and key performance measures. The Leadership Team met mid-year, early February, to review the progress for moving our Strategic Initiatives forward.

5.13.2 New Assignments

Bixby reported that a Human Resource Manager has been hired and will begin March 1, 2022. Moving forward we are also considering a new assignment in Compliance. That will help with keeping abreast of the rapidly changing scene in every area. This position will also provide training to our staff specifically oriented to compliance.

5.13.3 Partners and Collaborators

Bixby informed the Board that we have Partners with Memos of Understandings, and we also have Collaborators; organizations that we collaborate with that perform services for our students and their families. We are developing a master list of all Partners and Collaborators that contribute and support our organization. This will be shared with the Board annually beginning in June.

5.14 Strategic Plan Update

5.14.1 Audeo Charter School

5.14.1.1 School Participation Report for the Period of 2020- 2021
Months 12-13: 05/3/2021 – 06/25/2021

5.14.1.2 School Participation Report for the Period of 2021- 2022
Months 1-6: 07/1/2021 – 12/10/2021

Tuter reviewed the School Participations Reports.

5.14.2 The Charter School of San Diego

5.14.2.1 School Participation Report for the Period of 2020- 2021
Months 12-13: 05/3/2021 – 06/25/2021

5.14.2.2 School Participation Report for the Period of 2021- 2022
Months 1-6: 07/1/2021 – 12/10/2021

Tuter reviewed the School Participations Reports.

6.0 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.

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

6.1.1 Approval of Meeting Minutes for December 9,2021

6.1.2 Approval of 2020-2021 School Accountability Report Card

6.1.2.1 Audeo Charter School

6.1.2.2 The Charter School of San Diego

- 6.1.3 Approval of the Comprehensive School Safety Plan 2021-2022
- 6.1.4 Approval of Independent Study Policy 3200 AB167 Compliant Amendment
- 6.1.5 Approval of Internal Fiscal Internal Control Policy 4600 Amendment

It was moved by Morton and seconded by Crean to approve the Consent Agenda Items 6.1.1 - 6.1.5. Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved.

7.0 ACTION ITEMS

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

- 7.1.1 Local Control and Accountability Plan (LCAP) Update Presentation by Tim Tuter
 - 7.1.1.1 2021-2022 LCAP Supplement to the Annual Update
 - 7.1.1.1.1 Audeo Charter School
 - 7.1.1.1.2 The Charter School of San Diego
 - 7.1.1.2 2021–2022 LCAP Outcome Data
 - 7.1.1.3 2021-2022 Mid-Year Expenditure and Implementation Data

Tuter presented the Local Control Accountability Update for each School. Included in the presentation was the Supplement to the Annual Update, Outcome Data and the Mid-Year Expenditure and Implementation Data.

7.2 Action Items for Audeo Charter School

- 7.2.1 Approval of Unaudited Actuals FY July 1, 2020 – June 30, 2021
It was moved by Crean and seconded by Morton to Approve the Unaudited Actuals FY July 1, 2020 – June 30, 2021.
Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved.

- 7.2.2 Approval of the First Interim Report 2021-2022
It was moved by Barton and seconded by Morton to Approve the First Interim Report 2021-2022.
Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved.

- 7.2.3 Review the February Revised Operational Budget Assumptions FY 2021-2022 and Approval of February Revised Operational Budget FY 2021-2022
The Board Reviewed the February Revised Operational Budget Assumptions FY 2021-2022. It was moved by Crean and seconded by Morton to Approve the February Revised Operational Budget FY 2021-2022.
Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved.

7.3 Actions Items for The Charter School of San Diego

- 7.3.1 Approval of Unaudited Actuals FY July 1, 2020 – June 30, 2021
It was moved by Barton and seconded by Crean to Approve the Unaudited Actuals FY July 1, 2020 – June 30, 2021.
Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved

- 7.3.2 Approval of the First Interim Report 2021-2022
It was moved by Morton and seconded by Barton to Approve the First Interim Report 2021-2022.
Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved.

7.3.3 Review the February Revised Operational Budget Assumptions FY 2021-2022 and Approval of February Revised Operational Budget FY 2021-2022

The Board Reviewed the February Revised Operational Budget Assumptions FY 2021-2022. It was moved by Morton and seconded by Barton to Approve the February Revised Operational Budget FY 2021-2022.

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

8.0 BOARD ANNOUNCEMENTS AND COMMENTS

Barton and Morton indicated that they are impressed with all the reports and noted that the organization is doing a great job.

Hering thanked everyone for their hard work.

9.0 ADJOURNMENT

It was moved by Crean and seconded by Morton to adjourn the meeting.

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

Student Success Programs

WORKPLACE VIOLENCE

Board Policy # 6015

Approved: March 16, 2022

The Board of Directors of Student Success Programs, Inc. hereby adopts this Workplace Violence Policy to apply to Audeo Charter School and The Charter School of San Diego, all hereafter collectively referred to as “Charter School.” The Charter School expressly prohibits any acts or threats of violence by any current or former employees, students, parents, or visitors against any other school employees, students, parents, or visitors at any time, on or off school premises.

To ensure that the Charter School maintains a zero tolerance policy for workplace violence, it is the commitment of the Charter School:

1. To provide a safe and healthful work environment, in accordance with Charter School health and safety policies.
2. To take prompt corrective action, up to and including immediate termination of any employee who engages in threatening behavior or acts of violence or who uses any obscene, abusive, or threatening language or gestures.
3. To take appropriate action when dealing with employees, students, parents, or visitors to Charter School facilities who engage in such behavior. Such action may include notifying law enforcement, prosecuting violators of this policy to the maximum extent of the law, or taking other appropriate legal measures to protect an employee and other stakeholders from harm in the workplace.
4. To prohibit employees, former employees, students, parents, and visitors from bringing unauthorized firearms or other weapons onto Charter School premises or otherwise disrupting any sites or school facility.
5. To establish viable security measures to ensure that Charter School facilities are safe and secure to the maximum extent possible and to properly manage access to School facilities by the public, off-duty employees, and former employees.

Prohibited conduct specifically includes, but is not limited to:

1. Causing or attempting to cause physical injury to another person.
2. Making threatening remarks.
3. Aggressive or hostile behavior that creates a reasonable fear of injury to another person or subjects another person to emotional distress or causes disruption.

4. Possession of a weapon on the premises or the threat of using a weapon on any School premises.
5. Any other action, which violates School policies or threatens the safety and well-being of Charter School employees, students, parents, or other stakeholders.

Employees have a duty to warn their supervisors, Administration, or Human Resources of any suspicious workplace activity or incidents that they observe or have awareness of that involve other employees, former employees, parents, students, or visitors and that may be problematic. This includes threats or acts of violence, aggressive behavior, offensive acts, discussion of bringing weapons into the workplace, and threatening or offensive comments. The Charter School does not condone any form of retaliation against any employee for making a report under this policy.



2130 Membership Policy

Amended: June 22, 2017 March 16, 2022

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The qualification of the members of the Board shall correspond to its high purposes. The members shall be persons who:

- Submits a resume and letter of intent outlining the applicant’s reasons for wanting to join the Board of Directors.
- Demonstrates a strong commitment to quality education.
- Displays sound judgment.
- Shows ability to work effectively with Administration and Board of Directors.
- Excellent communication skills.
- Has displayed positive support of charter concept, including the need for change and accountability.
- Demonstrates the highest standard of professional behavior. Has strong problem-solving techniques.
- Demonstrates a respect for issues relating to confidentiality.
- Possess the skills to publicly represent the Charter School with the highest integrity.
- Demonstrates a willingness and commitment to working on Charter Board business.
- Demonstrates the ability to take on a Program wide perspective to planning.
- Capable of representing the diversity of the community.
- Commit to attending all Board meetings.
- (For Parent Representative) Has a student currently enrolled in a charter school operated by the Corporation.
- (For Parent Representative) A recommendation from the Parent Representative Applicant student’s teacher of record is preferred.

Deleted: Are open and willing to commit a high level of time and energy to governance activities for the School.

Deleted: Has means of transportation to any of the resource centers where Board meetings may be held.

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Procedures for Appointment of Parent Representative:

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- **Initial Parent Representative:** The Officers of the Corporation shall publicize a notice of the position at all locations of the Corporation's school operations for a period of ninety (90) days beginning July 1, 2017, which notice shall include, at a minimum, a listing of qualifications for the position, the location or email address applications are to be sent to, and the date certain after which no more applications will be considered for the current vacancy. The Board shall consider appointing a qualified candidate at the first Board meeting following the 90th day from the initial posting of notice. Should no qualified candidate apply for the position, then the position shall remain vacant until a qualified candidate applies and is confirmed under the process for "Subsequent Parent Representative" below.

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- **Subsequent Parent Representative:** Beginning on January 1, 2018, and thereafter, where a vacancy exists (or is anticipated to exist at the end of the fiscal year due to the matriculation or disenrollment of a current Parent Representative's student) the Officers of the Corporation shall publicize a notice of the vacancy at all locations of the Corporation's school operations for a period of ninety (90) days, which notice shall include, at a minimum, a listing of qualifications for the position, the location or email address applications are to be sent to, and the date certain after which no more applications will be considered for the current vacancy. The Officers shall review all submitted applications to determine the applicants' qualifications under this policy, which review shall be completed no later than May 30th. The Officers shall then present all qualified applications to the Board during a Board meeting occurring no later than June 30th, where the Board shall vote on the appointment of a qualified candidate, who, if appointed, would take office as of July 1. Should the Board not fill the position, then the position shall remain vacant until a qualified candidate is appointed in accordance with this policy.

Deleted: no qualified candidate apply for the position



**Policy 3345
Suicide Prevention**

Approved: June 22, 2017, Amended October 21, 2020, March 16, 2022

The Governing Board of Audeo Charter School, The Charter School of San Diego and (“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, the county mental health plan 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. The suicide prevention point of contact for Charter School and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.

Charter School shall ensure that measures and strategies for students in grades K-6 are age-appropriate and delivered and discussed in a manner that is sensitive to the needs of young students.

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

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, and coordinate and consult with the county mental

health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.

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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.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

1. The Executive Director shall:

1. a) Confirm death and cause.
 2. b) Identify a staff member to contact deceased's family (within 24 hours).
 3. c) Enact the Suicide Postvention Response.
 4. d) Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
1. a) Notification (if not already conducted) to staff about suicide death.
 2. b) Emotional support and resources available to staff.
 3. c) Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
 4. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
1. a) Review of protocols for referring students for support/assessment.
 2. b) Talking points for staff to notify students.
 3. c) Resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death.
7. Consider funeral arrangements for family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Include long-term suicide postvention responses:
1. a) Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
 2. b) Support siblings, close friends, teachers, and/or students of deceased.
 3. c) Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. Charter School will also include the number for the Crisis Text Line, which

can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

Charter School Second Interim Report

FY 2021-2022

For the Period July 1 2021 through January 31, 2022

Accrual Basis

Financial Accounting Department

Charter Schools Accounting Office

Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)

Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

Charter School Name:	Audeo Charter School
CDS #:	37-68338-3731395
Charter Approving Entity:	San Diego Unified School District
County:	San Diego
SBE Charter #:	58

Has board approved a revised budget? (check box below)

- No.
 Yes. (Enter board approved revision date below)

Revised Date: 2/16/2022

Description	Object Code	A	B	C	D	(A + C)	(B + D)	(E + H)	(G - E)
		Unrestricted Budget as of 2nd Interim	Unrestricted Actuals through 01/31/22	Restricted Budget as of 2nd Interim	Restricted Actuals through 01/31/22	Total Budget	Total Actuals through 01/31/22	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
A. REVENUES (8000-8799)									
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)									
LCFF State Aid - Current Year (CY) (Res 0000)	8011	1,494,277	1,246,061			1,494,277	1,246,061	1,494,277	-
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	84,034	59,637			84,034	59,637	84,034	-
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019					-	-	-	-
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	2,954,203	2,096,531			2,954,203	2,096,531	2,954,203	-
Other LCFF Transfers	8091, 8097					-	-	-	-
Total, LCFF Sources		4,532,514	3,402,229	-	-	4,532,514	3,402,229	4,532,514	-
2. Federal Revenues (8100-8299)									
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290			144,734	40,916	144,734	40,916	144,734	-
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290			23,299	5,720	23,299	5,720	23,299	-
ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203)	8290			6,669	-	6,669	-	6,669	-
ESEA (ESSA): Title III, Immigrant Education Program (Res 4201)	8290					-	-	-	-
ESEA (ESSA): Title IV, 21st Century Learning Communities (Res 4124)	8290					-	-	-	-
ESEA (ESSA): Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290			10,000	6,507	10,000	6,507	10,000	-
ESSA: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290					-	-	-	-
Fed SpEd, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181			94,500	-	94,500	-	94,500	-
Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182					-	-	-	-
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220					-	-	-	-
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110	63,554	63,554			63,554	63,554	63,554	-
Other Federal Revenues (All other resources not reported separately)	8100-8299			625,620	121,417	625,620	121,417	625,620	-
Total - Federal Revenues		63,554	63,554	904,822	174,560	968,376	238,114	968,376	-
3. Other State Revenues (8300-8599)									
State Special Education (Res 6500)	8792			300,422	225,928	300,422	225,928	300,422	-
State Special Education Mental Health Services (Res 6512)	8590			126,417	-	126,417	-	126,417	-
Mandate Block Grant (Res 0000)	8550	14,626	14,626			14,626	14,626	14,626	-
After School Education and Safety (ASES) (Res 6010)	8677, 8590					-	-	-	-
Common Core Standards Implementation (Res 7405)	8590					-	-	-	-
Charter School Facility Grant Program (SB 740) (Res 6030)	8590					-	-	-	-
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590					-	-	-	-
Lottery, Unrestricted (Res 1100)	8560	67,422	(4,110)			67,422	(4,110)	67,422	-
Lottery, Restricted - Prop 20 (Res 6300)	8560			25,253	(3,272)	25,253	(3,272)	25,253	-
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590					-	-	-	-
Other State Revenues (All other resources not reported separately)	8300-8599			354,674	214,210	354,674	214,210	354,674	-
Total - Other State Revenues		82,048	10,516	806,766	436,866	888,814	447,382	888,814	-
4. Local Revenue (8600-8799)									
All Local Revenues	8600-8799	30,000	21,517			30,000	21,517	30,000	-
Total - Local Revenues		30,000	21,517	-	-	30,000	21,517	30,000	-
5. TOTAL REVENUES									
		4,708,116	3,497,815	1,711,588	611,426	6,419,704	4,109,241	6,419,704	-
B. EXPENDITURES AND OTHER OUTGO (1000-7499)									
1. Certificated Salaries									
Teachers' Salaries	1100	1,315,120	738,066	853,781	519,591	2,168,901	1,257,658	2,168,901	-
Pupil Support Salaries	1200	111,122	55,108	114,637	70,153	225,759	125,260	225,759	-
Supervisors' and Administrators' Salaries	1300	290,634	168,369	16,052	9,364	306,686	177,733	306,686	-
Other Certificated Salaries	1900	65,985		87,798	28,832	153,783	28,832	153,783	-
Total, Certificated Salaries		1,782,861	961,543	1,072,268	627,940	2,855,129	1,589,484	2,855,129	-

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For the Period July 1 2021 through January 31, 2022

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Financial Accounting Department

Charter Schools Accounting Office

Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)

Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

Charter School Name:	Audeo Charter School
CDS #:	37-68338-3731395
Charter Approving Entity:	San Diego Unified School District
County:	San Diego
SBE Charter #:	58

Has board approved a revised budget? (check box below)

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Revised Date: 2/16/2022

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2. Classified Salaries									
Instructional Salaries	2100					-	-	-	-
Support Salaries	2200					-	-	-	-
Supervisors' and Administrators' Salaries	2300	104,395	55,204	6,783	3,015	111,178	58,218	111,178	-
Clerical and Office Salaries	2400	209,030	117,747			209,030	117,747	209,030	-
Other Classified Salaries	2900					-	-	-	-
Total, Classified Salaries		313,425	172,951	6,783	3,015	320,208	175,965	320,208	-
3. Employee Benefits									
STRS	3101-3102	301,660	162,693	181,428	106,247	483,088	268,941	483,088	-
PERS	3201-3202	71,806	39,623	1,554	691	73,360	40,314	73,360	-
OASDI/Medicare (Social Security)	3301-3302	48,986	26,074	15,857	9,397	64,843	35,471	64,843	-
Health and Welfare Benefits	3401-3402	620,203	305,204	284,719	163,308	904,922	468,512	904,922	-
Unemployment Insurance	3501-3502	10,482	5,673	5,395	3,155	15,877	8,827	15,877	-
Workers' Compensation Insurance	3601-3602	22,614	12,328	11,780	6,856	34,394	19,184	34,394	-
OPEB, Allocated	3701-3702					-	-	-	-
OPEB, Active Employees	3751-3752					-	-	-	-
Other Employee Benefits	3901-3902					-	-	-	-
Total, Employee Benefits		1,075,751	551,595	500,733	289,654	1,576,484	841,249	1,576,484	-
4. Books and Supplies									
Approved Textbooks and Core Curricula Materials	4100	15,996	-	12,000	6,753	27,996	6,753	27,996	-
Books and Other Reference Materials	4200	2,679	-	9,539	7,816	12,218	7,816	12,218	-
Materials and Supplies	4300	87,205	33,168	15,947	6,451	103,152	39,619	103,152	-
Non-capitalized Equipment	4400	21,552	-	4,957	2,957	26,509	2,957	26,509	-
Food (Food used in food-service activities for which the purpose is nutrition)	4700	-	-	5,005	1,346	5,005	1,346	5,005	-
Total, Books and Supplies		127,431	33,168	47,449	25,324	174,880	58,492	174,880	-
5. Services and Other Operating Expenditures									
Subagreements for Services	5100					-	-	-	-
Travel and Conferences	5200	38,246	9,224	13,273	5,319	51,519	14,543	51,519	-
Dues and Memberships	5300	13,263	12,733			13,263	12,733	13,263	-
Insurance	5400	33,334	28,955	60	60	33,394	29,015	33,394	-
Operations and Housekeeping Services	5500	108,462	57,878	113,609	64,215	222,071	122,093	222,071	-
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	253,208	138,325	9,627	4,627	262,835	142,952	262,835	-
Transfer of Direct Costs (MUST net to zero)	5700					-	-	-	-
Prof/Consulting Svcs and Operating Expend (Include District Oversight)	5800	583,752	337,529	462,838	252,134	1,046,590	589,662	1,046,590	-
Communications	5900	19,896	6,854	52,799	29,181	72,695	36,035	72,695	-
Total, Services and Other Operating Expenditures		1,050,160	591,498	652,207	355,536	1,702,367	947,034	1,702,367	-
6. Capital Outlay									
Depreciation Expense (See Sections G.9 & F.2.a)	6900	251,336	145,890			251,336	145,890	251,336	-
Total, Capital Outlay		251,336	145,890	-	-	251,336	145,890	251,336	-
7. Other Outgo									
Tuition to Other Schools (Include contribution to unfunded cost of Sp Ed.)	7110-7143					-	-	-	-
Transfers of Pass-Through Revenues to Other LEAs	7211-7213					-	-	-	-
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223					-	-	-	-
All Other Transfers	7280-7299					-	-	-	-
Transfers of Indirect Costs (MUST net to zero)	7300-7399	(43,446)	(17,164)	43,446	17,164	-	-	-	-
Debt Service - Interest	7430-7439	5,777	1,586			5,777	1,586	5,777	-
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439					-	-	-	-
Total, Other Outgo		(37,669)	(15,578)	43,446	17,164	5,777	1,586	5,777	-

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Financial Accounting Department
Charter Schools Accounting Office

Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)
Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

Has board approved a revised budget? (check box below)

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Revised Date: 2/16/2022

Description	Object Code	A	B	C	D	(A + C)	(B + D)	(E + H)	(G - E)
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8. TOTAL EXPENDITURES		4,563,296	2,441,067	2,322,885	1,318,633	6,886,181	3,759,700	6,886,181	-
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		144,820	1,056,748	(611,297)	(707,207)	(466,477)	349,541	(466,477)	
D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)									
1. All Other Financing Sources	8930-8979	906,020	906,020			906,020	906,020	906,020	
2. Other Uses	7630-7699					-	-	-	
3. Contributions between unrestricted and restricted accounts (<i>MUST net to zero</i>) (<i>Include contribution to the unfunded cost of Special Education</i>)	8980-8999	(535,909)		535,909		-	-	-	
4. TOTAL OTHER FINANCING SOURCES/USES		370,111	906,020	535,909	-	906,020	906,020	906,020	
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		514,931	1,962,768	(75,388)	(707,207)	439,543	1,255,561	439,543	
F. FUND BALANCE/NET POSITION (<i>Budget and Actuals MUST match</i>) (F.1.a-b)									
1. Beginning Fund Balance/Net Position									
a. July 1 (<i>MUST match EFB/Net Position of PY Unaudited Actuals, Section F.2</i>)	9791	5,468,238	5,468,238	256,010	256,010	5,724,248	5,724,248	5,724,248	
b. Adjustments/Restatements	9793, 9795	-	-	-	-	-	-	-	
c. Adjusted Beginning Fund Balance/Net Position		5,468,238	5,468,238	256,010	256,010	5,724,248	5,724,248	5,724,248	
2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)	See cell M133	5,983,169	7,431,007	180,622	(451,197)	6,163,791	6,979,810	6,163,791	
Components of Ending Net Position									
a. Net Investment in Capital Assets (<i>See Sections B.6 and G.9</i>)	9796		3,869,378		-		3,869,378		
b. Restricted Net Position	9797				(451,197)		(451,197)		
c. Unrestricted Net Position	9791		3,561,628		-		3,561,628		
G. ASSETS									
1. Cash									
In County Treasury	9110		2,216,232		294,311		2,510,543		
Fair Value Adjustment to Cash in County Treasury	9111						-		
In Banks	9120		1,497,782		(512,399)		985,383		
In Revolving Fund	9130						-		
With Fiscal Agent/Trustee	9135		25,000				25,000		
Collections Awaiting Deposit	9140						-		
2. Investments	9150						-		
3. Accounts Receivable	9200		15,341		8,336		23,677		
4. Due From Grantor Government	9290				94,846		94,846		
5. Due From Other Funds	9310						-		
6. Stores	9320						-		
7. Prepaid Expenditures (Expenses)	9330		68,858				68,858		
8. Other Current Assets	9340		6,476				6,476		
9. Capital Assets (<i>See Sections B.6 & F.2.a</i>)	9400-9489		3,869,378				3,869,378		
10. Total Assets			7,699,066		(114,905)		7,584,161		
H. DEFERRED OUTFLOWS OF RESOURCES									
1. Deferred Outflows of Resources	9490						-		
2. Total Deferred Outflows							-		
I. LIABILITIES									
1. Accounts Payable	9500		147,939		89,207		237,146		
2. Due to Grantor Government	9590				9,196		9,196		
3. Due to Other Funds	9610						-		
4. Current Loans	9640		28,343				28,343		
5. Deferred Revenue	9650				237,889		237,889		

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Audeo Charter School	Unavailable, expected by March 2022

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

Audeo Charter School (Audeo) is an educational option that serves students in grades k-12. Audeo provides an innovative educational experience focused on supporting the needs of students whose futures are at risk because traditional methods have failed them. It is important to note that Audeo is identified by the California Department of Education (CDE) as **Dashboard Alternative School Status (DASS)**. To be eligible for DASS, schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups. Therefore, most students in grades 9-12 who enroll at Audeo are credit deficient and are at risk of not graduating high school on time.

As students and families enroll at Audeo, they inform teachers, counselors and administrators via surveys and conferences that their primary goal is to finish high school and start their post-secondary pathway at a local community college. While Audeo is equipped to educate and prepare students for multiple college and career pathways, including eligibility to enter four-year universities, most students and families are interested in local community colleges.

Audeo is committed to helping each student meet their academic goals. This includes enhanced educational services and programs focused on improving the number of students who satisfy A-G requirements, with an emphasis on foster youth, low-income students, and English learners. Audeo has engaged educational partners, including teachers, staff, students, parents, and family members to develop an A-G Completion Improvement Plan. Meaningful feedback was collected through multiple collaborative settings including surveys, conversations, school events, meetings, and training. Some of the most meaningful feedback was collected during School Site Council Meetings. At this collaborative venue, teachers, staff, students, and parents participated in a Needs Assessment: analyzed school A-G completion data, discussed achievement gaps, focused on current rates of achievement and the ideal rates of growth. Furthermore, educational partners discussed current programs and services designed to help students meet A-G requirements and how the School can enhance these approaches.

Based upon feedback collected from educational partners and a Needs Assessment, the School engaged in an in-depth selection process to

identify allowable activities that build capacity, are evidence based, and address the School's need to increase A-G eligibility. Audeo plans to implement the following educational actions and services with A-G Completion Improvement Grant funds:

- Low-ratio, high frequency tutoring for students focused on increasing credit completion in A-G coursework
- Additional paraprofessionals to aid in supplemental tutoring sessions designed for students repeating coursework which they earned less than a 'C' average at their prior school
- Expansion of AVID program, including additional tutors to maintain small group instruction and increased student participation
- Creation of new engaging and supportive A-G approved courses
- Specialized professional development provided to academic counselors, and Equity and Inclusion Department to acquire evidence-based strategies that promotes a 'college going mindset' for the school community
- Professional development for teachers and department chairs to design and implement UC A-G courses
- Improved A-G coursework monitoring system and tools for credentialed staff
- Mental health and social-emotional learning programs and services that promote life skills, wellness, positive behaviors and resiliency in achieving personal goals
- Partner with local universities, colleges, and non-profit organizations to provide informational and planning workshops related to A-G requirements and benefits available to the school community
- Design and disseminate marketing materials to the school community, including flyers, newsletters and social media content that encourages student participation in A-G programs
- Additional family engagement opportunities through Open House Events, Senior Night Events, ELAC, SSC, and Family Learning Series events to explain and promote A-G completion
- Financial assistance for underserved student groups to encourage registration in alternate A-G completion, including dual enrollment, articulation, and AP Exams

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

All students, including foster youth, low-income, and English Learners have access to A-G courses through the A-G transcript audits and the yearly meetings that the counselor has with teachers reviewing their A-G course plans for each student. Three times a year, the counselor, instructional lead, and teacher review each student's transcript that has been translated on a credit audit. This ensures that correct and intentional course planning is occurring throughout the school year. Additionally, all core courses are on the UC A-G list along with the majority of Career Technical Education (CTE) courses (all CTE Pathways courses), all Visual and Performing Arts (VAPA) and Languages Other Than English (LOTE) courses, and many other general electives. These processes, along with the plethora of A-G approved course options, allows all students, including foster youth, low-income, and English Learners to have access to A-G courses.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a “D”, “F”, or “Fail” grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Upon student enrollment, our academic counselors review all transcripts and create a personalized pathways education plan. This customized course plan considers any D's or F's the student received and the graduation plan the student is pursuing. Due to the individualized and personalized nature of our program, students often come to us needing to remediate previously failed coursework and catch up to their grade level peers. Currently, 58% of Audeo are credit deficient when enrolling. This percentage reflects the students who enroll at Audeo with D's or F's on their high school transcript. All students can work towards an A-G diploma and retake A-G approved courses in which they received a “D”, “F” or “Fail” grade. Students retaking A-G approved courses in which they received a “D”, “F”, or “Fail” grade in the past will receive additional support in the course/s they are retaking through individualized tutoring. These students will also receive course planning guidance through Counseling Services. They will have the opportunity to take the course in a pre-test format to demonstrate prior knowledge and only focus on remediating the content they do not show proficiency in.

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

Audeo's 2021-22 board approved LCAP contains five well-developed goals that are specific, measurable and time bound. Each goal is specific to a certain element of the educational program, including instruction, curriculum, professional development, school climate and engagement opportunities of educational partners. The narrative below will explain how the school plans to use A-G Completion Improvement Grant funds to supplement specific LCAP Goals and services.

LCAP Goal 1 is focused on providing personalized instruction to students that will improve student outcomes related to academic engagement and performance. This personalized instructional approach includes one-on-one and small group tutoring, provided virtually or in-person by teachers, depending on the preference of students and families. In addition, Audeo provides additional tutoring opportunities for underserved student groups and/or students at-risk of failing. Audeo plans to use A-G Completion Improvement Grant funds to further expand these tutoring opportunities, with a focus on providing the same tutors to students throughout the year. In addition, this expanded tutoring approach will support low-ratio, high-frequency meetings. The central goal of this expanded tutoring approach is to support high school students with the successful and timely completion of A-G coursework and/or added support to students earning a “D” or “F” in a prior school.

LCAP Goal 2 is focused on providing a rigorous course of study, aligned to California content standards and accessible to all students. The School provides all students with access to core courses that are A-G approved and advanced coursework, including honors and Advanced Placement (AP). In addition, each student has an academic counselor who supports the development of a personalized course plan and provides frequent opportunities to meet throughout the school year to discuss progress towards meeting college/career pathways. The school plans to use A-G

Completion Improvement Grant funds to design and develop new A-G courses that are both rigorous, engaging, and supportive. A-G Completion Improvement Grant funds can also supplement the payment of fees for students interested in taking AP exams and dual enrollment opportunities at community colleges.

LCAP Goal 3 aims to provide a data informed professional learning system to increase effectiveness of school staff meeting the unique educational needs of each student. Trainings include, knowledge of content standards, implementation of the English Learner Plan, effective use of technology, trauma informed practices for schools, Career Technical Education and more. The School will utilize A-G Completion Improvement Grant funds to expand training offerings to counselors and Equity and Inclusion staff, with an emphasis on evidence-based strategies that promote a 'university going mindset' for students and families. With this expanded training, counselors and staff will be equipped to implement these strategies and monitoring tools/methods in one-on-one counseling sessions with students and families and in information workshops delivered through the School's Family Learning Series. Counselors can also share strategies with teachers that will influence and impact the way they provide instruction and converse with students and families related to post-secondary plans.

LCAP Goal 4 is centered on providing a safe environment and supportive school culture for all educational partners. Some of the key services related to this goal include nursing services for physical health needs and licensed mental health therapists to provide counseling services to students. The School plans to use A-G Completion Improvement Grant funds to expand opportunities for students to participate in counseling and informational sessions related to mental and physical health. This expanded wellness program will be a multi-faceted approach that is proactive in maintaining wellness, but also responding to the unique needs of the students as they are identified. These added counseling services and informational sessions will support consistent student attendance, positive behaviors and increased achievement in school which will lead to improved completion of A-G requirements.

LCAP Goal 5 is focused on providing innovative, engaging and community-based resource centers that support the needs of students and families. Some of the key services embedded within Goal 5 include formal engagement opportunities, Family Learning Series, Bus Pass Program, and materials/resources that are accessible to non-English speaking families. The school plans to use A-G Completion Improvement Grant funds to partner with local colleges, universities, and non-profits with expertise in providing ongoing informational workshops focused on college preparation and access. Topics will include, but are not limited to, financial aid assistance, scholarships, benefits and what to expect. The school will also utilize A-G Completion Improvement Grant funds to create engaging flyers, handouts, and newsletters, in multiple languages and formats, focused on creating a college going mindset and recruitment of students and parents to attend workshops related to college preparation and planning.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Instruction: Low-ratio, high frequency academic tutoring opportunities for students focused on supporting student achievement in A-G coursework; expansion of AVID programs that promote college planning and readiness	Unavailable, expected Mar-22
Curriculum: Design new and engaging curriculum that is aligned to California content standards and receive A-G approval	Unavailable, expected Mar-22
Professional Learning: Professional development for teachers, counselors and staff related to building capacity to implement strategies and monitoring tools that will promote a 'college going mindset'	Unavailable, expected Mar-22
Mental Health and Social Emotional Learning: Counseling services and wellness programs that promote positive student behaviors, interactions, relationships and resiliency	Unavailable, expected Mar-22
Community Partnerships: Partner with colleges, universities, non-profits, and local organizations that can provide informational and counseling sessions related to college preparation and meeting A-G requirements	Unavailable, expected Mar-22
Marketing and Recruitment: Marketing materials and expenses related to the creation of flyers, newsletters and social media content that promote A-G completion	Unavailable, expected Mar-22
Other: Financial assistance for underserved student groups that promote successful completion of A-G requirements	Unavailable, expected Mar-22

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Charter Schools Accounting Office

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A. REVENUES (8000-8799)									
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)									
LCFF State Aid - Current Year (CY) (Res 0000)	8011	6,742,357	3,861,746			6,742,357	3,861,746	6,742,357	-
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	324,370	165,886			324,370	165,886	324,370	-
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019					-	-	-	-
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	11,403,179	5,831,699			11,403,179	5,831,699	11,403,179	-
Other LCFF Transfers	8091, 8097					-	-	-	-
Total, LCFF Sources		18,469,906	9,859,331	-	-	18,469,906	9,859,331	18,469,906	-
2. Federal Revenues (8100-8299)									
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290			378,227	203,488	378,227	203,488	378,227	-
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290			58,305	14,170	58,305	14,170	58,305	-
ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203)	8290			25,974	6,494	25,974	6,494	25,974	-
ESEA (ESSA): Title III, Immigrant Education Program (Res 4201)	8290					-	-	-	-
ESEA (ESSA): Title IV, 21st Century Learning Communities (Res 4124)	8290					-	-	-	-
ESEA (ESSA): Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290			26,713	20,924	26,713	20,924	26,713	-
ESSA: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290					-	-	-	-
Fed SpEd, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181			215,250		215,250	-	215,250	-
Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182			52,364		52,364	-	52,364	-
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220					-	-	-	-
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110					-	-	-	-
Other Federal Revenues (All other resources not reported separately)	8100-8299			2,033,735	991,642	2,033,735	991,642	2,033,735	-
Total - Federal Revenues		-	-	2,790,568	1,236,718	2,790,568	1,236,718	2,790,568	-
3. Other State Revenues (8300-8599)									
State Special Education (Res 6500)	8792			1,159,623	629,224	1,159,623	629,224	1,159,623	-
State Special Education Mental Health Services (Res 6512)	8590			414,435		414,435	-	414,435	-
Mandate Block Grant (Res 0000)	8550	72,860	72,860			72,860	72,860	72,860	-
After School Education and Safety (ASES) (Res 6010)	8677, 8590					-	-	-	-
Common Core Standards Implementation (Res 7405)	8590					-	-	-	-
Charter School Facility Grant Program (SB 740) (Res 6030)	8590					-	-	-	-
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590					-	-	-	-
Lottery, Unrestricted (Res 1100)	8560	277,559	117,671			277,559	117,671	277,559	-
Lottery, Restricted - Prop 20 (Res 6300)	8560			110,398	(2,247)	110,398	(2,247)	110,398	-
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590					-	-	-	-
Other State Revenues (All other resources not reported separately)	8300-8599			663,347	418,953	663,347	418,953	663,347	-
Total - Other State Revenues		350,419	190,531	2,347,803	1,045,931	2,698,222	1,236,461	2,698,222	-
4. Local Revenue (8600-8799)									
All Local Revenues	8600-8799	195,941	125,153			195,941	125,153	195,941	-
Total - Local Revenues		195,941	125,153	-	-	195,941	125,153	195,941	-
5. TOTAL REVENUES		19,016,266	10,175,015	5,138,371	2,282,648	24,154,637	12,457,663	24,154,637	-
B. EXPENDITURES AND OTHER OUTGO (1000-7499)									
1. Certificated Salaries									
Teachers' Salaries	1100	4,194,482	2,244,056	2,840,962	1,763,070	7,035,444	4,007,127	7,035,444	-
Pupil Support Salaries	1200	352,591	206,865	214,080	118,576	566,671	325,441	566,671	-
Supervisors' and Administrators' Salaries	1300	663,755	378,817	107,057	62,986	770,812	441,804	770,812	-
Other Certificated Salaries	1900	83,580	254	359,716	181,627	443,296	181,881	443,296	-
Total, Certificated Salaries		5,294,409	2,829,993	3,521,814	2,126,259	8,816,223	4,956,252	8,816,223	-

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2. Classified Salaries									
Instructional Salaries	2100					-	-	-	-
Support Salaries	2200	74,158	37,881			74,158	37,881	74,158	-
Supervisors' and Administrators' Salaries	2300	715,028	399,245			715,028	399,245	715,028	-
Clerical and Office Salaries	2400	1,206,405	682,633			1,206,405	682,633	1,206,405	-
Other Classified Salaries	2900	55,975	31,846			55,975	31,846	55,975	-
Total, Classified Salaries		2,051,566	1,151,605	-	-	2,051,566	1,151,605	2,051,566	-
3. Employee Benefits									
STRS	3101-3102	930,472	499,052	595,891	359,763	1,526,363	858,815	1,526,363	-
PERS	3201-3202	420,625	233,997			420,625	233,997	420,625	-
OASDI/Medicare (Social Security)	3301-3302	213,217	113,497	51,241	30,967	264,458	144,465	264,458	-
Health and Welfare Benefits	3401-3402	1,944,641	1,041,187	1,003,776	570,066	2,948,416	1,611,252	2,948,416	-
Unemployment Insurance	3501-3502	36,730	19,908	17,609	10,631	54,339	30,539	54,339	-
Workers' Compensation Insurance	3601-3602	68,658	37,212	32,936	19,887	101,594	57,099	101,594	-
OPEB, Allocated	3701-3702					-	-	-	-
OPEB, Active Employees	3751-3752					-	-	-	-
Other Employee Benefits	3901-3902					-	-	-	-
Total, Employee Benefits		3,614,342	1,944,853	1,701,453	991,314	5,315,795	2,936,168	5,315,795	-
4. Books and Supplies									
Approved Textbooks and Core Curricula Materials	4100			57,785	28,685	57,785	28,685	57,785	-
Books and Other Reference Materials	4200	3,029	329	2,937	2,137	5,966	2,466	5,966	-
Materials and Supplies	4300	291,134	153,961	134,976	32,152	426,110	186,113	426,110	-
Non-capitalized Equipment	4400	113,439	5,416	6,302	5,534	119,741	10,951	119,741	-
Food (Food used in food-service activities for which the purpose is nutrition)	4700			10,800	4,567	10,800	4,567	10,800	-
Total, Books and Supplies		407,602	159,707	212,800	73,075	620,402	232,782	620,402	-
5. Services and Other Operating Expenditures									
Subagreements for Services	5100					-	-	-	-
Travel and Conferences	5200	145,010	31,266	24,900	15,926	169,910	47,192	169,910	-
Dues and Memberships	5300	50,307	45,477			50,307	45,477	50,307	-
Insurance	5400	170,784	155,783	301	301	171,085	156,085	171,085	-
Operations and Housekeeping Services	5500	259,181	181,480	304,638	185,453	563,819	366,933	563,819	-
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	1,932,047	1,203,292	31,933	29,551	1,963,980	1,232,843	1,963,980	-
Transfer of Direct Costs (MUST net to zero)	5700					-	-	-	-
Prof/Consulting Svcs and Operating Expend (Include District Oversight)	5800	1,469,405	898,597	1,333,458	570,241	2,802,863	1,468,838	2,802,863	-
Communications	5900	231,284	108,012	175,958	68,129	407,242	176,142	407,242	-
Total, Services and Other Operating Expenditures		4,258,017	2,623,907	1,871,189	869,602	6,129,206	3,493,509	6,129,206	-
6. Capital Outlay									
Depreciation Expense (See Sections G.9 & F.2.a)	6900	1,091,612	613,457			1,091,612	613,457	1,091,612	-
Total, Capital Outlay		1,091,612	613,457	-	-	1,091,612	613,457	1,091,612	-
7. Other Outgo									
Tuition to Other Schools (Include contribution to unfunded cost of Sp Ed.)	7110-7143					-	-	-	-
Transfers of Pass-Through Revenues to Other LEAs	7211-7213					-	-	-	-
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223					-	-	-	-
All Other Transfers	7280-7299					-	-	-	-
Transfers of Indirect Costs (MUST net to zero)	7300-7399	(35,661)	(3,475)	35,661	3,475	-	-	-	-
Debt Service - Interest	7430-7439	25,905	12,905			25,905	12,905	25,905	-
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439					-	-	-	-
Total, Other Outgo		(9,756)	9,429	35,661	3,475	25,905	12,905	25,905	-

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8. TOTAL EXPENDITURES		16,707,791	9,332,951	7,342,918	4,063,726	24,050,709	13,396,677	24,050,709	-
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,308,475	842,064	(2,204,547)	(1,781,078)	103,928	(939,014)	103,928	
D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)									
1. All Other Financing Sources	8930-8979	2,951,172	2,951,172			2,951,172	2,951,172	2,951,172	
2. Other Uses	7630-7699					-	-	-	
3. Contributions between unrestricted and restricted accounts (MUST net to zero) (Include contribution to the unfunded cost of Special Education)	8980-8999	(1,767,146)		1,767,146		-	-	-	
4. TOTAL OTHER FINANCING SOURCES/USES		1,184,027	2,951,172	1,767,146	-	2,951,172	2,951,172	2,951,172	
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		3,492,502	3,793,236	(437,401)	(1,781,078)	3,055,100	2,012,159	3,055,100	
F. FUND BALANCE/NET POSITION (Budget and Actuals MUST match) (F.1.a-b)									
1. Beginning Fund Balance/Net Position									
a. July 1 (MUST match EFB/Net Position of PY Unaudited Actuals, Section F.2)	9791	34,085,782	34,085,782	665,008	665,008	34,750,790	34,750,790	34,750,790	
b. Adjustments/Restatements	9793, 9795	-	-	-	-	-	-	-	
c. Adjusted Beginning Fund Balance/Net Position		34,085,782	34,085,782	665,008	665,008	34,750,790	34,750,790	34,750,790	
2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)	See cell M133	37,578,283	37,879,018	227,607	(1,116,069)	37,805,890	36,762,949	37,805,890	
Components of Ending Net Position									
a. Net Investment in Capital Assets (See Sections B.6 and G.9)	9796		18,870,683		-		18,870,683		
b. Restricted Net Position	9797				(1,116,069)		(1,116,069)		
c. Unrestricted Net Position	9791		19,008,335		-		19,008,335		
G. ASSETS									
1. Cash									
In County Treasury	9110		8,473,363		678,159		9,151,522		
Fair Value Adjustment to Cash in County Treasury	9111						-		
In Banks	9120		9,159,048		(1,820,557)		7,338,492		
In Revolving Fund	9130						-		
With Fiscal Agent/Trustee	9135		1,900,000				1,900,000		
Collections Awaiting Deposit	9140						-		
2. Investments	9150		104,084				104,084		
3. Accounts Receivable	9200		2,370				2,370		
4. Due From Grantor Government	9290				202,985		202,985		
5. Due From Other Funds	9310						-		
6. Stores	9320						-		
7. Prepaid Expenditures (Expenses)	9330		329,867				329,867		
8. Other Current Assets	9340		58,882				58,882		
9. Capital Assets (See Sections B.6 & F.2.a)	9400-9489		18,870,683				18,870,683		
10. Total Assets			38,898,297		(939,413)		37,958,884		
H. DEFERRED OUTFLOWS OF RESOURCES									
1. Deferred Outflows of Resources	9490						-		
2. Total Deferred Outflows							-		
I. LIABILITIES									
1. Accounts Payable	9500		331,418		95,243		426,661		
2. Due to Grantor Government	9590				81,414		81,414		
3. Due to Other Funds	9610						-		
4. Current Loans	9640		89,403				89,403		
5. Deferred Revenue	9650						-		

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6. Long-term Liabilities	9660-9669		598,458				598,458		
7. Total Liabilities			1,019,279		176,657		1,195,936		
J. DEFERRED INFLOWS OF RESOURCES									
1. Deferred Inflows of Resources	9690						-		
2. Total Deferred inflows of Resources			-		-		-		
K. ENDING FUND BALANCE/NET POSITION, January 31, 2022									
1. Ending Fund Balance/Net Position (G10+H2-I7-J2) <i>(MUST agree with F.2)</i>			37,879,018		(1,116,069)		36,762,948		

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
The Charter School of San Diego	Unavailable, expected by March 2022

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

The Charter School of San Diego (CSSD) is an educational option that serves students in grades 6-12. CSSD provides an innovative educational experience focused on supporting the needs of students whose futures are at risk because traditional methods have failed them. It is important to note that CSSD is identified by the California Department of Education (CDE) as **Dashboard Alternative School Status (DASS)**. To be eligible for DASS, schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups. Therefore, most students who enroll at CSSD are credit deficient and are at risk of not graduating high school on time.

As students and families enroll at CSSD, they inform teachers, counselors and administrators via surveys and conferences that their primary goal is to finish high school and start their post-secondary pathway at a local community college. While CSSD is equipped to educate and prepare students for multiple college and career pathways, including eligibility to enter four-year universities, most students and families are interested in local community colleges.

CSSD is committed to helping each student meet their academic goals. This includes enhanced educational services and programs focused on improving the number of students who satisfy A-G requirements, with an emphasis on foster youth, low-income students, and English learners. CSSD has engaged educational partners, including teachers, staff, students, parents, and family members to develop an A-G Completion Improvement Plan. Meaningful feedback was collected through multiple collaborative settings including surveys, conversations, school events, meetings, and training. Some of the most meaningful feedback was collected during School Site Council Meetings. At this collaborative venue, teachers, staff, students, and parents participated in a Needs Assessment: analyzed school A-G completion data, discussed achievement gaps, focused on current rates of achievement and the ideal rates of growth. Furthermore, educational partners discussed current programs and services designed to help students meet A-G requirements and how the School can enhance these approaches.

Based upon feedback collected from educational partners and a Needs Assessment, the School engaged in an in-depth selection process to

identify allowable activities that build capacity, are evidence based, and address the School's need to increase A-G eligibility. CSSD plans to implement the following educational actions and services with A-G Completion Improvement Grant funds:

- Low-ratio, high frequency tutoring for students focused on increasing credit completion in A-G coursework
- Additional paraprofessionals to aid in supplemental tutoring sessions designed for students repeating coursework which they earned less than a 'C' average at their prior school
- Expansion of AVID program, including additional tutors to maintain small group instruction and increased student participation
- Creation of new engaging and supportive A-G approved courses
- Specialized professional development provided to academic counselors, and Equity and Inclusion Department to acquire evidence-based strategies that promotes a 'college going mindset' for the school community
- Professional development for teachers and department chairs to design and implement UC A-G courses
- Improved A-G coursework monitoring system and tools for credentialed staff
- Mental health and social-emotional learning programs and services that promote life skills, wellness, positive behaviors and resiliency in achieving personal goals
- Partner with local universities, colleges, and non-profit organizations to provide informational and planning workshops related to A-G requirements and benefits available to the school community
- Design and disseminate marketing materials to the school community, including flyers, newsletters and social media content that encourages student participation in A-G programs
- Additional family engagement opportunities through Open House Events, Senior Night Events, ELAC, SSC, and Family Learning Series events to explain and promote A-G completion
- Financial assistance for underserved student groups to encourage registration in alternate A-G completion, including dual enrollment, articulation, and AP Exams

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

All students, including foster youth, low-income, and English Learners have access to A-G courses through the A-G transcript audits and the yearly meetings that the counselor has with teachers reviewing their A-G course plans for each student. Three times a year, the counselor, instructional lead, and teacher review each student's transcript that has been translated on a credit audit. This ensures that correct and intentional course planning is occurring throughout the school year. Additionally, all core courses are on the UC A-G list along with the majority of Career Technical Education (CTE) courses (all CTE Pathways courses), all Visual and Performing Arts (VAPA) and Languages Other Than English (LOTE) courses, and many other general electives. These processes, along with the plethora of A-G approved course options, allows all students, including foster youth, low-income, and English Learners to have access to A-G courses.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a “D”, “F”, or “Fail” grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Upon student enrollment, our academic counselors review all transcripts and create a personalized pathways education plan. This customized course plan considers any D's or F's the student received and the graduation plan the student is pursuing. Due to the individualized and personalized nature of our program, students often come to us needing to remediate previously failed coursework and catch up to their grade level peers. Currently, 60% of CSSD are credit deficient when enrolling. This percentage reflects the students who enroll at CSSD with D's or F's on their high school transcript. All students can work towards an A-G diploma and retake A-G approved courses in which they received a “D”, “F” or “Fail” grade. Students retaking A-G approved courses in which they received a “D”, “F”, or “Fail” grade in the past will receive additional support in the course/s they are retaking through individualized tutoring. These students will also receive course planning guidance through Counseling Services. They will have the opportunity to take the course in a pre-test format to demonstrate prior knowledge and only focus on remediating the content they do not show proficiency in.

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

CSSD's 2021-22 board approved LCAP contains five well-developed goals that are specific, measurable and time bound. Each goal is specific to a certain element of the educational program, including instruction, curriculum, professional development, school climate and engagement opportunities of educational partners. The narrative below will explain how the school plans to use A-G Completion Improvement Grant funds to supplement specific LCAP Goals and services.

LCAP Goal 1 is focused on providing personalized instruction to students that will improve student outcomes related to academic engagement and performance. This personalized instructional approach includes one-on-one and small group tutoring, provided virtually or in-person by teachers, depending on the preference of students and families. In addition, CSSD provides additional tutoring opportunities for underserved student groups and/or students at-risk of failing. CSSD plans to use A-G Completion Improvement Grant funds to further expand these tutoring opportunities, with a focus on providing the same tutors to students throughout the year. In addition, this expanded tutoring approach will support low-ratio, high-frequency meetings. The central goal of this expanded tutoring approach is to support high school students with the successful and timely completion of A-G coursework and/or added support to students earning a “D” or “F” in a prior school.

LCAP Goal 2 is focused on providing a rigorous course of study, aligned to California content standards and accessible to all students. The School provides all students with access to core courses that are A-G approved and advanced coursework, including honors and Advanced Placement (AP). In addition, each student has an academic counselor who supports the development of a personalized course plan and provides frequent opportunities to meet throughout the school year to discuss progress towards meeting college/career pathways. The school plans to use A-G

Completion Improvement Grant funds to design and develop new A-G courses that are both rigorous, engaging, and supportive. A-G Completion Improvement Grant funds can also supplement the payment of fees for students interested in taking AP exams and dual enrollment opportunities at community colleges.

LCAP Goal 3 aims to provide a data informed professional learning system to increase effectiveness of school staff meeting the unique educational needs of each student. Trainings include, knowledge of content standards, implementation of the English Learner Plan, effective use of technology, trauma informed practices for schools, Career Technical Education and more. The School will utilize A-G Completion Improvement Grant funds to expand training offerings to counselors and Equity and Inclusion staff, with an emphasis on evidence-based strategies that promote a 'university going mindset' for students and families. With this expanded training, counselors and staff will be equipped to implement these strategies and monitoring tools/methods in one-on-one counseling sessions with students and families and in information workshops delivered through the School's Family Learning Series. Counselors can also share strategies with teachers that will influence and impact the way they provide instruction and converse with students and families related to post-secondary plans.

LCAP Goal 4 is centered on providing a safe environment and supportive school culture for all educational partners. Some of the key services related to this goal include nursing services for physical health needs and licensed mental health therapists to provide counseling services to students. The School plans to use A-G Completion Improvement Grant funds to expand opportunities for students to participate in counseling and informational sessions related to mental and physical health. This expanded wellness program will be a multi-faceted approach that is proactive in maintaining wellness, but also responding to the unique needs of the students as they are identified. These added counseling services and informational sessions will support consistent student attendance, positive behaviors and increased achievement in school which will lead to improved completion of A-G requirements.

LCAP Goal 5 is focused on providing innovative, engaging and community-based resource centers that support the needs of students and families. Some of the key services embedded within Goal 5 include formal engagement opportunities, Family Learning Series, Bus Pass Program, and materials/resources that are accessible to non-English speaking families. The school plans to use A-G Completion Improvement Grant funds to partner with local colleges, universities, and non-profits with expertise in providing ongoing informational workshops focused on college preparation and access. Topics will include, but are not limited to, financial aid assistance, scholarships, benefits and what to expect. The school will also utilize A-G Completion Improvement Grant funds to create engaging flyers, handouts, and newsletters, in multiple languages and formats, focused on creating a college going mindset and recruitment of students and parents to attend workshops related to college preparation and planning.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Instruction: Low-ratio, high frequency academic tutoring opportunities for students focused on supporting student achievement in A-G coursework; expansion of AVID programs that promote college planning and readiness	Unavailable, expected Mar-22
Curriculum: Design new and engaging curriculum that is aligned to California content standards and receive A-G approval	Unavailable, expected Mar-22
Professional Learning: Professional development for teachers, counselors and staff related to building capacity to implement strategies and monitoring tools that will promote a 'college going mindset'	Unavailable, expected Mar-22
Mental Health and Social Emotional Learning: Counseling services and wellness programs that promote positive student behaviors, interactions, relationships and resiliency	Unavailable, expected Mar-22
Community Partnerships: Partner with colleges, universities, non-profits, and local organizations that can provide informational and counseling sessions related to college preparation and meeting A-G requirements	Unavailable, expected Mar-22
Marketing and Recruitment: Marketing materials and expenses related to the creation of flyers, newsletters and social media content that promote A-G completion	Unavailable, expected Mar-22
Other: Financial assistance for underserved student groups that promote successful completion of A-G requirements	Unavailable, expected Mar-22