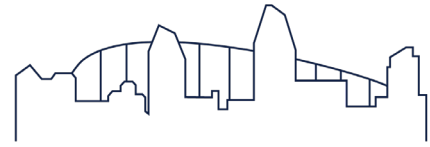
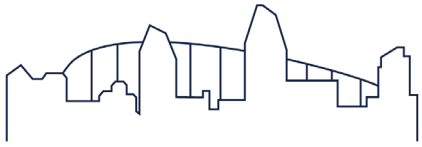




WELCOME TO

The Charter School of
SAN DIEGO
Teacher Induction Program



The Charter School of San Diego
Teacher Induction Program

Submitted by: The Charter School of San Diego
For the purpose of CTC eligibility review
for initial institutional approval.



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CONSIDERATIONS FOR INITIAL INSTITUTIONAL APPROVAL based on the twelve (12) criterion below.

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CRITERIA 1

RESPONSIBILITY AND AUTHORITY



The Charter School of
SAN DIEGO
Teacher Induction Program

Criteria 1

Criteria 1: Responsibility and Authority

Submission Requirements:

(a) Provide an organizational chart(s) AND a corresponding narrative description. The narrative description must include the following:

1. Identify the division(s) within the institution that will be responsible for the oversight of educator preparation programs. (Include any parent organization, outside organization(s), or partner(s) that will be involved in the oversight of the educator preparation unit and/or responsible for program delivery). Ensure that the organizational chart(s) depict lines of authority.
2. Identify the position within the organizational structure that will be responsible for ongoing oversight of all educator preparation programs offered by the entity, including educator preparation programs offered by extension divisions, if applicable.
3. Identify the individual and position within the organizational structure that will coordinate each educator preparation program sponsored by the entity. Include a description of the reporting relationship between #1-3 above. If a reporting relationship will be indirect, describe the levels of authority and responsibility for each educator preparation program.

(b) A statement of assurance signed by the Unit Head stating the following:

1. Duties regarding credential recommendations will not be delegated to persons other than employees of the Commission-approved institution, and
2. Those individuals identified as responsible for credential recommendations will participate in Commission training related to the recommendation process

1a-1) The President/CEO of The Charter School of San Diego (CSSD), Mary Searcy Bixby, is responsible for the ongoing oversight of the Teacher Induction Program. Tim Tuter, the Unit Head, is the Executive Director for The Charter School of San Diego. He also serves as the Executive Director of Audeo Charter School, as the two schools are affiliated charter schools, operate under the SSP Corporation and both chartered by San Diego Unified School District. See Criteria 1 Appendix for Organization [Chart](#). [See Criteria 1 Appendix for the Executive Director's Job Description](#).

1a-2) The Teacher Induction Program Coordinator will coordinate the Teacher Induction Program and report to the Curriculum and Professional Development Coordinator, Cathryn Rambo. Cathryn Rambo reports to the Executive Director, Tim Tuter, Unit Head, who reports to Mary Searcy Bixby. The Teacher Induction Program Coordinator will be hired when CSSD is approved to offer the Teacher Induction Program.

1a-3) Once hired, the Program Coordinator will hire, support, and evaluate faculty teaching in the program, facilitate teaching placements, and collaborate with mentors and students. The Curriculum and Professional Development Coordinator designs the course scope and sequence with the support of the Teacher Credentialing Program Coordinator. Each has a specific role in the support and evaluation of instructors and collaboration with mentors.

1b-1, 2) see statement of assurance on following page

10/23/20

To the CTC Committee,

As Unit Head, I assure that:

- 1) The duties regarding credential recommendations will not be delegated to persons other than employees of the Commission-approved institution, and
- 2) The individuals identified as responsible for credential recommendations will participate in Commission training related to the recommendation process

Signed,



Tim Tuter
Executive Director, Unit Head

CRITERIA 2

LAWFUL PRACTICES



The Charter School of
SAN DIEGO
Teacher Induction Program

Criteria 2

Criteria 2: Lawful Practices

Submission Requirements:

- (a) Provide a draft or copy of the institution's policies governing personnel decisions including employment, retention, and promotion (e.g. employee handbook, recruiting materials, or other published personnel materials) that include reference to an unlawful discrimination policy
- (b) Provide a draft or copy of the institution's policies related to candidate admissions, retention, and graduation (e.g. candidate handbook, website, or other materials) that include reference to an unlawful discrimination policy

To be granted initial institutional accreditation, a program of professional preparation must be proposed and operated by an Entity that makes all personnel decisions regarding the employment, retention, or promotion of employees without unlawful discrimination. The entity must make all decisions regarding the admission, retention, and graduation of students without unlawful discrimination.

The Charter School of San Diego Teacher Induction Program (CSSD TIP) makes all decisions related to applications, acceptance, admissions, and personnel decisions without considering race, color, creed, national origin, gender, pregnancy, sexual orientation or preference, marital status, sex, religion, age, military service, or any other constitutionally or legally prohibited consideration protected by law. These decisions include the admission, retention and graduation of students, and decisions regarding the employment, retention, or promotion of staff. All admission actions are administered in a nondiscriminatory manner. Further, consistent and fair protocols are established for applicants, students, or staff to utilize should either feel that they are subjected to aforementioned discrimination or harassment based on the constitutionally protected classes listed above.

CSSD TIP's policies covering Unlawful Harassment, Discrimination, and Retaliation ([Employee](#)), Equal Employment Opportunity ([Candidate](#)) ([Employee](#)), Title IX Protections Against Harassment, Intimidation, Discrimination, and Bullying ([Candidate](#)), Student Grievances ([Candidate](#)), and Employee Complaints ([Employee](#)) are housed within CSSD TIP's website as well as the applicant, candidate, and faculty/staff manuals provided to all individuals associated with CSSD TIP. See Criteria 2 Appendix for [Candidate Handbook](#) and [Employee Manual](#).

COMMISSION ASSURANCE & COMPLIANCE



Criteria 3

Criteria 3: Commission Assurances and Compliance

Submission Requirements

Provide a statement of assurance signed by the unit head stating that:

- (a) The institution will be in compliance at all times with all relevant preconditions for the initial program(s) being proposed
- (b) The institution will provide all required data reports, including but not limited to data reports and accreditation documents, for all proposed educator preparation program(s)
- (c) The institution will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff
- (d) The institution will participate fully in the accreditation system and adhere to submission timelines
- (e) The institutional leadership understands that once a candidate is accepted and enrolled in the educator preparation program, the sponsor will offer the approved program, meeting the adopted standards, until the candidate:
 - i. Completes the program
 - ii. Withdraws from the program
 - iii. Is dropped from the program
 - iv. Is admitted to another approved program to complete the requirements with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate

3a) The Charter School of San Diego fully assures it will always comply with all relevant preconditions for the initial program(s) being proposed.

3b) The Charter School of San Diego fully assures it will provide all required data reports, including but not limited to data reports and accreditation documents, for all proposed educator preparation program(s).

3c) The Charter School of San Diego fully assures it will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff.

3d) The Charter School of San Diego fully assures it will participate fully in the accreditation system and adhere to submission timelines.

3e) The Charter School of San Diego's leadership fully assures it understands that once a candidate is accepted and enrolled in the educator preparation program, the sponsor will offer the approved program, meeting the adopted standards, until the candidate: i. Completes the program; ii. Withdraws from the program; iii. Is dropped from the program; iv. Is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate

See signed letter of assurance on next page.

10/26/20

To the CTC Review Committee:

This letter to confirm each of the following assurances:

- a) The Charter School of San Diego fully assures it will always comply with all relevant preconditions for the initial program(s) being proposed.
- b) The Charter School of San Diego fully assures it will provide all required data reports, including but not limited to data reports and accreditation documents, for all proposed educator preparation program(s).
- c) The Charter School of San Diego fully assures it will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff.
- d) The Charter School of San Diego fully assures it will participate fully in the accreditation system and adhere to submission timelines.
- e) The Charter School of San Diego's leadership fully assures it understands that once a candidate is accepted and enrolled in the educator preparation program, the sponsor will offer the approved program, meeting the adopted standards, until the candidate:
 - i. Completes the program
 - ii. Withdraws from the program
 - iii. Is dropped from the program
 - iv. Is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate

Signed,



Tim Tuter
Executive Director, Unit Head

CRITERIA 4

REQUEST FOR DATA



The Charter School of
SAN DIEGO
Teacher Induction Program

Criteria 4

Criteria 4: Requests for Data

Submission Requirements:

- (a) Provide the name and title of the person responsible for reporting and responding to all requests from the Commission within the specified timeframes for data, including, but not limited to:
 - Program enrollments
 - Program completers
 - Examination results
 - State and federal reporting
 - Candidate competence
 - Organizational effectiveness data
 - Other data as indicated by the commission
- (b) Provide an assurance statement signed by the Unit Head stating that the institution understands that it will be responsible for checking the contact information listed on the Commission's approved programs page and that any necessary updates will be made on, at least, an annual basis

The Charter School of San Diego, to be hired upon application approval, serves as the main contact person responsible for all CTC requests for reporting. The Teacher Credentialing Director will generate and respond to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results and state and federal reporting within the time limits specified, candidate competence, organizational effectiveness data, and other data specified by the Commission.

10/26/20

To the CTC Review Committee:

This letter to confirm the following assurances:

The Charter School of San Diego understands that it will be responsible for checking the contact information listed on the Commission's approved programs page and that any necessary changes will be made on, at least, an annual basis.

Signed,



Tim Tuter
Executive Director, Unit Head

CRITERIA 5

GRIEVANCE



The Charter School of
SAN DIEGO
Teacher Induction Program

Criteria 5

Criteria 5: Grievance Process

Submission Requirements

- (a) Provide a draft, copy, or link to the institution's grievance process for candidates and applicants that is or will be easily accessible (e.g. link to where the grievance process is housed on the institution's website)
- (b) Provide evidence that demonstrates how candidates will be informed of the existence of the grievance process early in their enrollment in the program (e.g. orientation materials or candidate handbook where it is clear that the grievance process will be discussed)

The Charter School of San Diego Teacher Induction Program provides candidates and applicants with a clearly delineated, nondiscriminatory, grievance policy and maintains this policy and process within the student hand-book and program website.

5a) The Charter School of San Diego has a documented Student Grievance Policy and process for candidates and applicants that is available on the website as well as in the Candidate Handbook.

[See Criteria 2 Appendix for Candidate Handbook-Grievance Policy.](#)

[See Website: https://altusuniversity.com/](https://altusuniversity.com/)

5b) The Candidate Grievance Policy is accessible to all candidates and applicants in the Teacher Induction Program Candidate Handbook, which is linked on the program's website. During the enrollment process, candidates will be apprised of all policies within the Teacher Induction Program Candidate Handbook and must sign and return the Enrollment Agreement. Within the Enrollment Agreement, candidates will initial that they have been apprised of terms, agreements and policies; including the Grievance Policy. The signed Enrollment Agreement will be collected and filed in their candidate record prior to the start of the program.

[See Criteria 2 Appendix for Draft Enrollment Agreement.](#)

[See Criteria 2 Appendix for Draft Teacher Induction Program Candidate Handbook.](#)

CRITERIA 6

COMMUNICATION & INFORMATION



The Charter School of
SAN DIEGO
Teacher Induction Program

Criteria 6

Criteria 6: Communication and Information

Submission Requirements

- (a) Provide a draft website demonstrating how the institution plans to communicate and inform the public about the institution and the educator preparation program(s) it plans to offer. The draft website will provide:
 - Information about the institution and all approved educator preparation program(s) and
 - Information about the institution's mission, governance and administration, admission procedures and requirements, course and fieldwork requirements, and completion requirements.
- (b) Provide an assurance signed by the Unit Head noting that:
 - Once approved, the institution will make the website accessible to the public so the public may obtain basic information about the institution's programs and requirements
 - The website will not require login information about its mission, governance and administration, admission procedures, and information about all Commission-approved educator preparation programs.
- (c) Provide drafts, copies, or other means of communication outside of the website that will inform the public of the institution's mission, governance and administration, admission procedures, and information about all Commission-approved educator preparation programs (e.g. institutional catalog, admission materials, etc.)

6a) The Charter School of San Diego Teacher Induction Program (CSSD TIP) will upload all pertinent information related to program information, degree requirements, application materials, etc., to a fully public and open website. Public stakeholders and interested parties can view the website without need for username/log-in or password requirements. Information on the page will be updated on a quarterly-basis to ensure that all information, documents, deadlines, etc., are relevant and timely. For reference purposes, the CTC may view CSSD TIP DRAFT <https://altusuniversity.com/>. By March 4, 2022 the website will be live.

6b) The website will house all information related to the mission, governance, administration, admissions procedures and requirements, and academic procedures of CSSD TIP. Currently, these items are pending review by CTC for initial institution approval. All items will be uploaded and made publicly visible once initial institutional approval is granted by the CTC.

In addition to the Program website, information related to mission, governance, administration, an admissions procedures and requirements, and academic procedures of CSSD TIP will be outlined in Candidate Handbook. In addition to this program-specific information, Candidate Handbooks will also include CSSD TIP mission, vision, and values statements as well as technical information related to course offerings, learning management systems, organizational charts, student expectations, roles of students and cooperating teachers, grievance policies, and other pertinent information. Handbooks will be available for PDF download from the website and hard copies may be obtained at any administrative office. Upon acceptance, CSSD TIP will provide all admitted candidates with a physical copy of the handbook and will review all information with students during the on-boarding and orientation phases of enrollment. See the signed assurance that follows.

6c) In addition to the website and physical handbooks, The Charter School of San Diego Teacher Induction Program will utilize various mediums to disseminate information regarding the proposed induction program. These mediums include, but are not limited to, marketing flyers, social media postings, informational sessions (held in-person via career/networking fairs, or on-line), email newsletters, and outreach to teacher-preparation programs throughout San Diego county.

[See Criteria 6 Appendix for draft Social Media and Marketing.](#)

URL

- www.altusuniversity.com

Website Site Map Outline:

- About
 - Mission & Vision
 - Board
 - Contact Us
- Teacher Induction Program
 - Admissions
 - Program Requirements
 - Course of Study
 - Candidate Handbook
 - Faculty Handbook
- Become a Mentor
- Contact Us
- Search

10/26/20

To the CTC Review Committee:

This letter to confirm each of the following assurances:

- Once approved, The Charter School of San Diego Teacher Induction Program will make the website accessible to the public so the public may obtain basic information about STELLAR's programs and requirements
- The website will not require login information such as codes/passwords, etc.
- The Charter School of San Diego Teacher Induction Program will make public information about its mission, governance and administration, admission procedures, and information about all Commission-approved educator preparation programs

Signed,



Tim Tuter
Executive Director, Unit Head

**STUDENT
RECORDS
MANAGEMENT
ACCESS, & SECURITY**



Criteria 7

Criteria 7: Student Records Management, Access, and Security

Submission Requirements:

Provide a plan-and corresponding evidence if available-that verifies the following:

- (a) Candidates will have access to their transcripts and/or other documents for the purpose of verifying academic units and program completion
- (b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies)
- (c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public

7a) Candidates enrolled in The Charter School of San Diego's Teacher Induction Program (CSSD TIP) will be given a program specific outline that includes all required coursework, fieldwork and total units required for program completion. Additionally, the CSSD TIP will utilize Microsoft Office 365 suite for all candidate records including: applications to post coursework, syllabi, assignments and course completion and attendance. Candidates will be able to log in and access unofficial course and grade summaries through their Microsoft Office 365 account. Official transcripts will be provided to each candidate upon successful completion of all coursework and fieldwork requirements. Candidates will be able to contact the Registrar at any time to track completion of program units, obtain enrollment certification or transcripts or view their student record.

7b) All candidates' records (paper and digital) will be securely housed within one central location on the main institutional site of the CSSD TIP and maintained by the program office in Bonita [\(see criterion 12\)](#).

7c) CSSD TIP will maintain all candidate paper files/records in a locked filing cabinet within the locked program office in Bonita. Candidate digital files/records will be maintained on a secure server located in the locked server room in a secure colocation off campus accessible only to the Director of Technology, who is housed at the Sorrento Mesa Administrative Office. Within the draft Teacher Induction Program Candidate Handbook, candidates are apprised of their protected rights.

[See Notification of Rights under FERPA in the Candidate Handbook \(Criteria 2 Appendix\)](#).

CRITERIA 8

DISCLOSURE



The Charter School of
SAN DIEGO
Teacher Induction Program

Criteria 8: Disclosure

Submission Requirements:

- a) Identify all relevant proposed delivery models
- b) Provide a list of all locations of the proposed educator preparation program(s)
- c) Provide, if applicable, a list of any outside organization(s) that will be providing any direct educational services and what those services will be in relation to the proposed programs. Outside organizations are not formally employed by the institution seeking IIA.

8a) Proposed delivery model: candidates will progress through their academic coursework in a cohort-based model with weekly/bi-weekly meetings and support from their mentor teacher. Instruction is delivered via:

- Synchronous-In person/virtual instruction, delivered at the Bonita Training Center
- Asynchronous-Online learning - Instruction delivered via Microsoft Office 365 suite of applications.
- Blended Learning - via Microsoft Office 365/ in person at the Bonita Training Center

The professional learning system for The Charter School of San Diego provides the Charter School of San Diego staff aligned to the California Quality Professional Learning Standards, California Standards for the Teaching Profession, and the LCFF State Priorities for Student Learning. The plan is based on five key pillars of school priorities: Curriculum Content Training, Student Engagement, Ethical Responsibilities, Efficiency and Effectiveness, and Strategic Planning. These key pillars support workforce collaboration, knowledge transfer and management, and best practices to ensure sustainability and innovation. Courses and course content is informed by student achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices.

8b) All locations of the proposed educator prep program including satellite campuses:

Research/ Training Development Center – Bonita, CA: This facility maintains wireless internet access, one (1) fully equipped “smart” classroom, multiple meeting/study spaces, a commons area that can hold up to 140 attendees, a copy center, small kitchen and sufficient free parking available to accommodate all staff, faculty, and candidates. All building facilities are accessible and meet ADA standards.

[See Criteria 12 Appendix F for Bonita Training Center Floor Plan.](#)

CSSD TIP proposes to use the following locations for its clear credential mentor teacher placements:

- Audeo Charter School
- Audeo Charter School II
- Audeo Charter School III
- Grossmont Secondary School
- Mirus Secondary School
- Sweetwater Secondary School
- The Charter School of San Diego

8c) Any outside organizations that will provide educational services:

During student teaching/fieldwork placement, CSSD TIP will allow the credential candidates the opportunity to participate in teacher professional development. Candidates will attend instructional meetings and professional development workshops offered at their student teaching placement site. Additionally, the CSSD TIP maintains a collaborative partnership between Altus University and the El Dorado County Charter SELPA. The El Dorado County Charter SELPA will provide faculty support to the program when coursework relates to IDEA and IEP laws and procedures, as well as partner with The Charter School of San Diego to offer professional development opportunities.

Partners may include:

- El Dorado County Charter SELPA

Criteria 8

- San Diego County Office of Education
- Audeo Charter School
- Audeo Charter School II
- Audeo Charter School III
- Grossmont Secondary School
- Mirus Secondary School
- Sweetwater Secondary School

CRITERIA 9

VERACITY IN ALL CLAIMS



The Charter School of
SAN DIEGO
Teacher Induction Program

Criteria 9

Criteria 9: Veracity In All Claims

Submission Requirements:

- a) Provide a statement of assurance signed by the Unit Head that includes the following language:
 - The institution affirms that all information provided to the Commission is truthful and accurate
 - The institution understands that evidence of a lack of veracity is cause for denial of Initial Institution Approval

Please see the following signed letter from the Unit Head.

10/26/20

To the CTC Review Committee:

This letter confirms each of the following assurances:

- The Charter School of San Diego affirms that all information provided to the Commission is truthful and accurate
- The Charter School of San Diego understands that evidence of a lack of veracity is cause for denial of Initial Institutional Approval

Signed,



Tim Tuter
Executive Director, Unit Head

CRITERIA 10

MISSION & VISION



The Charter School of
SAN DIEGO
Teacher Induction Program

Criteria 10: Mission and Vision

Submission Requirements:

- a) Identify the specific educator preparation program(s) the institution will seek to offer
- b) Provide the institution's mission and vision for educator preparation that is consistent with California's approach to educator preparation and confirms that the mission and vision will be published on the website and in institutional documentation provided to candidates
- c) Provide information about how the mission and vision for educator preparation reflects the institution's commitment to California's adopted state standards and frameworks for TK-12 students
- d) Provide information about the institution's philosophical and/or theoretical framework or approach underlying the design of educator preparation. This is not a description of the program design, which will be submitted when your institution responds to program standards in Stage II
- e) Provide information that demonstrates the institution's commitment to preparing candidates who will work effectively with the full range of California TK-12 students
- f) Provide any other relevant information the institution believes will allow the Commission to better understand the institution and its programs.

10a) The Charter School of San Diego is seeking Initial Institutional Approval to offer an educator preparation program in: Teacher Induction Program

10b) MISSION AND VALUES

The mission and values are published on the website at www.altusuniversity.com. The website is not currently public and will be public upon the approval of the credentialing program. The mission and vision are also located in the candidate handbook and the flyers for program enrollment. See [Appendix 2](#) and [Appendix 6](#).

Vision

The Charter School of San Diego Teacher Induction Program is a national model of educational leadership and innovation dedicated to the preparation of exceptionally qualified educators. Candidates are prepared to provide a whole-child approach in service of equity, inclusiveness, and the achievement of all students.

Mission

The Charter School of San Diego Teacher Induction Program bridges the gap between high-quality education theory and practice through an innovative and personalized teacher preparation program. The Charter School of San Diego Teacher Induction Program develops effective educators who are uniquely equipped to engage diverse students in futuristic learning environments.

10c) The Charter School of San Diego Teacher Induction Program (CSSD TIP) is consistent with California's adopted state standards and frameworks for TK-12 by focusing on building literacy and critical thinking skills in all subjects, consistent with the California Common Core State Standards and each subject's specific framework. Teachers participating in the CSSD TIP, will not only build their depth of knowledge within these state standards and frameworks, but learn evidenced-based instructional practices that work with an "at-promise" student population within the 5 Dimensions of Teaching and Learning Framework (5D Framework).

CSSD TIP Candidates will contribute to the mission of the program by providing personalized and culturally relevant instruction aligned to Common Core State Standards and the state-adopted frameworks for TK-12. The instruction is aligned to the state adopted frameworks and in line with formative and summative assessments aligned to the Smarter Balanced Blueprint for assessment.

By aligning the individualized learning plans of the clear credential candidates to standards-mastery and the CA state dashboard, NWEA Measures of Academic Progress (our local indicator), and NGSS through CAST results, students will show standard proficiency Common Core State Standards and NGSS. Through Resource Center Meetings, Instructional Meetings, instructional coaching through the Program and monthly data review, clear credential candidates are continually in a cycle of data monitoring toward student standards

Criteria 10

mastery and their own progress towards their individualized learning plans. Resource Center Meetings, Instructional Meetings, and monthly data review, clear credential candidates are continually in a cycle of data monitoring toward student standards mastery and their own progress towards their individualized learning plans.

10d) The mission of the CSSD TIP is to provide innovative teaching and futuristic learning to diverse learners. In doing so, the Professional Learning System is first grounded in framework to support not only the diverse learners, but also the innovative and resilient skills necessary for teachers to provide transformative education for all students. Once grounded in the theoretical framework listed below, it is then aligned to the **Quality Professional Learning Standards (QPLS)** including data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, alignment and coherence.

CSSD TIP philosophical and theoretical framework is built on the premise that in all things, kids come first. There are several researchers that provide the foundation of the professional learning system. Through culturally relevant teaching practices from Zaretta Hammond and the equity work with Linda Darling-Hammond, Trauma Informed Practices with Bruce Perry, transformative schools with Dr. Pedro Noguera, Daring Leadership, culture building, and vulnerability with Brene Brown, we have a well-rounded approach to our Professional Learning System to teach “at-promise” students. While there is a strong framework of research, we are also focused on the 5 Dimensions of Teaching and Learning from the Center for Educational Leadership at the University of Washington.

10e) CSSD TIP is committed to preparing candidates who will work effectively with the full range of CA TK-12 students. The population of students at The Charter School of San Diego is diverse, with over 18% of the student population having an IEP. The majority of students of students are socio-economically disadvantaged, 67%, with a large Hispanic/Latino student group, 65%. With Resource Centers across San Diego, participants in CSSD TIP will work with diverse student groups. The Charter School of San Diego uses a personalized approach to work with students individually through a Pathways Personalized Education Plan (PPEP). This plan is the culmination of the team approach of involving educators, parents, students, counselors, and administrators to create a customized plan for students based on previous course grades and student goals for graduation and college and career. All placements of candidates will be in schools with similar demographic breakdowns and mentor teachers will be provided that have similar student demographics as the candidates.

10f) Highlights

1. High quality Mentorship- Highly skilled mentors provide coaching, support, relevant and meaningful feedback cycles for continuous improvement.
2. Personalized Learning Plans- Use comprehensive data to drive evidence based instructional strategies for each student’s engagement, learning, and achievement.
3. Ensuring equitable and inclusive learning environments that meet the needs of each student and promote thriving student groups.
4. Pedagogy for effective teaching in a distance learning and blended learning environment.
5. Leading Edge Certification in Blended and Online Learning- Courses based on the iNACOL National Standards for Online Teaching and the iNACOL Blended Teacher Competency Framework. Candidates will gain the skills to effectively facilitate online and blended courses and have a solid understanding of how to enhance the learning opportunities for all students enrolled in their distance learning courses

**HISTORY
OF PRIOR EXPERIENCE
& EFFECTIVENESS IN
EDUCATOR PREPARATION**



Criteria 11: History of Prior Experience and Effectiveness in Educator Preparation

Submission Requirements

- a) Provide history related to its prior experience preparing, training, and supporting education within California or in other states
- b) Provide evidence that the third-party notification enlisting comments to be sent to input@ctc.ca.gov has been posted on institution's website

11a) Provide history related to its prior experience preparing, training, and supporting educators within California or in other states:

The Charter School of San Diego has been in operation for over 25 years. It was the 28th charter approved by the State of California and has been in good standing with the San Diego Unified School District since its creation. The Charter School of San Diego was established as a visionary model for educational reform, specifically aimed at students whose futures are at risk. The Charter School of San Diego can meet the unique needs, including academic, social emotional, and behavioral of each student by providing a personalized and rigorous educational experience.

In 2015, The Charter School of San Diego was nationally recognized as the first K-12 individual school for the Malcolm Baldrige National Quality Award. This is the only Presidential award for performance excellence. The Charter School of San Diego is WASC accredited, has a current NCAA course list, UC a-g course list, and College Board AP course list.

Within The Charter School of San Diego, the professional learning system is called Altus University (AU). While not an actual university, it acts as a school within a school, providing timely professional learning utilizing actionable student data for all workforce. AU was created 10 years ago as a means to facilitate, monitor, and improve professional learning. All AU Professional Learning sessions are aligned to the California Quality Professional Learning Standards ([see Criteria 11 Appendix](#)), California Standards for the Teaching Profession, and the LCFF State Priorities for Student Learning. The plan is based on five key pillars of professional growth that are priorities for The Charter School of San Diego: Curriculum Content Training, Student Engagement, Ethical Responsibilities, Efficiency and Effectiveness, and Strategic Planning. These key pillars support workforce collaboration, knowledge transfer and management, and best practices to ensure sustainability and innovation. Courses and course content is informed by student achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices.

As part of LCAP metrics, The Charter School of San Diego aims for a 90% relevance of Professional Learning and 90% satisfaction. For the 20-21 school year, The Charter School of San Diego's professional learning had a relevance of 97% and a 99% satisfaction rate. Altus University Professional Learning sessions are offered daily and are recorded and housed for on-demand professional learning at the convenience of the teachers. Sessions that are within the curriculum content pillar directly align to instructional strategies for Common-Core instruction. In the past year, those sessions have been aligned to student outcomes to show the effectiveness of the Professional Learning.

11b) Provide evidence that the third-party notification enlisting comments to be sent to input@ctc.ca.gov has been posted on the institution's website.

Please see CSSD website for posting [<https://charterschool-sandiego.net/about/public-notices/>] under the IIA Application heading.

Please see the CSSD TIP website under the "contact us" area for the posting.

[See Website: https://altusuniversity.com/](https://altusuniversity.com/)

-

CRITERIA 12

CAPACITY & RESOURCES



The Charter School of
SAN DIEGO
Teacher Induction Program

Criteria 12: Capacity and Resources

Submission Requirements:

- a) Provide a copy of the most recent audited budget for the institution
- b) Provide a proposed operational budget for the educational unit
- c) Provide information about instructional and support personnel for the educational unit who will be employed or will provide services to candidates in the first 2-3 years of the program's operation. This information shall include, but not be limited to the following:
 - Instructional personnel (e.g., director(s), program coordinator(s), etc.)
 - Number and type of faculty (e.g., full-time, part-time, adjunct, etc)
 - Support providers and/or coaches
- d) Provide the criteria and/or minimum qualifications for each of the positions noted in element (c) above.
- e) Provide evidence of Tk-12 partnerships for the purposes of providing fieldwork
- f) Provide information demonstrating sufficient facilities and/or digital learning platforms for candidates
- g) Provide a plan to teach out candidates if, for some reason, the institution is unable to continue providing the proposed educator preparation program(s), including program closure

- a) The most recently audited budget is located in the appendix.
[See Criteria 12 Appendix a for Audited Budget.](#)
- b) The operational budget for the educational unit is located in the appendix. The operational budget assumes costs that are included in the CTC program costs. For that reason, there is a supplemental budget in the appendix that outlines the costs that are currently already allocated in the current budget, but are going to be used towards the cost of the CSSD TIP.
[See Criteria 12 Appendix b for Proposed Operational Budget.](#)
- c) Instructional and support personnel for the educational unit includes staff that is already associated with the Charter School of San Diego.
 - Instructional Personnel-The current Curriculum and Professional Development Coordinator will be in charge of creating the curriculum in conjunction with the Coordinator, who will be hired upon approval. The mentors that will be paired with The Charter School of San Diego Teacher Induction Program (CSSD TIP) candidates will be current teachers who have been selected based on minimum qualifications in area (d) below
 - CSSD TIP will have two current part-time faculty that will be facilitating the course completion, and the number of mentors selected will be determined upon number of candidates accepted into the program
 - i. Current Curriculum and Professional Development Coordinator
 - ii. Coordinator of STELLAR
 - The credential analyst is a position that already exists within CSSD and the position will be expanded to include work for the Teacher Induction Program.
- d) The minimum qualifications for each of the faculty is
 - Curriculum and Professional Development Coordinator Minimum Qualifications
 - Master's Degree in Curriculum and Instruction, or related field
 - Valid California Administrative Services Credential desired
 - Five (5) years related experience in leadership
 - Five (5) years of successful teaching, coaching, professional learning, and/or administrative experience
 - Valid California driver's license
 - CSSD TIP Coordinator Qualifications
 - Master's Degree in Education, Curriculum and Instruction, or related field
 - Valid California Administrative Services Credential
 - Five (5) years related experience in educational leadership

Criteria 12

- Five (5) years of successful teaching and/or administrative experience
 - Five (5) years of successful mentoring, coaching, and/or leading professional learning
 - Knowledge of CTC requirements for credentialing
- Mentor Qualifications
 - Five (5) years of experience in teaching
 - Three to Five (3-5) years of positive Compliance/Audit results
 - Three to Five (3-5) years effective teacher evaluations
 - Evidence of school culture
 - Supervisor recommendation
- e) We have secured partnerships for fieldwork with the following schools (see appendix for copies of the MOUs):
- Audeo Charter School
 - Audeo Charter School II
 - Audeo Charter School III
 - Grossmont Secondary School
 - Sweetwater Secondary School
 - Mirus Secondary School
- f) The majority of the face- to- face training will be facilitated from the Bonita Training Center located at 3252 Bonita Road, Chula Vista, CA 91910. The floor plan of the Training Center is included in the appendix. The office also has a Broadcast Room to facilitate the virtual learning. All candidates will be using O365 products including Teams, SharePoint, and One Drive. The learning platform will be utilizing Microsoft Teams.
- g) CSSD TIP has had a discussion with the San Diego County Office of Education (SDCOE) about the teach-out plan. [Email confirmation of meeting](#) as well as the [Zoom meeting confirmation with SDCOE](#) is in the appendix. If CSSD TIP were to close, depending on the time of year, any Year 2 candidates enrolled in the CSSD TIP will continue in the program and complete the remainder of their Year 2 requirements to clear their credential. CSSD TIP Year 1 students, again depending on the time of year, would either be referred to the SDCOE Teacher Induction Program at a reduced cost as the School would provide for and compensate the mentors, or the candidates would continue in the CSSD TIP until they finish Year 2. Once the decision to close the program has been approved, no new applicants will be admitted and instead would be referred to SDCOE's Teacher Induction Program.

APPENDIX



The Charter School of
SAN DIEGO
Teacher Induction Program

Appendix Documents

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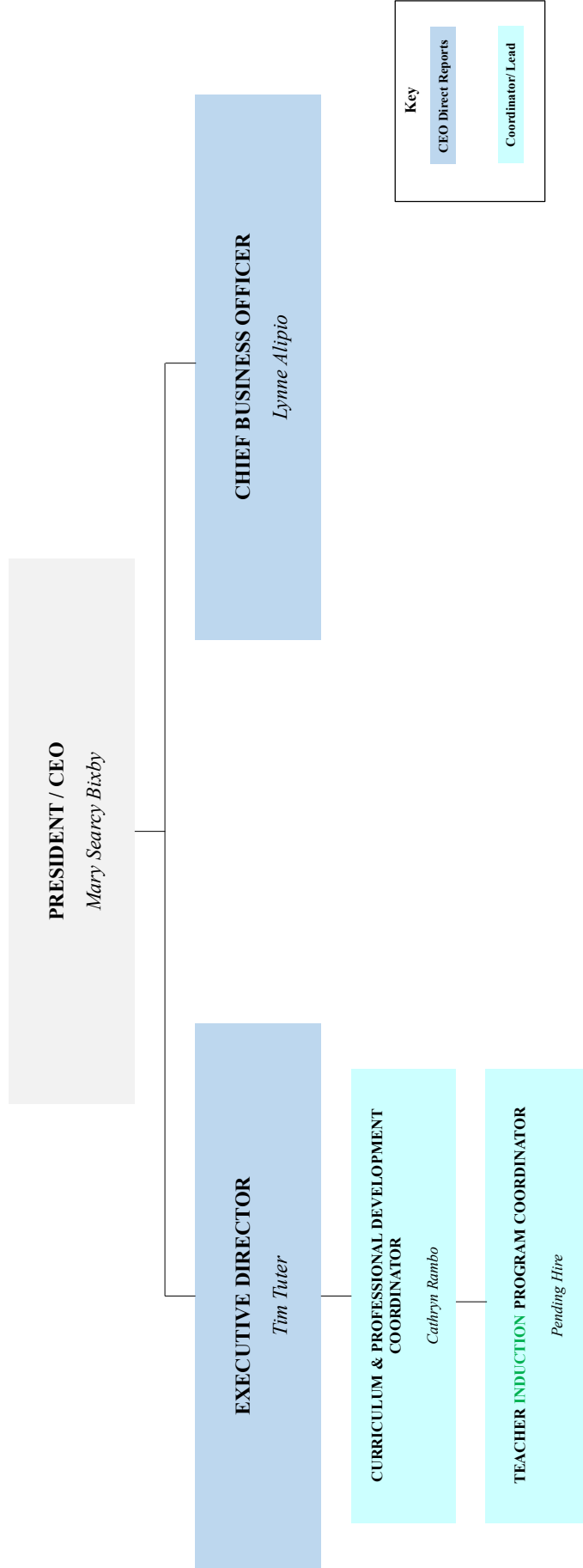
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ORGANIZATIONAL CHART



Organization Chart

The Charter School of San Diego



Executive Director**BASIC FUNCTION/DESCRIPTION OF POSITION:**

Under the direct supervision of the President/CEO, the Executive Director primary focus is to manage, supervises, and oversees the instructional program as it relates to students, parents, and instructional staff. This includes instructional outcomes relating to student performance with measurable data including but not limited to state mandated testing, student retention, graduation rate, learning productivity, and credit rate.

REPRESENTATIVE DUTIES:

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.

- Oversee and manage the instructional program.
- Manage the planning, creation, implementation, training, and evaluation of curriculum.
- Coordinate and oversee professional development as it relates to instruction and organizational needs. This includes but is not limited to: methodology, pedagogy, focused teaching, data-driven instruction, student health and wellness, sexual harassment (staff and students), conflict resolution, and professionalism.
- Review and monitor data as it relates to instruction and positive instructional outcomes.
- Review and maintain State and Federal compliance relating to instruction and independent study.
- Oversee the compliance and monitoring of information pertaining to Federally Funded Instructional Programs.
- Oversee the Charter School of San Diego Teacher Induction Program.
- Liaison to the community as it relates to students and parents.
- Oversee, coordinate, and review the WASC process this includes: monitoring records, building WASC teams, gathering support data and evidence, preparation of the document which includes writing, revising, and reviewing, and overseeing the final visitation of WASC.
- Collaborate with the support team on a weekly basis in strategic planning and implementation of the organization resulting in positive instructional outcomes.
- Collaborate with the President/CEO on items relating to instructional programs, staffing, and short-term/long-term vision setting.
- Collaborate with the Finance department regarding use of instructional funds, CONAPP, and federally funded programs.
- Supervise the Operations department on facilities and technology needs.
- Supervise the Data and Assessment department.
- Supervise the Curriculum and Professional Development department.
- Supervise the Human Resources department in recruitment, hiring, and onboarding of staff.
- Collaborate with Student Services Center in monitoring growth, enrollment, and placement of students.
- Collaborate with counselors in monitoring and maintaining communication and outreach to students, parents, and teachers.
- Collaborate with partnerships representatives in obtaining resources for students and their family.
- Collaborate with the leadership team and other key members in data-driven decision making.
- Represent the organization at educational/business events relating to Charter Schools.
- Create systems and programs relating to instruction.
- Ensure the safety and well-being of students and employees as it relates to the instructional program.
- Collaborate with teachers and counselors on student discipline.
- Monitor and maintain the classroom ensuring a safe and supportive environment conducive to learning.
- Write reports and/or special projects in collaboration with the support team such as Charter Renewal, WASC, and other professional organizational documents and publications.
- Review and monitor the compliance of federal regulations ensuring that teachers are credentialed and receive appropriate training.
- Review, monitor, and maintain compliance with teacher and staff credentials.

Criteria 1 Appendix

- Interview potential new staff members.
- Other duties as assigned.

KNOWLEDGE AND ABILITIES:

- Curriculum development, instruction, and assessment
- Instructional strategies
- Professional development
- Charter School and Education Law
- Education Finance
- Independent Study Law
- Teacher Qualifications
- Federal Regulations
- Teacher Credentialing
- State Mandated Programs
- Federal Mandated Programs
- Supervision and evaluation of certificated staff
- Using data to drive instruction

CRITERIA 2 APPENDIX

HANDBOOK AND EMPLOYEE MANUAL



The Charter School of
SAN DIEGO
Teacher Induction Program

Criteria 2 Appendix - Candidate Handbook

Notices and Disclosures

Regional Accreditation: The Charter School of San Diego is accredited by the Western Association of Schools and Colleges (WASC). Verification can be obtained by contacting WASC at 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510.748.9001.

License to Operate: The Charter School of San Diego Teacher Induction Program is a private institution approved to operate by the California Commission on Teacher Credentialing (CTC). Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the California Commission on Teacher Credentialing.

Notices:

This document references “students” to include all teaching credential candidates.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the [CTC OVERSIGHT COMPLAINT PROCESS](#)

STELLAR does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

The Charter School of San Diego Teacher Induction Program student Catalog/Handbook is updated and approved annually by the faculty as part of the Institutional Review Process. A copy of the catalog is available to all students via The Charter School of San Diego Teacher Induction Program website (altusuniversity.org) or in print upon request.

As English proficiency is a requirement for admission to The Charter School of San Diego Teacher Induction Program, Enrollment Agreements and other written information will not be provided in any languages other than English.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day The Charter School of San Diego Teacher Induction Program Education receives a request for access. A student should submit to the registrar at the program office, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask The Charter School of San Diego Teacher Induction Program to amend a record should write to the registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the The Charter School of San Diego Teacher Induction Program decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the The Charter School of San Diego Teacher Induction Program discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

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THE CHARTER SCHOOL OF SAN DIEGO TEACHER INDUCTION PROGRAM **ORIGINS, MISSION, AND VALUES**

Vision

The Charter School of San Diego Teacher Induction Program is a national model of educational leadership and innovation dedicated to the preparation of exceptionally qualified educators. Candidates are prepared to provide a whole-child approach in service of equity, inclusiveness, and the achievement of all students.

Mission

The Charter School of San Diego Teacher Induction Program bridges the gap between high-quality education theory and practice through an innovative and personalized teacher preparation program. The Charter School of San Diego Teacher Induction Program develops effective educators who are uniquely equipped to engage diverse students in futuristic learning environments.

Highlights

1. High quality Mentorship- Highly skilled mentors provide coaching, support, relevant and meaningful feedback cycles for continuous improvement.
2. Personalized Learning Plans- Use comprehensive data to drive evidence based instructional strategies for each student's engagement, learning, and achievement.
3. Ensuring equitable and inclusive learning environments that meet the needs of each student and promote thriving student groups.
4. Pedagogy for effective teaching in a distance learning and blended learning environment.
5. Leading Edge Certification in Blended and Online Learning- Courses based on the iNACOL National Standards for Online Teaching and the iNACOL Blended Teacher Competency Framework. Candidates will gain the skills to effectively facilitate online and blended courses and have a solid understanding of how to enhance the learning opportunities for all students enrolled in their distance learning courses.

GENERAL POLICIES AND PROCEDURES

ADMISSIONS

School Admission

The Charter School of San Diego Teacher Induction Program sets forth two basic criteria for admission. Candidates will be required to have:

1. Earned B.A./B.S. from a regionally accredited university with a minimum cumulative GPA of 3.0. Applicants with a lower GPA must include an explanation of their academic qualifications in their application.
2. Obtained a California Special Education Preliminary Teaching Credential or equivalent from another state. For those with out-of-state credentials, reciprocity information can be found at on the [California Commission on Teacher Credentialing's Website](#).
3. Be a citizen or permanent resident of the United States of America or hold an approved and valid student visa.
4. The program requires a strong command of written and spoken English prior to entry. Applicants whose native language is not English are required to achieve a minimum score on the [Test of English as a Foreign Language \(TOEFL\)](#) of 550 on the paper-based version, or a 216 on the computer-based version, or 80 on the internet-based version (iBT). TOEFL scores must be no more than two years old at time of application.

To be considered for acceptance to The Charter School of San Diego Teacher Induction Program, all applicants must submit a completed application as described in the application instructions. Applications should include:

1. Completed The Charter School of San Diego Teacher Induction Program application, including a cover letter and two essay responses.
2. Verification of Preliminary Special Education Credential
3. Two professional references, one of which must be from a current or previous employer.

ATTENDANCE

There will be a strict adherence to program attendance policies. Students will be required to re-take a course if they miss more than twenty percent of that particular course within a given academic term. In some cases, a time extension may be granted to a candidate who is not able to complete the program on time. Please discuss the potential for time extensions with your advisor.

Criteria 2 Appendix - Candidate Handbook

CANCELLATION and REFUND POLICY

A student may cancel the enrollment agreement for school, without any penalty or obligations by the seventh business day after the first class meeting as described in the Notice of Cancellation form. Any notification of withdrawal must be made in writing.

Should a student choose to cancel, s/he must submit the form to The Charter School of San Diego Teacher Induction Program at the following address:

Teacher Induction Program: The Charter School of San Diego
10170 Huennekens St.
San Diego, CA 92121

After the end of the cancellation period, refunds will be awarded according to the schedule below:

1. A student who withdraws from the The Charter School of San Diego Teacher Induction Program prior to the seventh business day following the first day of class is eligible to receive a full refund of tuition and fees.
2. Any student who officially withdraws from the The Charter School of San Diego Teacher Induction Program prior to the end of the fourth week of classes is eligible to receive 75% of tuition and fees.
3. Any student who officially withdraws from the The Charter School of San Diego Teacher Induction Program prior to the end of the sixth week of classes is eligible to receive 50% of tuition and fees.
4. Any student who officially withdraws from the The Charter School of San Diego Teacher Induction Program prior to the end of the eighth week of classes is eligible to receive 25% of tuition and fees.
5. Any student withdrawing from the The Charter School of San Diego Teacher Induction Program after the beginning of the ninth week of the semester will receive no reduction of his/her semester charges.
6. Failure to attend class does not constitute official course drop/withdrawal.

COST OF ATTENDANCE

Students within the Altus Affiliated Charter Schools can participate in the Clear Credential Induction Program at no cost assuming that they fulfill the 24 month (2 year) work obligation that is outlined in the The Charter School of San Diego Teacher Induction Program Enrollment Agreement form. Failure to complete the 2 year work obligation after completion of the The Charter School of San Diego Teacher Induction Program Program will result in compensation to the The Charter School of San Diego Teacher Induction Program Program prorated for the months not fulfilling the 24 month (2 year) work obligation. The cost is \$2500 per year with a \$500 technology fee for a total cost of \$5,500 for the completion of the program, plus any additional credential application costs.

DEVIATION FROM THE COURSE SEQUENCE

Course instructors will provide students with a syllabus at the beginning of every course and inform candidates of the expectations for their performance and the criteria used to evaluate individual competency. As The Charter School of San Diego Teacher Induction Program is a small school by design, only one section of each course is offered each year. Therefore, students must enroll and receive a passing grade in every class offered for their program in order to graduate on time. Under certain circumstances, students may take a leave of absence. These requests will be evaluated by the Program Director and the Executive Director of The Charter School of San Diego Teacher Induction Program on an individual basis.

LEAVE OF ABSENCE REQUEST

A candidate that desires a temporary leave of absence from the program, with the intent to re-enroll at a later date, should send a written request to The Charter School of San Diego Executive Director.

STUDENT INFORMATION AND RECORDS

Students are responsible to keep their personal information (legal name, address, phone number, email) updated with the The Charter School of San Diego Teacher Induction Program Program Office. Any changes must be submitted to the Program Office in writing.

Student records (application materials, transcripts, Leave of Absence contracts, etc) are maintained in the The Charter School of San Diego Teacher Induction Program Program Office for five years and credential records are maintained for an additional two years to meet accreditation requirements, both are available upon written request by the student. Transcripts are maintained permanently and are available upon written request.

STUDENT SERVICES

Due to the small number of students enrolled in The Charter School of San Diego Teacher Induction Program (a maximum of 40 students), our programs will be highly personalized. Unlike traditional graduate schools of education, The Charter School of San Diego Teacher Induction Program will not have a range of student affairs offices that handle a variety of students' needs. Instead, we will meet the academic and non-academic needs of our students through two means: the individual attention of the Faculty and a structured mentoring/advising program.

Because the size of The Charter School of San Diego Teacher Induction Program is small by design, the Faculty can dedicate significant time to each student in the program by monitoring their progress through formal and informal means. Should a student have needs or concerns of a more personal nature (counseling, substance abuse, etc.), the The Charter School of San Diego Teacher Induction Program maintains a list of external agencies to which we can refer students. The Charter School of San Diego Teacher Induction Program also has a student grievance policy, described in detail in this handbook. The Charter School of San Diego Teacher Induction Program does not offer job placement services

TRANSFER OF CREDIT

Criteria 2 Appendix - Candidate Handbook

Up to six units of coursework within the CA Credential Programs may be transferred from a regionally-accredited program, at the discretion of the program director. A written request and official transcripts must be submitted at the time of enrollment into the The Charter School of San Diego Teacher Induction Program. Student Teaching and Fieldwork experiences must be completed through the The Charter School of San Diego Teacher Induction Program and cannot be waived based on prior experiential learning.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT THE CHARTER SCHOOL OF SAN DIEGO TEACHER INDUCTION PROGRAM

The transferability of credits you earn at The Charter School of San Diego Teacher Induction Program is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the credential that you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the degree that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending The Charter School of San Diego Teacher Induction Program to determine if your credits or certificate will transfer.

TUITION PAYMENT SCHEDULE

Altus Affiliated Charter Schools Employed Candidates

As an employee of Altus Affiliated Charter Schools, tuition will be an assumed cost that will be paid back through the service obligated upon completion of the program.

Academic Policies

ADVISING

Credential program students are assigned a The Charter School of San Diego Teacher Induction Program advisor at the beginning of the program, but may request to change to a different advisor by submitting a request to the Program Director.

SATISFACTORY ACADEMIC PROGRESS

It is the student's responsibility to stay informed of The Charter School of San Diego Teacher Induction Program's Satisfactory Academic Progress (SAP) standards and to monitor their progress. For SAP purposes, student's academic records are reviewed by the The Charter School of San Diego Teacher Induction Program Program Director after each payment period. Students who are not meeting one or more of the Satisfactory Academic Progress Standards are formally counseled and provided an Academic Improvement Plan.

Passing Grades in Courses (Qualitative)

Students must receive a grade of "passing" in all courses. Incomplete courses, with contracts signed by the student and Advisor will allow students to maintain enrolled status.

Timely Progress in Program (Quantitative)

Students must meet all course requirements within each course term.

Annual Satisfactory Academic Progress Reviews

After each payment period review, students who are out of compliance with one or more of the satisfactory academic progress standards will be provided coaching and counseling to create an Academic Improvement Plan.

Satisfactory Academic Progress is determined each academic year after the spring term grades are available.

Appeals

Federal regulations allow for certain special cases in which the institution may waive the standards. Appeals for the waiver may be considered if a student's failure to comply with one or more areas of Satisfactory Academic Progress is due to events beyond the student's control, such as a student's extended illness, serious illness or death in the immediate family, or other significant life experience and if such mitigating circumstances can be appropriately documented for the specific term(s) in which the deficiency occurred. Eligibility may be regained by appeal for a term.

Dismissal

Students may be dismissed from the program:

- after more than one term without progress detailed in their Academic Improvement Plan.
- after 30 days if they stop attending class and do not contact The Charter School of San Diego Teacher Induction Program.

GRADING POLICY

The effectiveness of our learning community depends upon each person's consistent and thoughtful participation. The Charter School of San Diego Teacher Induction Program courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student's participation in this course will be assessed in accordance with the following criteria:

- **Pass:** In order to earn a passing grade, students must achieve the learning outcomes stated in the course syllabus. Student's class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. The final product meets both the assignment parameters and the standards set by the class. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.
- **Fail:** The student makes little to no progress toward completing course assignments, and fail to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final product is missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. As stated in the The Charter School of San Diego Teacher Induction Program Attendance Policy, if a candidate misses more than 20% of a course, she/he will be required to take the course the following year.

Criteria 2 Appendix - Candidate Handbook

LIBRARY RESOURCES AT The Charter School of San Diego Teacher Induction Program

As member of the San Diego community, you have access to many libraries and their on-line/print resources. To access full text articles from online journals and databases, you will need to go to the actual library. From there, you can search databases, download articles to the library's computer, and print them for a minimal fee. Several libraries also offer cards, for a minimal yearly fee, that allow you to check out books. Below is a brief synopsis of each library.

	UC San Diego	San Diego State University	Point Loma Nazarene University	San Diego County Libraries
Summary	The UC Library system is one of the most extensive print and on-line collections in the country. UC San Diego offers a free library card and access to professional librarians and educators	The SDSU Library has a great collection of resources geared toward teacher education and professional development. Professional librarians and information specialists are on-hand to assist	Small and easy to navigate. Librarians and information specialists are available to assist.	Several locations in San Diego. Students can request a free library card and can order books from several universities. On-line and journal resources are limited.
Address	9500 Gilman Drive #0175 La Jolla, CA 92093	550 Campanile Drive San Diego, CA 92182	3900 Lomaland Drive San Diego, CA 92106	See branch listings here
Website	www.libraries.ucsd.edu	http://infodomesdsu.edu	http://phineas.ptloma.edu	www.sdcl.org
Electronic Resources	Full access to all electronic databases/journals while <i>in</i> the library. You can download full text articles to the library computer (or your own laptop) and print them for \$0.10 per page.	Full access to all electronic databases/journals while <i>in</i> the library. You can download full text articles to the library computer (or your own laptop) and print them for \$0.10 per page.	Full access to all electronic databases/journals while <i>in</i> the library. You can download full text articles to the library computer (or your own laptop) and print them for \$0.05 per page.	Full access to all electronic databases/journals while <i>in</i> the library. You can download full text articles to the library computer (or your own laptop) and print them for \$0.05 per page.
Print Journal Resources	Full access to print journals. Copy cards can be purchased for \$1.00	Full access to print journals. Copy cards can be purchased for \$1.00	Full access to print journals. Students can copy articles for \$0.05 per page.	Full access to print journals. Students can copy articles for \$0.05 per page.
Book Checkout and Interlibrary Loan (ILL)	Current public school teachers can obtain a free "limited use" community card , which allows them to check out up to 25 books and order books from other libraries in the UC system via interlibrary loan (ILL)	No free book checkout or ILL. Students can purchase a community card which allows them to borrow up to 5 books but NO ILL privileges.	No free book checkout or ILL. Students can purchase a community card which allows them to borrow up to 5 books but NO ILL privileges.	Connected to the "SD Circuit," which allows you to order books from CSU San Marcos, SDSU, UCSD, and USD. Books will be delivered to your local library.
Card Information	To obtain a free community card, students need to bring a picture ID and a letter from The Charter School of San Diego Teacher Induction Program (confirming that you are an educator) to the circulation desk at the Geisel Library.	Students can purchase a community card for \$60 per person or The Charter School of San Diego Teacher Induction Program can order 5 cards for \$150 via a corporate account (\$30 per person)	Students can purchase a community card for \$20 per person	Students can obtain a free card by completing an application, showing a picture ID, and proof of address to any local branch.

Criteria 2 Appendix - Candidate Handbook

Other Useful Information	1. Bring your laptop and ask the circulation desk for a free temporary password. You can search the databases, download articles to your laptop, and print them later 2. Parking: various lots (\$1/hour)	<ul style="list-style-type: none">• Most of the education information is located on the 4th floor. Journals are located on the 1st floor.• Parking: near the corner of Hardy and 55th (\$1/hour)	<ul style="list-style-type: none">• Parking: free visitor parking by the coast view lot (ask at the entrance gate)	For all libraries: bring a USB flash-drive to save downloaded articles. Then you can print them at home/school
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Criteria 2 Appendix - Candidate Handbook

RESEARCH AND INNOVATION AT The Charter School of San Diego Teacher Induction Program

The Charter School of San Diego Teacher Induction Program bridges the gap between high-quality education theory and practice through an innovative and personalized teacher preparation program. The Charter School of San Diego Teacher Induction Program develops effective educators who are uniquely equipped to engage diverse students in futuristic learning environments.

The Charter School of San Diego is grounded in the futuristic and innovative instructional design embedded within our 6-12 school. The Charter School of San Diego is committed to theory and practice that supports the creation of equitable, engaging learning environments for candidates. The Altus School Model is widely recognized for its approach to teaching and learning that emphasizes personalization, connections to the world beyond school, and offers rigor and relevance to all learners. The Charter School of San Diego Teacher Induction Program provides resources and support for educators and policymakers to create such environments throughout the country.

CREDENTIALING INFORMATION

Approved Programs (PENDING)

The Charter School of San Diego Teacher Induction Program is seeking Commission approval to offer teacher preparation programs leading to the following California Credentials:

Secondary	
CA Special Education CLEAR (Education Specialist Instruction) Credential	Authorizes the holder to teach in the disability areas of specialization such as Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard of Hearing, Visual Impairments, Physical and Health Impairments, and Early Childhood Special Education.
Authorizations may include: Special day classes, Special schools, Home/hospital settings, Correctional facilities, Nonpublic schools and agencies, Resource rooms	
CA General Education CLEAR Credential	Multiple Subject Single Subject

CA Teacher Credentialing Requirements

In addition to The Charter School of San Diego Teacher Induction Program admission requirements, educators must provide proof of meeting the following credentialing requirements at prescribed points in the program:

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Requirement Areas	<i>Period of Validity</i>	<i>Program Entrance</i>	<i>Student Teaching</i>	<i>Program Exit</i>
1) Basic Skills	<i>Does not expire</i>	Satisfy	Satisfy	Satisfy
2) Subject Matter Proficiency	<i>5 Years</i>	Satisfy	Satisfy	Satisfy
3) Fingerprint Clearance	<i>Term of Document</i>	Satisfy	Satisfy	Satisfy
4) TB Clearance	<i>4 Years</i>	Satisfy	Satisfy	Satisfy
5) CPR Certification	<i>2 Years</i>	NA	NA	Satisfy
6) US Constitution	<i>Does not expire</i>	NA	NA	Satisfy
7) Teacher Performance Assessment	<i>Does not expire</i>	NA	NA	Satisfy

RULES OF OPERATION AND CONDUCT

CODE OF ACADEMIC INTEGRITY

The students of The Charter School of San Diego Teacher Induction Program agree to accept the responsibilities for professional and legal behavior in all academic activities, to assist one another in maintaining and promoting personal integrity, and to adhere strictly to a non-plagiarism policy. Plagiarism as defined as:

1. Direct duplication, by copying (or allowing to be copied) another's work, whether from a book, article, web site, another student's assignment, etc.;
2. Duplication in any manner of another's work during an exam;
3. Paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained;
4. Piecing together sections of the work of others into a new whole;
5. Submitting one's own work that has already been submitted for assessment purposes in another subject;
6. Producing assignments in conjunction with other people (e.g. another student, a tutor) that should be your own independent work.

Consequences:

First Offense: Student (1) receives a zero (failing grade) on the assignment/project and (2) professor contacts advisor and the Program Director.

Second Offense: Student (1) receives a zero (failing grade) on the assignment/project and (2) a meeting is scheduled with student and Program Director, during which additional consequences will be determined.

Third Offense: Varies from failure of course to separation from The Charter School of San Diego Teacher Induction Program.

EQUAL OPPORTUNITY

The Charter School of San Diego Teacher Induction Program will make acceptance and admissions decisions without considering race, color, creed, national origin, gender, pregnancy, sexual orientation or preference, marital status, sex, religion, age, military service or any other basis protected by law. All admission actions will be administered in a nondiscriminatory manner.

For qualified individuals with a disability, The Charter School of San Diego Teacher Induction Program will provide reasonable accommodation. Any applicant or enrolled student who believes that they need an accommodation should contact his/her Program Director or Advisor.

Any student who believes that he/she has been subjected to unlawful discrimination should immediately contact the Program Director or the President. The Charter School of San Diego Teacher Induction Program will keep such matters as confidential as possible and will disclose information only as necessary under the circumstances. The Charter School of San Diego Teacher Induction Program will not retaliate against complainants or witnesses who provide any information or participate in an investigation.

Any employee, faculty, or student who is found to have engaged in inappropriate discriminatory or retaliatory behavior in violation of this policy may be subject to discipline, including the possibility of immediate termination of employment or expulsion.

HARASSMENT

Altus Schools maintains that it is critical that all members of the The Charter School of San Diego Teacher Induction Program community respect each other's rights, individuality, and differences. Accordingly, it is the policy of The Charter School of San Diego Teacher Induction Program to prohibit harassment of any kind, including harassment based on gender, race, color, creed, religion, national origin, age, disability, sexual orientation or of a sexual

nature.

Title IX & Gender Equity

Consistent with Title IX of the Education Amendments of 1972, the The Charter School of San Diego Teacher Induction Program does not discriminate against students, faculty or staff based on sex in any of its programs or activities, including but not limited to educational programs, admissions, recruiting, financial aid, discipline, and employment.. Sexual harassment, including sexual violence, is a kind of sex discrimination and is prohibited by the Title IX and by the institution.

The Charter School of San Diego Teacher Induction Program is committed to responding promptly and effectively when it learns of any form of possible discrimination based on sex. The institution responds to reports of sexual harassment, including sexual violence, as part of its efforts to stop the harassment and prevent its recurrence of possible sex discrimination. An individual who has questions or concerns regarding possible discrimination based on sex should contact the Title IX coordinator. An individual may also contact the **U.S. Department of Educa-tion, Office for Civil Rights** (OCR).

The Charter School of San Diego's Executive Director oversees the institution's compliance with Title IX, including coordinating the investigation of and response to sex discrimination complaints, responding to inquiries concerning Title IX, tracking incidents and trends involving sexual misconduct, publicizing the institution's policies and providing training on preventing sex discrimination, sexual harassment, and sexual violence.

Sexual Harassment Defined

Sexual harassment refers to behavior that, among other things, is not welcome, is personally offensive, or undermines or weakens morale. Sexual harassment includes any unwelcome verbal, physical, visual or electronic conduct that has the purpose and/or effect of creating or contributing to an intimidating, hostile or offensive environment or that unreasonably interferes with the recipient's educational progress or personal security.

Any person who believes that he/she has been subject to harassment or who believes that they have observed the same, should immediately inform the person engaging in the offensive conduct that the behavior is unwelcome and must stop. A student who believes that he/she has been subject to harassment or who believes that they have observed the same, should advise the Title IX Coordinator.

Behavior constituting harassment as defined by this policy is subject to disciplinary action including the possibility of suspension and expulsion proceedings. Likewise, because a false report of harassment can have damaging effects on the reputations of innocent individuals, false accusations are also subject to the same form of disciplinary action.

INTELLECTUAL PROPERTY STATEMENT

All intellectual property which is generated at school, or related to school, including, without limitation, all equipment, documents, books, computer disks (and other computer-generated files and data), and copies thereof, created on any medium and furnished to, obtained by, or prepared by any student in the course of or incidental to student matriculation at The Charter School of San Diego Teacher Induction Program, should be provided to the public freely for the purpose of enriching other's practice and contributing to the knowledge base and the profession.

STUDENT GRIEVANCE POLICY

A grievable action is an action that:

- Is in violation of written campus policies or procedures, or;

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- Constitutes arbitrary, capricious or unequal application of written campus policies or procedures.

The policy does not apply to sexual harassment or discrimination complaints. Such complaints should be directed to the Title IX Coordinator. Proper procedures and options shall then be discussed with the student.

Informal Procedures

The Charter School of San Diego Teacher Induction Program Student Grievance Policy relies on the good faith of all involved to achieve a reasonable resolution of grievable actions. Any student who believes that s/he has grounds for a grievance shall first make an attempt in good faith to resolve the problem through early informal discussion of the matter with the faculty, staff or administrator directly involved. If after ten (10) working days from the date of such informal discussion, the student is not satisfied, the student shall then attempt to resolve the grievance through either of the following channels:

A. Grievance Against a Faculty Member. In the case of faculty, first contact the The Charter School of San Diego Teacher Induction Program Program Director, and if resolution still cannot be attained, the student will then contact the Executive Director of The Charter School of San Diego.

B. Grievance Against Staff Member or Administrator. In the case of a staff member or administrator, the first point of contact is the employee's immediate supervisor, and if resolution still cannot be attained, the student will contact the Program Director, Executive Director or the President.

If a resolution is not reached through the program director or the employee's immediate supervisor, the student must then attempt resolution by submitting a written statement of his/her allegations to the Executive Director. The Executive Director or his/her designee shall investigate the allegations and reach a conclusion as to whether the student's allegations have merit and propose a resolution. If the student is not satisfied with the results of the investigation, the student may proceed with the initiation of a formal grievance.

Standing to File a Grievance

Any person who at the time of filing a grievance is a student enrolled in a course or was such a student during the academic term prior to the time of filing, has standing to file a grievance under this policy, provided that person has attempted to resolve his/her complaint informally through those procedures discussed above.

Time Limit on Filing a Formal Grievance

To be timely, a formal grievance must be filed with the The Charter School of San Diego Executive Director within forty (40) calendar days after the student learned or reasonably should have learned of the occurrence of the action on which his/her grievance is based.

Formal Procedures

Students can file a formal grievance should they not find resolution through informal procedures described above. Students without an informal resolution can file a grievance with the The Charter School of San Diego Executive Director. In order to file a formal grievance, the student must make a written statement that includes a narrative of the complaint, a description of the means taken to informally resolve the grievance and the signature of all involved parties attesting to the fact that informal means were taken to resolve the grievance but were unsuccessful. The only exception to this requirement shall be a showing by the student that good cause exists for not engaging in that stage.

The Executive Director of the The Charter School of San Diego shall determine grievability by ascertaining whether:

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(1) the grievant has standing to file a grievance; (2) the grievance has been filed within the timeline specified in this Procedure; (3) a grievable act, as defined by The Charter School of San Diego, has been alleged; (4) informal efforts as stated in this Procedure have been made to attempt to resolve the issue; and (5) the complaint is one for which this Procedure applies.

a) The Executive Director shall notify the student of his/her findings on the issue of grievability within ten (10) working days of having received the grievance in writing.

b) A finding that the student lacks standing, that the grievance was not filed within the specified timeline, that no grievable action has been alleged or that the complaint is one for which this Procedure does not apply shall conclude the proceedings.

c) If it is found that the student failed to engage in the informal stage of this Procedure, the student shall be given five (5) working days to either engage in such informal measures or to show good cause for not engaging in those measures. Failure to do either within that time period shall conclude the proceedings.

d) Determinations/findings made by the Executive Director under this section shall be final.

Student Grievance Panel

A. Composition. There shall be a standing Student Grievance Panel that shall be composed of the following three members: the Executive Director of The Charter School of San Diego, a member of the teaching faculty selected by the Executive Director, and a current student.

B. Purpose of Student Grievance Panel. The purpose of the Student Grievance Panel is to serve as the pool of individuals from which a Student Grievance Committee is selected to hear a grievance that proceeds to the hearing phase of this Procedure.

C. Term of Service – Faculty. Faculty members of the Student Grievance Panel shall serve for two (2) years. The two-year terms of these members of the Student Grievance Panel shall begin and end in the same timeframe established for Faculty committee sub-committees.

D. Term of Service – Students. Student members of the Student Grievance Panel shall serve for one (1) year. The one-year term shall begin on July 1st and end on June 30th, or upon completion of any hearing in progress as of that date.

E. Vacancy in Student Grievance Panel. In the event that a member of the Student Grievance Panel is unable to complete his/her term of office, a replacement shall be appointed to complete the unexpired term, following the original appointment procedures stated above in this Procedure.

The Hearing Procedures

Hearing by a Student Grievance Committee. Each grievance that proceeds to the hearing phase of this policy shall be heard by a Student Grievance Committee selected from the Student Grievance Panel. Within ten (10) working days of determining grievability, the Executive Director shall select from the Student Grievance Panel one faculty member and one student member to serve as the Student Grievance Committee, along with the Executive Director, for that grievance. The Executive Director shall provide a copy of the Student Grievance Form to each member of the Student Grievance Committee as well as to the grievant and the party against whom the grievance is filed.

Selection of Chair of the Student Grievance Committee. Each Student Grievance Committee shall select its own chair.

Notification of Composition of Student Grievance Committee. Once a Chair of the Student Grievance Committee had been selected, the Executive Director shall notify both the grievant and the party against whom the grievance is filed of the names of the committee members as well as the chair of the Student Grievance Committee.

Duties of the Chair of the Student Grievance Committee. The duties of the Chair of the Student Grievance Committee include the following:

1. The Chair of the Student Grievance Committee shall notify the grievant and the individual against whom the grievance is filed of the date, time and place of the hearing.
2. The Chair of the Student Grievance Committee shall ensure that the conduct of the hearing conforms to the procedures prescribed herein.
3. The Chair of the Student Grievance Committee is responsible for maintaining order and may establish such rules as are necessary or appropriate to conduct a fair hearing. The Chair shall not permit any person to be subjected to abusive treatment. The Chair may eject or exclude anyone who refuses to be orderly.
4. The Chair of the Student Grievance Committee shall arrange for and maintain custody of the records of the proceedings until the Student Grievance Committee has rendered its recommendation to the Executive Director, or his/her designee, after which the records of the proceedings shall be placed in the custody of the Registrar. Records shall be maintained for a period of four (4) years.
5. The Chair of the Student Grievance Committee shall see that copies of all statements and documents to be considered by the Student Grievance Committee are accessible to all members of the Student Grievance Committee and to each party of the grievance. The Chair shall also ensure that each party of the grievance shall have the opportunity to be present when testimony is given.
6. The Chair of the Student Grievance Committee shall ensure that the hearing is tape-recorded.
7. The Chair of the Student Grievance Committee shall decide all procedural issues that arise during the hearing with the concurrence of at least one member of the Student Grievance Committee.
8. The Chair of the Student Grievance Committee, on behalf of the Student Grievance Committee, may seek legal advice from the The Charter School of San Diego Learning General Counsel.

The Hearing. All hearings held under this policy shall be conducted according to the following:

1. The full three-member Student Grievance Committee must be present for the hearing to proceed.
2. The hearing shall be informal in nature, and conducted in a spirit of mediation and conciliation. The hearing shall be closed. In a closed hearing, only the principals in the action, the advisors, if any, and members of the Student Grievance Committee may be present. Witnesses are to be present only during the time in which they give their statement and shall remain outside the hearing room until called. The principals in the action shall be provided with the dates and times of all meetings and given the opportunity to hear any evidence presented.
3. Either party to the dispute may be accompanied by one advisor of his/her choice, provided that person does not function as an attorney and provided that prior notification of the intent to have an advisor is given to the Chair of the Student Grievance Committee and the other party. An advisor may act on the behalf of the party he/she represents. The exclusion of attorneys as advisors does not prohibit either party to the dispute from consulting an attorney.
4. Either party to the grievance may bring witnesses to a hearing. The names of the witnesses shall be provided to all parties prior to their appearance. Written statements may be permitted from witnesses unable to attend the hearing if the Chair of the Student Grievance Committee so rules with the concurrence of at least one other member of the Student Grievance Committee. Each witness shall be questioned first by the party presenting the witness, then by the other party, and finally by the members of the Student Grievance Committee.
5. Prior to the hearing, both parties shall have the right to examine and copy documentation pertinent to the grievance. Questions of pertinence shall be decided by the Chair of the Student Grievance Committee with the concurrence of at least one member of the Student Grievance Committee.

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6. The hearing shall be conducted according to the order set forth above in this Procedure. The hearing shall not be conducted according to technical rules of evidence and witnesses. The Chair of the Student Grievance Committee shall admit the sort of evidence on which reasonable persons are accustomed to rely in the conduct of serious affairs and shall exclude evidence that is irrelevant, unduly repetitious or cumulative. Evidence relating to past actions may be admitted if shown to be relevant. No evidence other than that received at the hearing shall be considered by the Student Grievance Committee.
7. The hearing shall be conducted in the following order subject to recognition by the Chair of the Student Grievance Committee, with the Chair of the Student Grievance Committee ensuring that each party be allowed a maximum of thirty (30) minutes for all aspects of his/her presentation:
 - a. **Opening Statements.** Both parties may make opening statements. The grievant goes first. The respondent may reserve the opening statement until the evidence of the grievant has been presented.
 - b. **Presentation of Evidence.** The case of the grievant shall be presented first and then that of the respondent. Documents submitted as evidence shall be numbered by the Chair of the Student Grievance Committee. At the hearing, each side shall have sufficient copies of each document that s/he wishes to enter into evidence to ensure that each member of the Student Grievance Committee and each side have a copy of the document presented.
 - c. **Presentation of Rebuttal Evidence.** Both parties may present rebuttal evidence. The grievant goes first.
 - d. **Closing Arguments.** After all the evidence has been presented, both parties may make closing arguments. The grievant goes first and shall have a final opportunity to rebut the closing argument of the respondent.
1. The hearing shall be tape-recorded. The Chair of the Student Grievance Committee shall record the date, time and place of the hearing and shall require all participants to identify themselves for the tape recording at the beginning of the hearing and when speaking during the hearing. The tape recording shall become part of the official record maintained by the Executive Director. Camera and video recorders shall not be permitted at the hearing. The grievant as well as the individual against whom the grievance is filed may, at his/her own expense, request a copy of such recording. No recording by the grievant or other persons at the hearing shall be permitted.
2. If the grievant does not appear within one half-hour of the time agreed upon for the hearing, the hearing shall be canceled and the charges dismissed, unless a valid excuse (as judged by the Student Grievance Committee) is presented within 48 hours. If the person grieved against does not appear, the hearing shall proceed without her/him. Failure of an advisor to appear for either party shall not constitute grounds for postponing or delaying the hearing.

Recommendation of the Student Grievance Committee.

1. Members of the Student Grievance Committee shall meet in executive session (with all other persons excluded) following the conclusion of the hearing. In this session, the Student Grievance Committee shall consider the evidence and reach its recommendation, basing that recommendation only on the evidence and exhibits received at the hearing, arguments made in accordance with this Procedure, and any opinions received from the graduate school's General Counsel.
2. The Student Grievance Committee shall determine by majority vote whether a preponderance of the evidence presented demonstrated that a grievable action was committed, and if so, shall recommend remedies. The Student Grievance Committee shall then prepare its written report which shall consist of the Student Grievance Committee's detailed findings of fact, any conclusions resulting from those findings, a finding for or against the grievant, and its recommendations for resolving or terminating the matter. A minority position may be expressed either as a section in the Student Grievance Committee's report or as a separate report.
3. Within ten (10) working days of the conclusion of the hearing, the Chair of the Student Grievance Committee shall ensure that the Student Grievance Committee's report is completed, and shall send copies to the parties involved in the grievance, the President, or his/her designee, and the Executive Director.
4. After the Student Grievance Committee report is sent to the President, or his/her designee, the Chair of the Student Grievance Committee shall submit the tape recording of the hearings and all written documentation provided to

Criteria 2 Appendix - Candidate Handbook

the Student Grievance Committee.

President of The Charter School of San Diego Action.

1. After reviewing the Student Grievance Committee's Report, the President, or his/her designee, may accept, reject or modify the recommendations of the Student Grievance Committee for reasons based on the record of the hearing, system policy or state or federal law.
2. A decision by the President, or his/her designee, on whether the grievance has merit is final.
3. If the decision by the President, or his/her designee, finds that the grievance has merit and the President decides that corrective action or disciplinary action is appropriate, the matter shall be referred for such corrective action or discipline.
4. The decision of the President, or his/her designee, shall be in writing and normally rendered within five (5) working days of receipt of the Student Grievance Committee's report. Copies of the decision of the President, or his/her designee, shall be delivered to the grievant, the person against whom the grievance was filed and the Executive Director.

Unresolved complaints may be directed to the Student Success Program's, Inc. (SSP) Board of Directors.

COURSE CATALOG

2021-2022

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Clear Credential Course of Study

The Charter School of San Diego Teacher Induction Program Faculty

Clear Credential Program Overview

The Charter School of San Diego Teacher Induction Program **Model Description**

The Charter School of San Diego Teacher Induction Program is designed for educators who hold a Preliminary Teaching Credential.

The school is based within our professional learning system, for teacher candidates who have their preliminary credential and need to clear it in a relevant, personalized, innovative learning environment. This program is comprised of three courses, taught within the teacher induction field experience. These courses address all of the Commission on Teacher Credentialing (CTC) Clear Program Standards while immersing candidates in learning environments that prepare them to effectively engage all students in innovative learning opportunities. In the Teacher Induction courses, candidates are assigned a mentor and a support provider who coach and supports the candidate to optimally address the learning needs of students.

Candidates will develop an Individual Learning Plan focused on the California Standards for the Teaching Profession (CSTP) and receive coaching and support with a CSSD Teacher Induction Program mentor.

Program Learning Outcomes

Upon successful completion of this program, candidates will be able to:

- Develop and demonstrate the use of a variety of innovative and evidence-based instructional strategies to engage and support all students. (CSTP 1)
- Create and maintain effective equitable and inclusive learning environments appropriate for the support for all students. (CSTP 2)
- Demonstrate knowledge and organization of subject matter, academic content standards and curriculum frameworks to ensure all students understanding. (CSTP 3)
- Plan and develop effective instructional experiences for all students through personalized instructional plans and customized materials to meet the assessed learning needs of all students. (CSTP 4)
- Use assessment data to develop and monitor goals, plan, differentiate and modify instruction for all students. (CSTP 5)
- Reflect as a professional educator, demonstrating a commitment to continuous improvement and development. (CSTP 6)

Teacher Induction Course of Study and Course Descriptions

The Charter School of San Diego Teacher Induction Program Course Requirements

Each course term is a full year from the beginning of enrollment in the CSSD TIP, with the exception of Leading Edge Certification, which is taken concurrently throughout the program during year 2.

Induction Year 1

This course provides coaching and mentoring based on the developed Individualized Induction Growth Plan (IIGP). Candidates receive structured coaching sessions, formal and informal mentoring, collaborative support, and access to resources and supports to build their capacity to meet their goals. In addition to weekly mentoring, candidates will participate in cohort coaching around the following themes: Equity, Student Engagement, and Compliance. Candidates will also earn Youth Mental Health First Aid certification.

Induction Year 2

This course provides coaching and mentoring based on reflective practice. Coaching and mentoring focus on candidate's progress towards the IIGP goals. Candidates are engaged in a strengths-based coaching method that promotes continuous improvement. In addition to weekly mentoring, candidates will participate in professional learning around the following themes: Curriculum Content, Student Engagement, Ethical Responsibilities, Teacher Efficiency and Effectiveness, and Strategic Planning. Concurrently, candidates will be enrolled in Leading Edge Certification.

Leading Edge Certification

This year long course is taken concurrently with Induction Year 2. Upon completion, candidates earn an Online & Blended Teacher Certification. Candidates are engaged in curriculum based on the iNACOL National Standards for Online Teaching and the iNACOL Blended Teacher Competency Framework. Induction candidates will gain the skills to effectively facilitate online and blended courses and gain a solid understanding of how to enhance the learning opportunities for all students in an online and/or blended learning environment.

The Charter School of
SAN DIEGO
 Teacher Induction Program

Enrollment Agreement Form-DRAFT

The Charter School of San Diego
 10170 Huennekens Street
 San Diego, CA 92121
 www.altusuniversity.com

CANDIDATE INFORMATION

Last Name:		First Name:		Start Date:	
Birthdate:		Gender:		Ethnicity:	
Home Address (street, city, state, zip)				Anticipated Completion Date:	
Phone:			Email:		
Emergency Contact Name and Phone Number					

PROGRAM REQUIREMENTS

The mission of The Charter School of San Diego Teacher Induction Program is to bridge the gap between high-quality education theory and practice through an innovative and personalized teacher preparation program. The Charter School of San Diego Teacher Induction Program develops effective educators who are uniquely equipped to engage diverse students in futuristic learning environments. This is a shared vision with The Charter School of San Diego that is committed to the development of a personalized instructional program with intensive parental involvement that demonstrates positive outcomes for each student. Through course assignments, practicum, and collaboration, candidates demonstrate their learning through a professional portfolio developed in conjunction with an on-site mentor. These outcomes demonstrate the proficiency of the California Standards for the Teaching Profession.

PROGRAM COST

The Charter School of San Diego Teacher Induction Program costs are recovered by the work obligation to candidates. Upon successful completion of the The Charter School of San Diego Teacher Induction

Program, candidates are required to work for 24 months, or two years, at an Altus Affiliated Charter School. If the work obligation is not completed, the candidate will need to pay back a prorated rate to recover the cost of the program. The cost is calculated at \$2,500 per year with a one time \$500 technology fee. The total program cost is \$5,500.

CANDIDATE RIGHT TO CANCEL

A candidate may cancel the enrollment in STELLAR at any time in writing. Cancellation of the program will constitute a withdraw from The Charter School of San Diego Teacher Induction Program and completed credits may not transfer based on the new institution's enrollment policies.

The Charter School of
SAN DIEGO
Teacher Induction Program

TRANSFER OF CREDIT

The Charter School of San Diego Teacher Induction Program will accept credits from other institutions at the discretion of the review committee. All committee findings are final.

The transferability of credits from The Charter School of San Diego Teacher Induction Program to another program is at the discretion of the institution to which you are transferring to. You may be required to repeat some, or all, coursework completed at STELLAR depending on institution policies.

Any questions a student may have regarding this Enrollment Agreement that have not been satisfactorily answered by the Institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Web site: www.bppe.ca.gov or Toll Free at (888) 370-7589 Fax (916) 263-1897.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589, or by completing a complaint form, which can be obtained on the bureau's website: www.bppe.ca.gov.

STELLAR CANDIDATE ACKNOWLEDGEMENTS

_____ (initial) I acknowledge that I have a right to request a copy of this agreement

_____ (initial) I acknowledge that I have been notified of the The Charter School of San Diego Teacher Induction Program Grievance Policy and Process

_____ (initial) I acknowledge that after completing the The Charter School of San Diego Teacher Induction Program, I have an obligation to continue working in my current placement for two years. Failure to do so may require payment back to STELLAR prorated depending on the amount of time short of the obligation the placement ends.

_____ (initial) I acknowledge that I must continue to maintain satisfactory academic progress each semester towards all Program requirements in order to stay enrolled in The Charter School of San Diego Teacher Induction Program

_____ (initial) I acknowledge that I must submit a portfolio documenting my learning through each of the courses and mentorship with a passing score to be recommended for the Clear Credential

_____ (initial) I acknowledge that I have carefully read this Enrollment Agreement

_____ (initial) I acknowledge that this is a legally binding agreement when signed by the student and accepted by the institution

FINANCIAL INFORMATION

Total cost of program: \$

Total obligation of candidate if work placement is less than two years after program completion: (\$5,500 / 24) * number of months left in obligation period

The Charter School of
SAN DIEGO
Teacher Induction Program

OFFICE USE

Enrollment Agreement Form valid from _____ to _____

Candidate Start Date: _____ Expected Completion Date: _____

CONTRACT ACCEPTANCE

I understand that this is a legally binding contract. My signature below certifies that I have read, understood, and agreed to my rights and responsibilities and that the institution's cancellation and obligation policies have been clearly explained to me.

Signature of Candidate _____ Date: _____

DRAFT

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE MANUAL

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

EMPLOYEE NAME: _____

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

I understand that the statements contained in the Manual are guidelines for employees concerning some of The Charter School of San Diego (CSSD) Teacher Induction Program's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with CSSD's Teacher Induction. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

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

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

Employee's Signature: _____

Date: _____

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Disciplinary Actions

Off-Duty Conduct

Resignation

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References

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Welcome

What You Can Expect from CSSD's Teacher Induction Program

What CSSD's Teacher Induction Program Expects from You

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Statutory Provisions Relating to Employment

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

At-Will Employment Relationship

Child Abuse and Neglect Reporting

Code of Ethics

Integrity Statement

Confidential Information

Credentials

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

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The purpose of this manual is to inform you about The Charter School of San Diego's (CSSD) Teacher Induction Program, its philosophy, employment practices, and policies, as well as the benefits provided to you as a valued employee and the conduct expected from you.

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

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

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

Notices

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

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

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Our employee relations philosophy strives to:

Select people on the basis of skill, training, ability, attitude, and character without discrimination with regard to age, gender, color, race, creed, religion, political belief, national origin, ancestry, marital status, sexual orientation, health condition, or disability that does not prohibit performance of essential job functions.

Dedicate ourselves to student success through accountability and continuous improvement.

Review wages, employee benefits, and working conditions continually with the objective of providing competitive benefits in these areas, consistent with sound business practices.

Provide eligible employees with medical, disability, retirement, and other benefits.

Develop competent people who understand and meet our objectives, and who accept with open minds the ideas, suggestions, and constructive criticisms of fellow employees.

Assure employees, after talking with their supervisor, an opportunity to discuss any problem with CSSD leadership.

Operate in an economically efficient manner to ensure that there are adequate resources available to meet the needs of our students.

Make prompt and fair adjustment of any complaints that may arise in the everyday conduct of CSSD to the extent that is practicable.

Respect individual rights and treat all employees with courtesy and consideration.

Maintain mutual respect in our working relationship.

Provide a workplace that is safe, supportive, attractive, comfortable, and orderly.

Keep all employees informed of the progress of the overall Strategic Plan, Initiatives, Goals and targets.

Do all these things in a spirit of friendliness and cooperation so that CSSD will continue to be known as "a great place to work!"

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Your first responsibility is to know your own duties and how to do them promptly, correctly and pleasantly. Secondly, you are expected to cooperate with CSSD leadership and your fellow workforce members and maintain a good team attitude. How you interact with fellow members and those within the communities we serve, can affect the success of your students and assignments. In turn, the performance of one resource center/department can impact the entire service offered by CSSD. Consequently, whatever your position, you have an important assignment: **perform every task to the very best of your ability. The result will be better success for our students, CSSD and your own personal satisfaction.**

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

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

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

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

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

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

Statutory Provisions Relating to Charter School Employment

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

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

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

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

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

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

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Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

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

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

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

Prohibited Unlawful Harassment

Verbal conduct such as epithets, derogatory jokes or comments or slurs;

Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;

Retaliation for reporting or threatening to report harassment; or

Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

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

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

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conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

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

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of their hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training every two (2) years thereafter. CSSD will also provide sexual harassment prevention training to temporary or seasonal employees within thirty (30) days after the hire date or within one hundred (100) hours worked if the employee work for less than six (6) months. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

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

Sexual harassment may include, but is not limited to:

Physical assaults of a sexual nature, such as:

Rape, sexual battery, molestation or attempts to commit these assaults and

Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.

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Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;

Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

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

At-Will Employment Relationship

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

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

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

Child Abuse and Neglect Reporting

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

concerning the incident.

CSSD will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.

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

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

Code of Ethics

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

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

Integrity Statement

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

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

Confidential Information

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

Your employment with CSSD assumes an obligation to maintain confidentiality, even after you leave our employ. Any violation of confidentiality seriously injures CSSD's reputation and effectiveness. Therefore, please do not discuss school business with anyone who does not work for us and never discuss transactions with anyone who does not have a direct association with the transaction. Even casual remarks can be misinterpreted and repeated, so develop the personal discipline necessary to maintain confidentiality. If you hear, see, or become aware of anyone else breaking this trust, consider what he or she might do with information they receive from you.

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

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

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

Credentials

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

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

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

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

Department immediately.

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

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

Drug-Free Workplace

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

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

Equal Employment Opportunity

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

Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);

Color;

Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);

Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);

Religious creed (including religious dress and grooming practices);

Marital/registered domestic partner status;

Age (forty (40) and over);

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National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);

Physical or mental disability (including HIV and AIDS);

Medical condition (including cancer and genetic characteristics);

Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), or the Fair Employment and Housing Act ("FEHA") or laws related to domestic violence, sexual assault and stalking;

Genetic information;

Sexual orientation;

Military and veteran status; or

Any other consideration made unlawful by federal, state, or local laws.

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

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

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

Introductory Period

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

During the Introductory Period, a member of the Leadership Team and/or your supervisor will discuss

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

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

Please understand that completion of the Introductory Period does not guarantee continued employment for any specified period of time, nor does it require that an employee be discharged only for "cause."

Successful completion of the Introductory Period does not alter your status as an "at-will" employee of CSSD.

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

Job Descriptions and Responsibilities

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

Criminal Background Checks

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

Tuberculosis Testing

All employees of CSSD must submit written proof from a physician or NP of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin

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testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with CSSD and the cost of the exam will be borne by the applicant.

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

Immigration Compliance

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

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

Professional Boundaries: Staff/Student Interaction Policy

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

Corporal Punishment

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

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

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

Examples of PERMITTED actions (NOT corporal punishment)

Stopping a student from fighting with another student;

Preventing a pupil from committing an act of vandalism;

Defending yourself from physical injury or assault by a student;

Forcing a pupil to give up a weapon or dangerous object;

Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;

Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment)

Hitting, shoving, pushing, or physically restraining a student as a means of control;

Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;

Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

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

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

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

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innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

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

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

Giving gifts to an individual student that are of a personal and intimate nature.

Kissing of any kind.

Any type of unnecessary physical contact with a student in a private situation.

Intentionally being alone with a student away from CSSD.

Making or participating in sexually inappropriate comments.

Sexual jokes.

Seeking emotional involvement with a student for your benefit.

Listening to or telling stories that are sexually oriented.

Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.

Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

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

Giving students a ride to/from school or school activities.

Being alone in a room with a student at school with the door closed.

Allowing students in your home.

Cautionary Staff/Student Behaviors

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

Remarks about the physical attributes or development of anyone.

Excessive attention toward a particular student.

Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

Getting parents' written consent for any after-school activity.

Obtaining formal approval to take students off school property for activities such as field trips or competitions.

E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).

Keeping the door open when alone with a student.

Keeping reasonable space between you and your students.

Stopping and correcting students if they cross your own personal boundaries.

Keeping parents informed when a significant issue develops about a student.

Keeping after-class discussions with a student professional and brief.

Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.

Involving your supervisor if conflict arises with the student.

Informing the Executive Director about situations that have the potential to become more severe.

Making detailed notes about an incident that could evolve into a more serious situation later.

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Recognizing the responsibility to stop unacceptable behavior of students or coworkers.

Asking another staff member to be present if you will be alone with any type of special needs student.

Asking another staff member to be present when you must be alone with a student after regular school hours.

Giving students praise and recognition without touching them.

Pats on the back, high fives and handshakes are acceptable.

Keeping your professional conduct a high priority.

Asking yourself if your actions are worth your job and career.

Tobacco Free Workplace

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

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

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

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

Unacceptable Activities

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

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

Willful violation of any school rule; any deliberate action that is extreme in nature and is obviously detrimental to the school, its students, staff, and community.

Dishonesty, willful falsification or misrepresentation on student records and/or work, master agreements, alteration of school records or other school documents.

Dishonesty, willful falsification or misrepresentation on your application for employment or other work records; lying about sick or personal leave; falsifying a reason for a leave of absence or other data requested by CSSD.

Violating the non-disclosure agreement; giving confidential or proprietary school information to unauthorized persons; breach of confidentiality of personnel/student information.

Willful violation of security or safety rules or failure to observe safety.

Negligence or any careless action that endangers the life or safety of another person.

Being intoxicated or under the influence of alcohol or controlled substance drugs while at work; use or possession or sale of alcohol or controlled substance drugs in any quantity while on school premises except medications prescribed by a physician which do not impair work performance.

Unauthorized possession of dangerous or illegal firearms, weapons or explosives on school property or while on duty.

Engaging in criminal conduct or acts of violence, or making threats of violence toward anyone on school

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premises or when representing CSSD; fighting, or horseplay or provoking a fight on school property, or negligent damage of property.

Insubordination or refusing to obey instructions properly issued by your manager pertaining to your work; refusal to assist on a special assignment.

Threatening, intimidating or coercing fellow employees or students on or off the premises at any time, for any purpose.

Engaging in an act of sabotage; willfully or with gross negligence causing the destruction or damage of school property, or the property of fellow employees, students, suppliers, or visitors in any manner.

Theft of school property or the property of fellow employees; unauthorized possession or removal of any school property, including documents, from the premises without prior permission from one of the directors; unauthorized use of school equipment or property for personal reasons;

Using school equipment for profit.

Malicious gossip and/or spreading rumors unrelated to CSSD operations; engaging in behavior designed to create discord and lack of harmony; interfering with another employee on the job; willfully restricting work output or encouraging others to do the same.

Immoral conduct or indecency on school property.

Conducting a lottery or gambling on school premises.

Failure to possess or maintain the credential/ certificate required of the position.

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

Unsatisfactory or careless work; failure to meet production or quality standards as explained to you by your manager; mistakes due to carelessness or failure to get necessary instructions.

Any act of harassment, sexual, racial or other; telling sexist or racial-type jokes; making racial or ethnic slurs.

Sleeping on the job; loitering or loafing during working hours.

Excessive use of telephone for personal calls.

Leaving your workstation during your work hours without the permission of your manager, except to use the restroom.

Creating or contributing to unsanitary conditions.

Posting, removing or altering notices on any bulletin board on school property without permission of the Leadership Team.

Failure to report an absence or late arrival; excessive absence or lateness.

Obscene or abusive language toward any manager, employee, parent or student; indifference or rudeness towards a customer or fellow employee; any disorderly/antagonistic conduct on school premises.

Failure to immediately report an accident or damage to school equipment.

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Soliciting during working hours and/or in working areas; selling merchandise or collecting funds of any kind for charities or others without authorization during business hours, or at a time or place that interferes with the work of another employee on school premises.

Failure to maintain a neat and clean appearance in terms of the standards established by your manager; any departure from accepted conventional modes of dress or personal grooming; wearing improper or unsafe clothing.

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

Process for Support and Remediation of Instructional Staff Performance Indicators

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

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

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

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

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

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

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

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

Disciplinary Actions

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

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

Off-Duty Conduct

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

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

Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at CSSD.

Additional employment that creates a conflict of interest or is incompatible with the employee's position with CSSD.

Additional employment that impairs or has a detrimental effect on the employee's work performance with CSSD.

Additional employment that requires the employee to conduct work or related activities on CSSD's property during the employer's working hours or using CSSD's facilities and/or equipment; and

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Additional employment that directly or indirectly competes with the business or the interests of CSSD.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to CSSD explaining the details of the additional employment. If the additional employment is authorized, CSSD assumes no responsibility for it. CSSD shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Resignation

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

Return of School Property

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

Exit Interviews

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

References

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

As CSSD employees, you may not respond to any information requests for information regarding another

employee unless it is part of your assigned job responsibilities. Forward the request to the Human Resources Department.

Reinstatement of Former Employees

Former employees who wish to be considered for re-employment must submit an application. The former employee may be required to participate in an interview and workplace survey. If hired as a new employee, fingerprint and TB evaluation requirements must be met.

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

Personnel File

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

Legal name;

Home address;

Home telephone number;

Person to call in case of emergency;

Number of dependents;

Change of beneficiary;

Driving record or status of driver's license and auto insurance, if you operate any vehicle in the course of work for CSSD;

Military or draft status; and

Exemptions on your W-4 tax form.

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

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

You have the right to inspect documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. Please make arrangements with the Human Resources Department when you wish to review your file.

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

Performance Feedback

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

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

Employee Reviews and Evaluations

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

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

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

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

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

Certificated Employees

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

Classified Employees

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

Full-Time Employees

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

Part-Time Employees

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

Monthly Salaried Employees

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

Hourly Employees

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

Temporary Employees

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

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

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

“Nonexempt” and “Exempt” Employees

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

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

Overtime Pay

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

If you are a “nonexempt” employee and you perform overtime work, you will be compensated one and one-half (1 1/2) times your regular hourly pay rate for time worked over eight (8) hours per day or forty (40) hours per week that you work. Employees are entitled to double time compensation for those hours worked in excess of twelve (12) hours in any one day or for any hours worked beyond the eighth (8th) hour on the seventh consecutive workday in a workweek. If, during that week, you were away from the job because of a job-related injury, paid holiday, jury duty, vacation taken in single-day increments, or paid sick time, those hours not worked will not be counted as hours worked for the purpose of computing eligibility for overtime compensation.

Pay Period and Hours

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

Pay Cycle/Paycheck Distribution

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

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

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

Salary Overpayment and Correction

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

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

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

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

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

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

Notification and Repayment

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

Options for repayment may include:

Personal check payable to CSSD either one-time payment, or multiple payment plans established with Payroll.

Payment plan, as agreed upon with Finance-Payroll, through a series of payroll deductions for a period not to exceed six (6) months.

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

Salary Placement for Teachers

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

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

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

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

Academic Credits Earned

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

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

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

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

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

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

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

Qualifying Credits

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

Payroll Withholdings

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

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

State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.

FICA: The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by CSSD.

STRS/PERS: All eligible employees shall be enrolled in the appropriate retirement system, and CSSD shall withhold the legally required percentage of the employee's wages representing the employee's contribution to the retirement system.

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

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

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

supply of these forms.

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

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

Wage Attachments and Garnishments

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

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

Work Year

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

Teachers, Education Specialist, Resource Center Associate: 12-month/228 days from July 1 to June 30.

Certificated and Classified Management: July 1 to June 30 inclusive; 12 months

Classified, non-management: July 1 to June 30 inclusive; 12 months

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

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

Workday and Workweek

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

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

Expense Reimbursement

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

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

Mileage Reimbursement

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

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

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

Submission of Claims

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

Auditable Records

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

Meal and Rest Periods

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

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

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

Attendance

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

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

Absences

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

Planned Absences

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

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

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

Unexpected Absences

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

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

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

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

Record of Absence or Lateness

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

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

Excessive Absenteeism or Lateness

In general, a consistent pattern of absence will be considered excessive, and the reasons for the absences may come under question. Tardiness or leaving early is as detrimental to CSSD as an absence. Be aware that

excessive absenteeism, lateness or leaving early may lead to disciplinary action, including possible dismissal.

Timesheets/Records

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

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

You are responsible for your timesheet, which contains your hours worked, meal periods taken, vacation or sick pay used, and other information needed by Payroll. Remember to record your time daily. The employee submits their timesheet to their direct supervisor or designee for approval. Employees and supervisors are expected to verify that all information entered on the timesheet is correct.

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

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

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

Lactation Accommodation

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

Bulletin Boards

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

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

Communications

Successful working conditions and relationships depend upon successful communication. Not only do you need to stay aware of changes in procedures, policies and general information, you also need to communicate your ideas, suggestions, personal goals or problems as they affect your work.

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

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

Communications with the Press; Other Outside Agencies

From time to time, there may be events at CSSD that invite interest from the media or other outside

agencies. To maintain a coherent, centrally organized public relations policy which is consistent with the philosophy and vision for CSSD, all requests to faculty, staff, general or advisory board members made by the media, electronic or print, must be referred to the Chief of Staff for approval and coordination.

Computer Software (Unauthorized Copying)

CSSD does not condone the illegal duplication of software.

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

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

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

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

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

Dress Code/Personal Appearance

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

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

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

First Aid

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

First Aid and CPR Certification

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

Intellectual Property

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

The intellectual property was created within the scope of employment;

The intellectual property was created on CSSD time with substantial use of CSSD equipment, services or resources; or

The intellectual property was commissioned by CSSD

Pursuant to a signed contract; or

Within a specific category of works considered works-for-hire under copyright law.

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

for-hire.”

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

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

Personal Phone Calls

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

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

Personal Use of School Property

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

Property and Equipment Care

It is your responsibility to understand the equipment/ machines you need to use to perform your duties. Good care of any machine that you use during the course of your employment, as well as the conservative use of supplies, will benefit you and CSSD. If you find that a machine and/or piece of equipment is not

working properly or in any way appears unsafe, please notify your supervisor immediately so that repairs or adjustments may be made. Under no circumstances should you start or operate a machine you deem unsafe, nor should you adjust or modify the safeguards provided.

Responsibility for School Property

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

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

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

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

The property is not left unattended.

The property is secured in a locked facility.

When being transported the property is locked in a vehicle out-of-sight, preferably in the trunk.

Transporting of the property is limited primarily to between school sites, on school business, and to and from work.

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

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

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

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

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

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

Safety/Fire/Earthquake Drills

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

Safety Rules (General)

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

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

Avoid overloading electrical outlets with too many appliances or machines.

Use flammable items, such as cleaning fluids, with caution.

Use stairs one at a time.

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Ask for assistance when lifting heavy objects or moving heavy furniture.

Smoke only in designated smoking areas, but not on school property.

Keep cabinet doors and file and desk drawers closed when not in use.

Sit firmly and squarely in chairs that roll or tilt.

Avoid "horseplay" or practical jokes.

Keep your work area clean and orderly; keep aisles clear of obstructions.

Stack materials only to safe heights.

Watch out for the safety of fellow employees and students.

Use the right tool for the job, and use it correctly.

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

Security

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

Always keep cash properly secured. If you are aware that cash is insecurely stored, immediately inform the person responsible and/or your supervisor. Do not keep cash in the resource center. Turn in any school cash at the end of the school day to the Finance Department; issue receipts.

Know the location of all alarms and fire extinguishers, and familiarize yourself with the proper procedure for using them should the need arise.

When you leave school's premises make sure that all entrances are properly locked and secured and that, where applicable, security alarms are set.

Pandemic Response Procedures

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

It is a rare global outbreak which can affect populations around the world.

It is caused by a new virus of which little is known and to which people do not have immunity.

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

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

Executive Director Actions:

Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.

Ensure that students and staff members who are ill stay home.

Send sick students and staff home from school immediately.

Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette.

Monitor bulletins and alerts from the Department of Health and Human Services.

Keep staff informed of developing issues.

Assist the Department of Health and Human Services in monitoring outbreaks.

Respond to media inquiries regarding school attendance status.

Implement online education, if necessary, so that students can stay home.

Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

Staff and Student Actions:

Stay home when ill with cough or other flu-like symptoms (chills, fever, aches, cough, sore throat).

Practice "respiratory hygiene etiquette," including but not limited to covering your cough and sneezing with a tissue, washing hands with soap and water or a waterless hand hygiene product, and placing

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used tissues into a sealed bag.

Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).

Implement distance learning and online homework assignments so that students can maintain academic progress during shelter in place orders.

Additional Steps for the School:

Identify Essential Employees (Teachers, Administrators, etc.).

Provide modified distance learning for periods of school closure.

Direct custodial staff to thoroughly clean and sanitize school facilities.

Emergency Preparedness

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

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

Essential Employees

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

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

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

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

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

Temporary Telework Policy to Address COVID-19 Remote Working Conditions

Purpose

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

Definition

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

General Requirements

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

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

Eligibility Considerations

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

- The employee has a position where effective communication can be accommodated electronically;
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of the School;
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of School data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet the School's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;
- Telework sites must be in California;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location;
and
- The employee has no recent or pending corrective or disciplinary actions.

Supervisor Responsibilities

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

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

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including

completing evaluations and other performance management as appropriate.

Communication and Accessibility

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

Safety

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

Supplies, Equipment, and Furniture

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

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

Information Security and Confidentiality

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

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

Performance Standards

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

Professional Boundaries

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

Limit communications with students to issues involving School activities or classes only;

Ensure professional communications with students by avoiding conversations of an overly personal, inappropriate, sexual, offensive, or indecent nature;

Respect the privacy rights of students by ensuring communications and/or documents involving confidential pupil information are safeguarded appropriately;

Maintain the same degree of formality as would be appropriate when working on-site, including in manner of speech, tone, method of communication, and appearance and dress, particularly when the employee may be communicating with students via video chat; and

Continue to comply with any and all School policies, including enforcing appropriate student behavior and student discipline, child abuse and neglect reporting protocols, and prohibitions on harassment or other inappropriate conduct.

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

Return to Work

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

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

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

Evaluation & Duration

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

The School may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, the School shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever possible. All telework assignments shall be subject to termination upon resumption of regular onsite duties at the School following the COVID-19 pandemic.

Staff/Professional Development

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

New employee orientation.

Meetings and trainings held during the year focused on effective methods of instruction for a broad range of grade levels and subject areas.

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Professional development sessions for teachers appropriate to their needs.

Workshops offered within regular meetings (faculty, team, all-staff, department chair, advisory group meetings), plus specially scheduled meetings as needed.

Participation in outside conferences on subject area-specific topics, including math, science, English/reading, independent study, health issues, technology, etc.

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

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

Traffic Violations

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

Violations of Policies

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

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

The Benefits Package

A good benefits program is a solid investment in CSSD and its employees. It serves as an incentive for current employees and also helps to attract talented newcomers. School benefits programs are evaluated regularly and altered, as appropriate, to meet our employees' changing needs and to offer the advantages of future trends in employee benefits. CSSD offers a benefits program designed to address the individual and family needs of our employees.

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

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

Health and Welfare Benefits

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

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

Voluntary Insurance Benefits

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

Additional coverage for employee life insurance, plus dependent life insurance and accidental death and dismemberment coverage;

Short & Long Term Disability;

Flexible Spending Accounts (Section 125);

Long Term Care;

Legal Assistance;

Automobile, Homeowners, and Renter's Insurance;

Cancer Insurance; and

Critical Illness.

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

Eligibility for Benefits

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

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

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

Holidays

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

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

CSSD observes the following holidays:

Independence Day

Labor Day

Veterans' Day

Thanksgiving Holiday/Post-Thanksgiving Holiday

Pre- or Post-Christmas Holiday/Christmas Day

New Year's Eve Holiday/New Year's Day

Martin Luther King Jr. Day

Lincoln's Birthday

Presidents' Day

Memorial Day

Floating Holiday – for Monthly Classified Employees

A classified monthly employee who is in a paid status on September 9 (California Admission Day) is entitled to a floating holiday in lieu of Admission Day. This benefit may not be taken before it is earned. It may be taken any time (after it is earned) during the work year with prior approval from your supervisor.

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

Vacation

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

Purpose

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

Vacation Accumulation

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

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

Vacation Entitlement

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

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

Vacation Scheduling

Employees complete a calendar at contract signing to request vacation days for the school year. Preliminary approval is given by the immediate supervisor, and then submitted to the School Administrator for review and final approval. The Executive Director (or designee) approves vacation/non-workday requests for managers and directors. Vacations will be authorized with due consideration given to maintaining adequate administrative coverage.

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

Maternity Leave for Birth Mothers

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

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

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

Professional/Personal Improvement Days

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

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, CSSD offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e. children, parents, spouses/ domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Additionally, employees may also take paid sick leave when CSSD is closed due to a public health emergency or to care for a child who's childcare or school is closed due to a public health emergency.

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

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

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

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

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

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

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

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

Personal Necessity Leave

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

Death of a member of immediate family. Full-salary sick leave may be used after bereavement leave benefits are exhausted (see *Bereavement*). Additionally, you may use one (1) day per year of full pay sick leave for the purpose of attending the funeral of a close friend or relative not included in the definition of immediate family.

Serious or critical illness of a member of the immediate family. You may be required to furnish a physician's statement and any other proof requested by the Executive Director.

Accident involving you, your immediate family, your property or property of your immediate family.

Appearance in court, not part of school business, as a litigant or as a witness under an official order. You must furnish proof of court appearance.

Observance of a religious holiday of your faith, limited to three (3) days per year. A request must be filed in advance.

Unpredictable and verifiable acts of nature.

Parental leave due to the birth, adoption or foster placement of a child.

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Family School Partnership leave for your participation as a parent, guardian or custodial parent in school activities. Up to forty (40) hours each school year and not more than eight (8) hours in any calendar month may be used. Reasonable advance notice and approval of supervisor is required.

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

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

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

Transfer of Accumulated Sick Leave

Teachers who previously worked for another California school that participated in CALSTRS, or Classified staff who previously worked for another California school that participated in CALPERS, may transfer their accumulated sick leave to the school provided that the following conditions are met:

Employment in the previous district was for one (1) calendar year or more.

Employment with CSSD began within one (1) year of termination from the previous school.

Bereavement

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

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

Jury Duty

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

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

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

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

Family Care and Medical Leave

This policy explains how CSSD complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require CSSD to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

Employee Eligibility Criteria

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

Events That May Entitle an Employee To FMLA Leave

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

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To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by CSSD, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.

Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by CSSD's separate pregnancy disability policy).

A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

"Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

"Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

"Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.

For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

Amount of FMLA Leave Which May Be Taken

FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the

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above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

The "twelve month period" in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.

If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, CSSD's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days CSSD's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA Leave

An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, CSSD and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.

If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.

The receipt of sick leave pay will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits

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

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

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

The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and

The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

Seniority

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

Medical Certifications

An employee requesting FMLA leave because of his/ her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by CSSD. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of CSSD's request for certification) may result in denial of the leave request until such certification is provided.

CSSD will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. CSSD may contact the employee's health care provider to authenticate a certification as needed.

If CSSD has reason to doubt the medical certification supporting a leave because of the employee's own

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serious health condition, CSSD may request a second opinion by a health care provider of its choice (paid for by CSSD). If the second opinion differs from the first one, CSSD will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave

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

Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt CSSD's operations.

If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that CSSD will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

CSSD will respond to an FMLA leave request no later than five (5) business days of receiving the request. If an FMLA leave request is granted, CSSD will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's

obligations and the consequences of failing to satisfy them.

Return to Work

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

When a request for FMLA leave is granted to an employee (other than a “key” employee), CSSD will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

If an employee can return to work with limitations, CSSD will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from CSSD.

Limitations on Reinstatement

CSSD may refuse to reinstate a “key” employee if the refusal is necessary to prevent substantial and grievous injury to CSSD’s operations. A “key” employee is an exempt salaried employee who is among the highest paid 10% of CSSD’s employees within seventy- five (75) miles of the employee’s worksite.

A “key” employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if CSSD determines that substantial and grievous injury to CSSD’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, CSSD will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause CSSD to suffer substantial and grievous injury. If CSSD realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

Employment during Leave

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

Pregnancy Disability Leave

This policy explains how CSSD complies with the California Pregnancy Disability Act, which requires CSSD to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period

(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

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

Events That May Entitle an Employee to Pregnancy Disability Leave

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

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

The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

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

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

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

Pay during Pregnancy Disability Leave

An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.

The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.

Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

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

The employee fails to return from leave after the designated leave period expires.

The employee's failure to return from leave is for a reason other than the following:

The employee is taking leave under the California Family Rights Act.

There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.

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There is a non-pregnancy related medical condition requiring further leave.

Any other circumstance beyond the control of the employee.

Seniority

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

Medical Certifications

An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by CSSD. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be referred to CSSD's then current pregnancy disability leave policy.

Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt CSSD's operations.

Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

CSSD will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, CSSD will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

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

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

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

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

When a request for pregnancy disability leave is granted to an employee, CSSD will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

In accordance with CSSD policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

If the employee can return to work with limitations, CSSD will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from CSSD.

Employment during Leave

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

Unpaid Leave of Absence

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

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

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

Industrial Injury Leave (Workers' Compensation)

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

Medical care;

Cash benefits, tax-free to replace lost wages; and

Vocational rehabilitation to help qualified injured employees return to suitable employment.

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

Immediately report any work-related injury to the Executive Director;

Seek medical treatment and follow-up care if required;

Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Director; and

Provide CSSD with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is CSSD's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. CSSD, with the help of its insurance carrier has selected

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medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to CSSD's operation.

If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

All accidents and injuries must be reported to the Executive Director and to the individual responsible for reporting to CSSD's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to CSSD's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

When there is a job-related injury that results in lost time, the employee must have a medical release from CSSD's approved medical facility before returning to work.

Any time there is a job-related injury, CSSD's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

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

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

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

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

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

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days' notice.

School Appearance and Activities Leave

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

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

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

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may

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receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

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

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

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

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

Victims of Abuse Leave

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

Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.

Obtain services from a domestic violence shelter, program, or rape crisis center.

Obtain psychological counseling for the domestic violence, sexual assault, or stalking.

Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

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

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or

stalking.

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

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

Returning From Leave of Absence

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

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

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

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

We Need Your Ideas

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

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

Concerns

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

By treating each of you as an individual and encouraging your maximum development;

By recognizing that each of you is essential to the success and growth of the school; and

By maintaining direct communications with all of our employees and ensuring that each and every one of you can speak directly and openly with the Leadership Team.

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

Employee Relations

One of CSSD's primary goals is to successfully meet its responsibilities to you, our employees, both as

individuals, and as contributing members of CSSD. This is accomplished by managing in such a way that you will always be treated with respect and dignity. We believe every person deserves to be treated in this manner, in any situation. We also believe this principle helps make CSSD successful. And, in this environment, we can work together to solve any problems that may arise.

Suggestions

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

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

Internal Complaints

(Complaints by Employees Against Employees)

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

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

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

The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;

If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the President of CSSD's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board Chairperson or investigator will report his or her findings to the Board for review and action, if necessary.

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

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

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

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

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

The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

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

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of The Charter School of San Diego Program (CSSD) that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

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

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

CSSD will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, CSSD will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, CSSD will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

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

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

Your Name:

Date:

Date of Alleged Incident(s):

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

List any witnesses that were present:

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Where did the incident(s) occur?

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

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

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

Signature of Complainant

Date

Print Name

To be completed by School:

Received by:

Date:

INTERNAL COMPLAINT FORM

Your Name:

Date:

Date of Alleged Incident(s):

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

List any witnesses that were present:

Where did the incident(s) occur?:

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

I hereby authorize The Charter School of San Diego Program (CSSD) to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date

Print Name

To be completed by School:

Received by:

Date:

TITLE IX AND HARASSMENT POLICY



The Charter School of
SAN DIEGO
Teacher Induction Program

**Student Success Programs, Inc.
The Charter School of San Diego**

3179

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Approved: February 22, 2018

Amended: June 21, 2018

The Board of Directors of The Charter School of San Diego, Inc. hereby adopts this Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy to apply to The Charter School of San Diego hereafter collectively referred to as "Charter School."

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the Charter School prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the resource centers, school administrative offices, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, immigration status, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance, or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School faculty and staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

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Tim Tuter

Executive Director

ttuter@altusschools.net

858-678-2042

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the Charter School.

The Charter School is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body

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- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex

- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil’s or those pupils’ person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

* “Reasonable pupil” is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

Grievance Procedures

1. Reporting

All faculty and staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires faculty and staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Title IX Coordinator (**“Coordinator”**):

Tim Tuter

Executive Director

ttuter@altuschools.net

858-678-2042

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

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While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Executive Director, School Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

Criteria 5 Appendix

5. Right of Appeal

Should the reporting individual find the Coordinator's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in this Student/Family Handbook.

Criteria 5 Appendix
STUDENT SUCCESS PROGRAMS, INC.
THE CHARTER SCHOOL OF SAN DIEGO

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Date: _____

Print Name

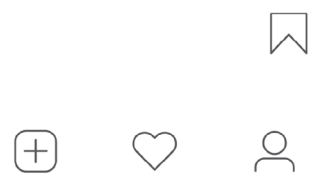
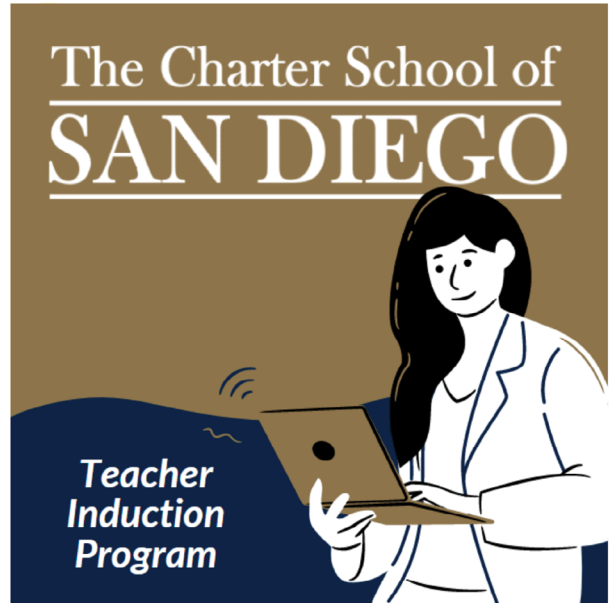
To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

SOCIAL MEDIA AND MARKETING







Teacher Induction Program

Need to clear your
Preliminary
Teaching Credentials?



Introducing The Charter School of San Diego's Teacher Induction Program

The CSSD Teacher Induction Program is a CTC authorized teacher credentialing program that awards teachers at The Charter School of San Diego and beyond to clear their preliminary credential within a blended learning model.

- ★ High Quality Mentorship
- ★ Personalized Learning Plans
- ★ Equitable and Inclusive Learning
- ★ Distance & Blended Learning
- ★ Leading Edge Certification/ INACOL Standards

The program is free for CSSD Employees! Interested in learning more?

[YES! I'm interested.](#)

Altus University | AltusUniversity.com



The Charter School of San Diego | 10170 Huennekens St, San Diego, CA 92121

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Try email marketing for free today!

HIGH QUALITY MENTORSHIP

Highly skilled mentors provide coaching, support, relevant and meaningful feedback cycles for continuous improvement.

PERSONALIZED LEARNING PLANS

Use comprehensive data to drive evidence based instructional strategies for each student's engagement, learning, and achievement.

EQUITABLE & INCLUSIVE LEARNING

Ensuring learning environments that meet the needs of each student and promote thriving student groups.

DISTANCE & BLENDED LEARNING

Pedagogy for effective teaching in a distance learning and blended learning environment.

LEADING EDGE CERTIFICATION / iNACOL STANDARDS

Effectively facilitate online and blended courses and how to enhance the learning opportunities for all students enrolled in their distance learning courses.

CSSD TEACHER INDUCTION PROGRAM



CSSD Teacher Induction Program

is a CTC authorized teacher credentialing program that awards teachers at The Charter School of San Diego and beyond to clear their preliminary credential within a blended learning model.

OUR VISION

The CSSD Teacher Induction Program is a national model of educational leadership and innovation dedicated to the preparation of exceptionally qualified educators. Candidates are prepared to provide a whole-child approach in service of equity, inclusiveness, and the achievement of all students.

OUR MISSION

The CSSD Teacher Induction Program bridges the gap between high-quality education theory and practice through an innovative and personalized teacher preparation program. The program develops effective educators who are uniquely equipped to engage diverse students in futuristic learning environments.

**For more information visit:
www.altusuniversity.com**

CALIFORNIA QUALITY PROFESSIONAL LEARNING STANDARDS



The Charter School of
SAN DIEGO
Teacher Induction Program

The Superintendent's Quality Professional Learning Standards

Approved by the State Superintendent of Public Instruction

Professional Learning Support Division
California Department of Education

November 2014
Revised March 2015



Appendix A: Quality Professional Learning Standards and Elements

Data

Quality professional learning uses varied sources and kinds of information to guide priorities, design, and assessments.

Element A: Addressing Students' Capabilities and Needs

Quality professional learning is continuously informed by multiple measures of student data.

Element B: Addressing Educators' Capabilities and Needs

Quality professional learning develops from an understanding of educators' current capacity and future development needs.

Element C: Program/School Quality

Quality professional learning uses schoolwide information to determine the current policies, practices, and outcomes that are the most essential priorities for educators' professional learning.

Element D: Continuous Review of Quality and Impact

Quality professional learning continuously improves through regular and long-term review of its purposes, components, processes, and outcomes.

Content and Pedagogy

Quality professional learning enhances educators' expertise to increase students' capacity to learn and thrive.

Element A: Curriculum Content and Materials

Quality professional learning builds educators' knowledge and understanding of subject-matter curricula and materials so that all students meet content and performance expectations and are ready for college and careers.

Element B: Pedagogy

Quality professional learning expands educators' instructional and assessment skills, practices, and behaviors so that all students meet content and performance expectations and are ready for college and careers.

Element C: Learning Support

Quality professional learning develops educators' attitudes, beliefs, and dispositions to ensure that all students have differentiated support to meet content and performance expectations and are ready for college and careers.

Equity

Quality professional learning focuses on equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.

Element A: Academic Equity

Quality professional learning increases educators' capacity to improve learning outcomes for all students, focusing on those with special needs; those with cultural, racial, and linguistic differences; those from disadvantaged socioeconomic backgrounds; and those in foster care.

Element B: Systemic Equity

Quality professional learning helps educators develop equitable and inclusive policies and align them with implemented practices.

Element C: Climate Equity

Quality professional learning facilitates safe, fair, and respectful school environments for all students and improves educators' understanding of the cultural, intellectual, social, emotional, and physical needs of each learner.

Design and Structure

Quality professional learning reflects evidence-based approaches, recognizing that focused, sustained learning enables educators to acquire, implement, and assess improved practices.

Element A: Focus and Time

Quality professional learning is purposeful, focused, and sustained over time.

Element B: Embedded in Practice

Quality professional learning provides many opportunities for educators to analyze their practice and apply new learning.

Element C: Differentiation

Quality professional learning is relevant—building on the skills, knowledge, and learning needs of educators across career stages, grade levels, assignments, and contexts.

Element D: Active and Varied Methods of Learning

Quality professional learning employs diverse, research-based learning designs, with an emphasis on the active engagement of educators.

Collaboration and Shared Accountability

Quality professional learning facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.

Element A: Collaborative Culture

Quality professional learning builds a culture of collaboration and mutual trust by facilitating opportunities for educators to work together to strengthen their practice and improve student learning.

Element B: Shared Accountability

Quality professional learning builds the capacity of educators to commit to shared ownership and accountability for effective professional practice and student learning.

Element C: External Networks

Quality professional learning includes external collaborations that provide effective options for educators with diverse experiences and needs to improve their practice.

Resources

Quality professional learning dedicates resources that are adequate, accessible, and allocated appropriately toward established priorities and outcomes.

Element A: Fiscal Capital

Quality professional learning is supported by sufficient, sustainable funding leveraged from both current and new sources.

Element B: Human Capital

Quality professional learning utilizes various sources of expertise and experience to address individual and collective learning goals.

Element C: Time

Quality professional learning maximizes time for educators to engage in learning and collaboration, both within and outside of the school day.

Element D: Equipment and Materials

Quality professional learning ensures the availability of a variety of tools so that educators have equitable access to relevant and effective learning opportunities.

Alignment and Coherence

Quality professional learning contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources.

Element A: Policies and Regulations

Quality professional learning integrates policy expectations into strategies that are focused on identified needs within local contexts.

Element B: District and School Alignment

Quality professional learning provides ways for districts and schools to link educators' growth goals, expertise, and resources across multiple initiatives, programs, agreements, and improvement efforts.

Element C: Professional Career Continuum

Quality professional learning is a part of a seamless system that provides increasingly more complex opportunities for educators to learn and practice skills that advance expertise throughout their careers, and that makes leadership roles available as educators progress.

A.

AUDITED BUDGET





Student Success Programs

Nonprofit Corporation

County of San Diego
San Diego, California

Audit Report

June 30, 2020

The Charter School of San Diego
(Charter #28)

Audeo Charter School
(Charter #406)



WILKINSON HADLEY
KING & Co. LLP
CPAs AND ADVISORS



Criteria 12 Appendix A

STUDENT SUCCESS PROGRAMS
Financial Statements and Supplemental Information
Year Ended June 30, 2020

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Brian K. Hadley, CPA
Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report

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

Report on the Financial Statements

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

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

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

Other Matters

Other Information

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

Other Reporting Required by *Government Auditing Standards*

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

Wilkinson Hadley King & Co LLP

El Cajon, California
March 26, 2021

Financial Statements

Criteria 12 Appendix A
STUDENT SUCCESS PROGRAMS

Statement of Financial Position
 June 30, 2020

Assets

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

Liabilities and Net Assets

Liabilities

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

Net Assets

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

The accompanying notes are an integral part of this statement.

Criteria 12 Appendix A
STUDENT SUCCESS PROGRAMS
Statement of Activities
Year Ended June 30, 2020

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

The accompanying notes are an integral part of this statement.

Criteria 12 Appendix A

STUDENT SUCCESS PROGRAMS

Statement of Functional Expenses

Year Ended June 30, 2020

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

The accompanying notes are an integral part of this statement.

Criteria 12 Appendix A
STUDENT SUCCESS PROGRAMS

Statement of Cash Flows
Year Ended June 30, 2020

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

The accompanying notes are an integral part of this statement.

Criteria 12 Appendix A
STUDENT SUCCESS PROGRAMS

Notes to the Financial Statements
Year Ended June 30, 2020

A. Principal Activity and Summary of Significant Accounting Policies

Organization

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

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

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

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

Nature of Activities

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

Criteria 12 Appendix A
STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

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

Basis of Accounting

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

Cash and Cash Equivalents

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

Accounts Receivable

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

Property and Equipment

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

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

Criteria 12 Appendix A
STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

Investments

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

Net Assets

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

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

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

Revenue and Revenue Recognition

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

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

Donated Services and In-Kind Contributions

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

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

Advertising

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

Functional Allocation of Expenses

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

Income Taxes

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

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

Estimates

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

Financial Instruments and Credit Risk

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

LCFF Revenues and Payments in Lieu of Property Taxes

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

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

The LCFF includes the following components applicable to the Corporation:

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

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

New Accounting Guidance

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

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

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

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

Subsequent Events

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

B. Liquidity and Availability

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

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

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

C. Fair Value Measurements and Disclosures

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

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

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

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

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

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

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

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

D. Cash and Cash Equivalents

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

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

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

Cash in County Treasury

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

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

Cash Equivalents

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

Cash with Fiscal Agent

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

Cash in Bank

The remainder of the Corporation’s cash (\$3,355,644 as of June 30, 2020) is held in financial institutions which are either insured by the Federal Deposit Insurance Corporation (FDIC) up to a limit of \$250,000 per depositor or certain non-interest-bearing accounts that are fully insured by the FDIC. As of June 30, 2020, The Corporation held \$1,835,816 in excess of the FDIC insured amounts. The Corporation reduces its exposure to risk by maintaining such deposits with high quality financial institutions. The Corporation has not experienced any losses in such accounts and believe it is not exposed to any significant credit risk.

E. Accounts Receivable

As of June 30, 2020, accounts receivable consisted of the following:

<u>Accounts Receivable</u>	<u>Charter School of San Diego</u>	<u>Audeo Charter School</u>	<u>Total</u>
Other Local Sources			
Interest	\$ 25,675	\$ 11,746	\$ 37,421
Other local sources	12,718	484	13,202
Total Accounts Receivable	<u>\$ 38,393</u>	<u>\$ 12,230</u>	<u>\$ 50,623</u>

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STUDENT SUCCESS PROGRAMS

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

<u>Accounts Receivable - Grantor Government</u>	<u>Charter School of San Diego</u>	<u>Audeo Charter School</u>	<u>Total</u>
Federal Government			
Special Education	\$ 199,097	\$ 68,939	\$ 268,036
Title I	247,432	104,105	351,537
Other Federal Programs	36,225	35,543	71,768
State Government			
State Aid	563,107	228,131	791,238
Lottery Funding	86,761	28,937	115,698
Mental Health	111,504	43,560	155,064
Special Education	110,091	41,662	151,753
Other State Programs	1,289	3,476	4,765
Local Government			
Property tax payments	1,493,146	556,417	2,049,563
Total Accounts Receivable	\$ 2,848,652	\$ 1,110,770	\$ 3,959,422

<u>Accounts Receivable - Related Entities</u>	<u>Charter School of San Diego</u>	<u>Audeo Charter School</u>	<u>Eliminations</u>	<u>Total</u>
Student Success Programs				
Due from Audeo Charter School	\$ 4,741	\$ -	\$ (4,741)	\$ -
Audeo Charter School Corporations				
Due From Audeo Charter School II	2	-	-	2
Due From Audeo Charter School III	961	-	-	961
Due From Grossmont Secondary School	31,065	-	-	31,065
Due From Sweetwater Secondary School	11,154	-	-	11,154
Mirus Education				
Due From Mirus Secondary School	1,458	-	-	1,458
Total Accounts Receivable	\$ 49,381	\$ -	\$ (4,741)	\$ 44,640

F. Prepaid Expenses

As of June 30, 2020, prepaid expenses consisted of the following:

	<u>Charter School of San Diego</u>	<u>Audeo Charter School</u>	<u>Total</u>
Prepaid rent and leases	\$ 126,033	\$ 28,705	\$ 154,738
Prepaid insurance	124,236	829	125,065
Prepaid vendors	3,458	69,394	72,852
Total Prepaid Expenses	\$ 253,727	\$ 98,928	\$ 352,655

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

G. Property and Equipment

Property and equipment for Charter School of San Diego consisted of the following at June 30, 2020:

<u>Charter School of San Diego</u>	Beginning Balance	Additions	Deletions	Ending Balance
Non-Depreciable Capital Assets				
Land	\$ 6,119,672	\$ -	\$ -	\$ 6,119,672
Work in Progress	2,330,309	2,981,190	2,936,096	2,375,403
Total Non-Depreciable Capital Assets	8,449,981	2,981,190	2,936,096	8,495,075
Depreciable Capital Assets				
Land Improvements	102,475	-	-	102,475
Buildings	8,700,412	1,237,896	-	9,938,308
Leasehold Improvements	1,973,892	1,496,323	75,575	3,394,640
Equipment, Furniture, and Fixtures	1,243,447	605,614	177,697	1,671,364
Total Depreciable Capital Assets	12,020,226	3,339,833	253,272	15,106,787
Total Capital Assets	20,470,207	6,321,023	3,189,368	23,601,862
Less Accumulated Depreciation	(3,253,071)	(791,282)	(253,272)	(3,791,081)
Capital Assets, Net	\$ 17,217,136	\$ 5,529,741	\$ 2,936,096	\$ 19,810,781

Property and equipment for Audeo Charter School consisted of the following at June 30, 2020:

<u>Audeo Charter School</u>	Beginning Balance	Additions	Deletions	Ending Balance
Non-Depreciable Capital Assets				
Work in Progress	\$ 336,248	\$ 2,071,867	\$ 127,676	\$ 2,280,439
Total Non-Depreciable Capital Assets	336,248	2,071,867	127,676	2,280,439
Depreciable Capital Assets				
Leasehold Improvements	2,273,700	57,856	-	2,331,556
Equipment, Furniture, and Fixtures	355,874	269,217	40,756	584,335
Total Depreciable Capital Assets	2,629,574	327,073	40,756	2,915,891
Total Capital Assets	2,965,822	2,398,940	168,432	5,196,330
Less Accumulated Depreciation	(524,215)	(376,093)	(40,756)	(859,552)
Capital Assets, Net	\$ 2,441,607	\$ 2,022,847	\$ 127,676	\$ 4,336,778

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

Combined property and equipment consisted of the following at June 30, 2020:

<u>Combined Student Success Programs</u>	<u>Beginning Balance</u>	<u>Additions</u>	<u>Deletions</u>	<u>Ending Balance</u>
Non-Depreciable Capital Assets				
Land	\$ 6,119,672	\$ -	\$ -	\$ 6,119,672
Work in Progress	2,666,557	5,053,057	3,063,772	4,655,842
Total Non-Depreciable Capital Assets	<u>8,786,229</u>	<u>5,053,057</u>	<u>3,063,772</u>	<u>10,775,514</u>
Depreciable Capital Assets				
Land Improvements	102,475	-	-	102,475
Buildings	8,700,412	1,237,896	-	9,938,308
Leasehold Improvements	4,247,592	1,554,179	75,575	5,726,196
Equipment, Furniture, and Fixtures	1,599,321	874,831	218,453	2,255,699
Total Depreciable Capital Assets	<u>14,649,800</u>	<u>3,666,906</u>	<u>294,028</u>	<u>18,022,678</u>
Total Capital Assets	23,436,029	8,719,963	3,357,800	28,798,192
Less Accumulated Depreciation	<u>(3,777,286)</u>	<u>(1,167,375)</u>	<u>(294,028)</u>	<u>(4,650,633)</u>
Capital Assets, Net	<u>\$ 19,658,743</u>	<u>\$ 7,552,588</u>	<u>\$ 3,063,772</u>	<u>\$ 24,147,559</u>

H. Unearned Revenue

At year end each of the schools had performance obligations remaining to expend funds for the ESSA School Improvement Program. As such unexpended cash received is reflected in unearned revenue.

The following table provides information about significant changes in unearned revenue for the year ended June 30, 2020:

	<u>Charter School of San Diego</u>	<u>Audeo Charter School</u>	
Unearned Revenue, beginning of period	\$ 43,111	\$ 43,111	\$ 86,222
Increases in deferred revenue due to cash received during the period	59,853	42,531	102,384
Decreases in deferred revenue due to performance obligations met during the period	<u>(102,964)</u>	<u>(43,111)</u>	<u>(146,075)</u>
Unearned Revenue, end of period	<u>\$ -</u>	<u>\$ 42,531</u>	<u>\$ 42,531</u>

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

I. Net Assets With Donor Restrictions

Net assets with donor restrictions are restricted for the following purposes or periods at June 30, 2020:

	Charter School of San Diego	Audeo Charter School	Total
Subject to expenditure for specified purpose:			
California Clean Energy Jobs Act	\$ 105,192	\$ 43,892	\$ 149,084
Classified School Employee Prof. Development Block Grant	6,871	2,792	9,663
Low Performing Students Block Grant	14,381	-	14,381
Total net assets with donor restrictions	\$ 126,444	\$ 46,684	173,128

J. Loan Payable

On May 8, 2020 the Corporation was approved for \$3,810,200 in Paycheck Protection Program (PPP) Loan from the Small Business Administration. The loan was divided between the Charter School of San Diego and Audeo Charter School in the amounts of \$2,915,218 and \$894,982 respectively. The PPP, established as part of the Coronavirus Aid, Relief and Economic Securities Act (CARES Act), provides for loans to qualifying businesses for amounts up to 2.5 times of the average monthly payroll expenses of the qualifying business. The loans and accrued interest are forgivable after 24 weeks as long as the borrower uses the loan proceeds for eligible purposes, including payroll, benefits, rent and utilities, and maintains its payroll levels. The amount of loan forgiveness will be reduced if the borrower terminates employees or reduces salaries.

The unforgiven portion of the PPP loan is payable over two years at an interest rate of 1%, with a deferral of payments for the first six months. The Schools intend to use the proceeds for purposes consistent with the PPP. While the Schools currently believes that its use of the loan proceeds will meet the conditions for forgiveness of the loan, there is not a guarantee that the Schools will be eligible for forgiveness, in whole or in part.

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

K. Leases

The Corporation leases office space under various operating leases and copy machines under various capital leases expiring at various dates through 2025.

Future minimum lease payments are as follows:

<u>Year Ended June 30</u>	<u>Capital Leases</u>	<u>Operating Leases</u>
2021	\$ 104,478	\$ 1,815,694
2022	109,831	1,693,741
2023	115,453	1,201,519
2024	66,660	865,124
2025	13,775	155,304
Total minimum lease payments	<u>410,197</u>	<u>\$ 5,731,382</u>
Less amount representing interest	<u>(40,300)</u>	
Capital lease obligation	<u>\$ 369,897</u>	

Rent expense for facilities leases for the year ended June 30, 2020 totaled \$1,573,865 for Charter School of San Diego and \$474,655 for Audeo Charter School. In accordance with generally accepted accounting principles, rent is expensed on a straight-line method. The difference between rent expense and cash payments for rent is a deferred lease liability of \$70,796 for Charter School of San Diego and \$44,586 for Audeo Charter School.

Leased property under capital leases at June 30, 2020 includes the following:

Copy Machines	\$ 629,403
Less accumulated amortization	<u>(122,648)</u>
	<u>\$ 506,755</u>

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

L. Employee Retirement System

Qualified employees are covered under multiple-employer defined benefit pension plans by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS). The risks of participating in these multi-employer plans are different from single-employer plans in the following aspects:

- a. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of the other participating employers.
- b. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.
- c. If the Corporation choose to stop participating in some of its multi-employer plans, the Corporation may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

The Corporation's participation in these plans for the fiscal year ended June 30, 2020, is outlined in the table below. The "EIN/Pension Plan Number" column provides the Employee Identification Number (EIN) and the three-digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2020, 2019 and 2018 is for the plan's year-end at June 30, 2020, 2019 and 2018, respectively. The zone status is based on information that the School received from the plan and is certified by the plan's actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The "FIP/RP Status Pending/Implemented" column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented.

Period to Period Comparability:

The contributions made by the State during the fiscal year ended June 30, 2019 included amounts resulting from Senate Bill (SB) 90 settlement in which the State contributed an additional \$2.2 Billion to CalSTRS and \$904 Million to CalPERS during the 2018-19 fiscal year in order to reduce employer contribution rates in 2019-20 and 2020-21. In addition, the State contributed an additional \$1.1 Billion to CalSTRS during the 2019-20 fiscal year as a continuing settlement associated with SB90. As a result, on behalf contributions for the years ended June 30, 2019 and June 30, 2020 are not comparable to the year June 30, 2018 as presented.

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

Pension Fund	EIN/ Pension Plan Number	Pension Protection Act Zone Status Year Ended June 30,			FIP/RP Status Pending/ Implemented
		2020	2019	2018	
Charter School of San Diego					
CalSTRS	37069	Yellow	Yellow	Yellow	No
CalPERS	2894216509	Yellow	Yellow	Yellow	No
Audeo Charter School					
CalSTRS	37058	Yellow	Yellow	Yellow	No
CalPERS	588503125	Yellow	Yellow	Yellow	No
Pension Fund		Contributions		Number of	Surcharge
	2020	2019	2018	Employees	Imposed
Charter School of San Diego					
CalSTRS	\$ 2,082,574	\$ 2,394,805	\$ 1,082,543	119	No
CalPERS	557,505	838,392	448,329	111	No
Audeo Charter School					
CalSTRS	791,245	797,839	330,492	62	No
CalPERS	115,355	167,540	85,986	44	No
Total	<u>\$ 3,546,679</u>	<u>\$ 4,198,576</u>	<u>\$ 1,947,350</u>	<u>336</u>	

CalSTRS:

The Schools contribute to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. Required contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level of percentage of payroll using the entry age normal actuarial cost method. CalSTRS also uses the level of percentage of payroll method to calculate the amortization of any unfunded liability. Copies of the STRS annual report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

For the fiscal year ended June 30, 2020, active plan members were required to contribute between 10.205% and 10.25% of their salary, depending on their hire date. The employer contribution rate was 17.10% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The School made contributions as noted above. For the year ended June 30, 2020 the State contributed \$984,140 (10.238% of certificated salaries) on behalf of the Corporation.

Criteria 12 Appendix A
STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

CalPERS:

The School contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost of living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, with the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, California 95814.

Active plan members are required to contribute 7% of their salary and the School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2019-20 was 19.721% of classified salaries. The School made contributions as noted above.

M. Joint Ventures (Joint Powers Agreements)

The Corporation participates in two joint powers agreement (JPA) entities, the San Diego County Schools Risk Management (SDCSR) and the San Diego County Schools Fringe Benefits Consortium (FBC).

The JPAs arrange for and provide for various types of insurances for its member districts and charter schools as requested. The JPAs are governed by boards consisting of one or more representatives from each member. The boards control the operations of the JPAs, including selection of management and approval of operating budgets, independent of any influence by the member districts and schools beyond their representation on the boards. Each member district and school pay a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPAs.

Information on JPAs financials can be obtained by contacting the JPAs directly at 6401 Linda Vista Road, San Diego, CA 92111.

N. Related Party Transactions

Related parties as defined by generally accepted accounting standards include:

1. Affiliates of the entity,
2. Management and members of their immediate families, or
3. Other parties that can significantly influence management or operating policies.

Student Success Programs, Audeo Charter School Corporation, and Mirus Education are affiliated through common executive management. In order to benefit from cost savings associated with sharing of employees, bulk purchasing, and other negotiations that benefit all three organizations, the organizations reimburse such expenses to the organization paying the transaction if there are any.

Criteria 12 Appendix A
STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

There were no material transactions between the related entities.

The following represent related party accounts receivable at June 30, 2020:

<u>Affiliated Organization</u>	<u>Payable</u>	<u>Purpose</u>	<u>Repayment Term</u>
Audeo Charter School Corporation	\$ 43,182	Reimburse expenses	Due within 90 days
Mirus Education	1,458	Reimburse expenses	Due within 90 days
Total	<u>\$ 44,640</u>		

There were no outstanding related party accounts payable at June 30, 2020.

O. Other Charter School Requirements

1. Each school administers to each pupil the achievement test designed by the California State Board of Education, such as CAASPP, ELPAC, and Physical Fitness Test.
2. All teachers hold a valid California Teaching Credential.
3. Each school has complied with the state requirements relating to the number of instructional days.

P. Upcoming Changes in Accounting Pronouncements

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that become effective over the next few fiscal years:

1. FASB ASU 2016-02 *Leases (Topic 842)* – Effective Fiscal Year Ending June 30, 2022
2. FASB ASU 2016-13 *Financial Instruments – Credit Losses (Topic 326): Measurement of Credit Losses on Financial Instruments* – Effective Fiscal Year Ending June 30, 2024
3. FASB ASU 2017-04 *Intangibles – Goodwill and Other (Topic 350): Simplifying the Test for Goodwill Impairment* – Effective Fiscal Year Ending June 30, 2024
4. FASB ASU 2017-08 *Receivables – Nonrefundable Fees and Other Costs (Subtopic 310-20): Premium Amortization on Purchased Callable Debt Securities* – Effective Fiscal Year Ending June 30, 2021
5. FASB ASU 2017-11 *Earnings Per Share (Topic 260); Distinguishing Liabilities from Equity (Topic 480); Derivatives and Hedging (Topic 815): (Part I) Accounting for Certain Financial Instruments with Down Round Features, (Part II) Replacement of the Indefinite Deferral for Mandatorily Redeemable Financial Instruments of Certain Nonpublic Entities and Certain Mandatorily Redeemable Noncontrolling Interests with a Scope exception.* – Effective Fiscal Year Ending June 30, 2021
6. FASB ASU 2017-12 *Derivatives and Hedging (Topic 815): Targeted Improvements to Accounting for Hedging Activities* – Effective Fiscal Year Ending June 30, 2022

Criteria 12 Appendix A

STUDENT SUCCESS PROGRAMS

Notes to the Financial Statements (Continued)

Year Ended June 30, 2020

7. FASB ASU 2018-01 *Leases (Topic 842): Land Easement Practical Expedient for Transition to Topic 842* – Effective Fiscal Year Ending June 30, 2022
8. FASB ASU 2018-07 *Compensation – Stock Compensation (Topic 718): Improvements to Nonemployee Share Based Payment Accounting*. – Effective Fiscal Year Ending June 30, 2021.
9. FASB ASU 2018-08 *Not-for-Profit Entities (Topic 958): Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. – Effective Fiscal Year Ending June 30, 2021
10. FASB ASU 2018-10 *Codification Improvements to Topic 842, Leases* – Effective Fiscal Year Ending June 30, 2022
11. FASB ASU 2018-11 *Leases (Topic 842): Targeted Improvements* – Effective Fiscal Year Ending June 30, 2022
12. FASB ASU 2018-12 *Financial Service – Insurance (Topic 944): Targeted Improvements to the Accounting for Long-Duration Contracts* – Effective Fiscal Year Ending June 30, 2025
13. FASB ASU 2018-13 *Fair Value Measurement (Topic 820): Disclosure Framework – Changes to the Disclosure Requirements for Fair Value Measurement* – Effective Fiscal Year Ending June 30, 2021
14. FASB ASU 2018-14 *Compensation – Retirement Benefits – Defined Benefit Plans – General (Subtopic 715-20): Disclosure Framework – Changes to the Disclosure Requirements for Defined Benefit Plans* – Effective Fiscal Year Ending June 30, 2023
15. FASB ASU 2018-15 *Intangibles – Goodwill and Other – Internal Use Software (Subtopic 350-40): Customer’s Accounting for Implementation Costs Incurred in Cloud Computing Arrangement That is a Service Contract (a consensus of the FASB Emerging Issues Task Force)* – Effective Fiscal Year Ending June 30, 2022
16. FASB ASU 2018-16 *Derivatives and Hedging (Topic 815): Inclusion of the Secured Overnight Financing Rate (SOFR) Overnight Index Swap (OIS) Rate as a Benchmark Interest Rate for Hedge Accounting Purposes* – Effective Fiscal Year Ending June 30, 2022
17. FASB ASU 2018-17 *Consolidation (Topic 810): Targeted Improvements to Related Party Guidance for Variable Interest Entities* – Effective Fiscal Year Ending June 30, 2021
18. FASB ASU 2018-18 *Collaborative Arrangements (Topic 808): Clarifying the Interaction between Topic 808 and Topic 606* – Effective Fiscal Year Ending June 30, 2022
19. FASB ASU 2018-19 *Codification Improvements to Topic 326, Financial Instruments – Credit Losses* – Effective Fiscal Year Ending June 30, 2024
20. FASB ASU 2018-20 *Leases (Topic 842): Narrow Scope Improvements for Lessors* – Effective Fiscal Year Ending June 30, 2022
21. FASB ASU 2019-01 *Leases (Topic 842): Codification Improvements* – Effective Fiscal Year Ending June 30, 2022.
22. FASB ASU 2019-02 *Entertainment – Films – Other Assets – Film Costs (Subtopic 926-20) and Entertainment – Broadcasters – Intangibles – Goodwill and Other (Subtopic 920-350): Improvements to Accounting for Costs of Films and License Agreements for Program Materials (a consensus of the Emerging Issues Task Force* – Effective Fiscal Year Ending June 30, 2022
23. FASB ASU 2019-03 *Not-For-Profit Entities (Topic 958): Updating the Definition of Collections* – Effective Fiscal Year Ending June 30, 2021
24. FASB ASU 2019-04 *Codification Improvements to Topic 326, Financial Instruments – Credit Losses, Topic 815, Derivatives and Hedging, and Topic 825, Financial Instruments* – Effective Fiscal Year Ending June 30, 2021

Criteria 12 Appendix A
STUDENT SUCCESS PROGRAMS
Notes to the Financial Statements (Continued)
Year Ended June 30, 2020

25. FASB ASU 2019-05 *Financial Instruments – Credit Losses (Topic 326): Targeted Transition Relief* – Effective Fiscal Year Ending June 30, 2021
26. FASB ASU 2019-08 *Compensation – Stock Compensation (Topic 718) and Revenue from Contracts with Customers (Topic 606): Codification Improvements – Share Based Consideration Payable to a Customer* – Effective Fiscal Year Ending June 30, 2021
27. FASB ASU 2019-09 *Financial Services – Insurance (Topic 944): Effective Date* – Effective Fiscal Year Ending June 30, 2025
28. FASB ASU 2019-10 *Financial Instruments – Credit Losses (Topic 326), Derivatives and Hedging (Topic 815), and Leases (Topic 842): Effective Dates* - Effective Fiscal Years Ending June 30, 2022 and June 30, 2024
29. FASB ASU 2019-11 *Codification Improvements to Topic 326, Financial Instruments – Credit Losses* – Effective Fiscal Year Ending June 30, 2024
30. FASB ASU 2019-12 *Income Taxes (Topic 740): Simplifying the Accounting for Income Taxes* – Effective Fiscal Year Ending June 30, 2024
31. FASB ASU 2020-01 *Investments – Equity Securities (Topic 321), Investments – Equity Method and Joint Ventures (Topic 323), and Derivatives and Hedging (Topic 815) – Clarifying the Interactions between Topic 321, Topic 323, and Topic 815 (a consensus of the Emerging Issues Task Force)*. – Effective Fiscal Year Ending June 30, 2022
32. FASB ASU 2020-03 *Codification Improvements to Financial Instruments* – Effective Fiscal Years Ending June 30, 2021 and June 30, 2024

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The updates effective during the future fiscal years are not expected to impact the financial accounting or presentation for the School.

Q. COVID-19 Impact and Considerations

In March 2020 the World Health Corporation declared the outbreak of the novel coronavirus COVID-19 a global pandemic. The nature of the pandemic resulted in a mandatory school property closure affecting the Student Success Programs from March 16, 2020 and continuing into the Fall of 2020-21 school year. California Governor Gavin Newsom issued a state-wide executive order mandating that schools remain closed until the county in which the school is located is off the COVID-19 watch list for fourteen consecutive days. The schools operated by Student Success Programs continued with independent study programs for their students during the mandated school closure period. Resource centers re-opened in October 2020 on modified schedules in accordance with the Corporations re-opening plan that included enhanced safety measures and personal protective equipment for employees and students.

In addition to school closures, new regulations and safety measures were required to be put in place by all schools in California as part of a re-opening plan. The Student Success Programs has established a re-opening plan that they believe will provide a safe environment for the students and teachers.

The federal and state government have provided schools with temporary funds to assist in the additional costs that resulted from the COVID-19 pandemic. Additionally, for the 2019-20 fiscal year, the state placed all school districts in a hold harmless state shifting attendance reporting periods to a point prior to the pandemic to prevent sudden losses of attendance from impacting funding for the 2019-20 fiscal year. Finally, funding for the 2020-21 fiscal year is frozen at amounts provided in 2019-20, with adjustments based on the Governor’s budget. The Corporation has established their 2020-21 budget with this in consideration.

Criteria 12 Appendix A

STUDENT SUCCESS PROGRAMS

Notes to the Financial Statements (Continued)

Year Ended June 30, 2020

R. Subsequent Events

Subsequent to fiscal year end the Corporation entered into four new facility lease agreements. The agreements provide for monthly payments that vary each year. The leases vary in length from twenty-four months to sixty months with the final lease payment on December 31, 2025.

Future minimum lease payments under the agreements are as follows:

Audeo Charter School			
Year Ended June 30, 2020	Rent Expense	Lease Payments	Deferred Rent
2021	\$ 73,541	\$ 73,541	-
2022	73,541	73,541	-
Total	\$ 147,081	\$ 147,081	

Charter School of San Diego			
Year Ended June 30, 2020	Rent Expense	Lease Payments	Deferred Rent
2021	82,179	79,075	3,104
2022	129,651	126,467	6,288
2023	129,651	129,363	6,577
2024	93,898	95,363	5,112
2025	76,021	79,445	1,688
Thereafter	29,596	31,283	-
Total	\$ 540,996	\$ 540,996	

Supplementary Information

Student Success Programs
 Combining Statement of Financial Position
 June 30, 2020

	Charter School of San Diego	Audeo Charter School	Student Success Programs Corporation	Elimination	Total
Assets					
Cash and cash equivalents	\$ 12,768,963	\$ 2,808,471	\$ 848,736	\$ -	\$ 16,426,170
Operating investments	1,404,460	-	251,789	-	1,656,249
Accounts receivable	38,393	12,230	-	-	50,623
Accounts receivable - grantor government	2,848,652	1,110,770	-	-	3,959,422
Accounts receivable - related entities	49,381	-	-	(4,741)	44,640
Prepaid expenses	253,727	98,928	-	-	352,655
Security deposits	59,150	30,522	-	-	89,672
Property and equipment, net	19,810,781	4,336,778	-	-	24,147,559
Total Assets	<u>\$ 37,233,507</u>	<u>\$ 8,397,699</u>	<u>\$ 1,100,525</u>	<u>\$ (4,741)</u>	<u>\$ 46,726,990</u>
Liabilities and Net Assets					
Liabilities					
Accounts payable - vendors	\$ 217,843	\$ 184,281	\$ -	\$ -	\$ 402,124
Accounts payable - grantor government	81,607	9,261	-	-	90,868
Accounts payable related entity	-	4,741	-	(4,741)	-
Accrued expenses and other liabilities	253,350	86,183	-	-	339,533
Accrued vacation liability	247,488	31,378	-	-	278,866
Unearned revenue	-	42,531	-	-	42,531
Deferred lease liability	70,796	44,586	-	-	115,382
Capital lease obligations	385,415	131,358	-	-	516,773
Note payable	2,915,218	894,982	-	-	3,810,200
Total Liabilities	<u>4,171,717</u>	<u>1,429,301</u>	<u>-</u>	<u>(4,741)</u>	<u>5,596,277</u>
Net Assets					
Without donor restrictions					
Undesignated	13,124,565	2,584,936	1,100,525	-	16,810,026
Invested in property and equipment, net	19,810,781	4,336,778	-	-	24,147,559
	<u>32,935,346</u>	<u>6,921,714</u>	<u>1,100,525</u>	<u>-</u>	<u>40,957,585</u>
With donor restrictions					
Restricted for state programs	126,444	46,684	-	-	173,128
	<u>126,444</u>	<u>46,684</u>	<u>-</u>	<u>-</u>	<u>173,128</u>
Total Net Assets	<u>33,061,790</u>	<u>6,968,398</u>	<u>1,100,525</u>	<u>-</u>	<u>41,130,713</u>
Total Liabilities and Net Assets	<u>\$ 37,233,507</u>	<u>\$ 8,397,699</u>	<u>\$ 1,100,525</u>	<u>\$ (4,741)</u>	<u>\$ 46,726,990</u>

Student Success Programs
 Combining Statement of Activities
 June 30, 2020

	Charter School of San Diego		Audeo Charter School		Student Success Programs Corporation		Eliminations	Total
	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	With Donor Restrictions		
Revenue, Support, and Gains								
Local Control Funding Formula (LCFF) sources								
State aid	\$ 6,709,277	\$ -	\$ 2,194,514	\$ -	\$ -	\$ -	\$ -	\$ 8,903,791
Education protection account state aid	331,772	-	119,274	-	-	-	-	451,046
Transfers in lieu of property taxes	11,128,149	-	4,000,634	-	-	-	-	15,128,783
Total LCFF sources	18,169,198	-	6,314,422	-	-	-	-	24,483,620
Federal contracts and grants	17,713	1,076,484	5,764	391,843	-	-	-	1,491,804
State contracts and grants	359,834	2,247,277	119,884	1,079,482	-	-	-	3,806,477
Local contracts and grants	71,670	-	12,946	-	-	-	-	84,616
Transfer from Charter School of San Diego	-	-	-	-	1,120,000	-	(1,120,000)	-
Consultant fees	-	-	-	-	4,000	-	-	4,000
Interest income	192,066	-	67,677	-	2,209	-	-	261,952
Net assets released from restriction - Grant restrictions satisfied	3,380,803	(3,380,803)	1,485,604	(1,485,604)	-	-	-	-
Total revenue, support, and gains	22,191,284	(57,042)	8,006,297	(14,279)	1,126,209	(1,120,000)	30,132,469	
Expenses and Losses								
Program services expense	20,528,922	-	6,988,575	-	-	-	(1,120,000)	26,397,497
Supporting services expense	2,215,895	-	718,943	-	25,684	-	-	2,960,522
Total expenses and losses	22,744,817	-	7,707,518	-	25,684	(1,120,000)	29,358,019	
Change in Net Assets	(553,533)	(57,042)	298,779	(14,279)	1,100,525	-	-	774,450
Net Assets, Beginning of Year	33,488,879	183,486	6,622,935	60,963	-	-	-	40,356,263
Net Assets, End of Year	\$ 32,935,346	\$ 126,444	\$ 6,921,714	\$ 46,684	\$ 1,100,525	\$ -	\$ -	\$ 41,130,713

Criteria 12 Appendix A

Student Success Programs
 Combining Statement of Functional Expenses
 June 30, 2020

	Charter School of San Diego		Audeo Charter School		Student Success Programs Corporation		Total
	Program Educational Programs	Supporting Services Management and General	Program Educational Programs	Supporting Services Management and General	Supporting Services Management and General	Eliminations	Total
Salaries of officers, directors & key employees	\$ 461,827	\$ 115,457	\$ 93,516	\$ 23,379	\$ -	\$ -	\$ 694,179
Other salaries and wages	9,226,334	691,721	3,202,658	151,426	-	-	13,272,139
Pension expense	2,498,659	141,420	873,557	33,043	-	-	3,546,679
Other employee benefits, taxes, and insurance	1,831,931	196,600	615,698	41,127	-	-	2,685,356
Payroll taxes	267,656	49,989	74,079	11,723	-	-	403,447
Fees for services:							
Legal	-	60,580	-	25,211	-	-	85,791
Accounting	-	8,225	-	5,725	25,000	-	38,950
Special education	574,141	-	208,958	-	-	-	783,099
Professional consulting	88,833	60,590	12,354	43,285	-	-	205,062
District oversight	-	181,692	-	189,433	-	-	371,125
Temporary agency services	16,467	-	44,114	-	-	-	60,581
Other fees	114,136	-	30,886	-	-	-	145,022
Advertising and promotion	113,953	-	149,965	-	-	-	263,918
Office expenses	119,542	22,321	44,543	506	-	-	186,912
Information technology	439,849	64,923	219,082	16,634	594	-	741,082
Occupancy	1,607,607	37,054	501,435	17,806	-	-	2,163,902
Travel	62,603	6,833	29,889	1,784	-	-	101,109
Conferences, conventions, and meetings	48,671	22,759	4,610	2,120	-	-	78,160
Interest	11,450	2,862	5,368	-	-	-	19,680
Depreciation	582,931	208,351	376,093	-	-	-	1,167,375
Insurance	-	99,664	-	31,750	-	-	131,414
Books and supplies	797,788	52,586	310,576	2,998	-	-	1,163,948
Maintenance, leases and repairs	414,328	105,530	152,329	67,609	-	-	739,796
Other expenses:	130,216	86,738	38,865	53,384	90	-	309,293
All other transfers	1,120,000	-	-	-	-	(1,120,000)	-
Total expenses included in the expense section on the statement of activities	\$ 20,528,922	\$ 2,215,895	\$ 6,988,575	\$ 718,943	\$ 25,684	\$ (1,120,000)	\$ 29,358,019

Criteria 12 Appendix A

STUDENT SUCCESS PROGRAMS

Organization Structure
Year Ended June 30, 2020

Student Success Programs was formed on March 10, 2003 and operates two charter schools. The Charter School of San Diego (Charter #28) was established in 1994, Audeo Charter School (Charter #406) was established in 2001. The authorizing entity for both schools is San Diego Unified School District.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term and Term Expiration</u>
Admiral Len Hering	Chairman	Two Year Term Expires June 30, 2020
Jim Hernandez	Member	Two Year Term Expires June 30, 2020
Scott Barton	Member	Two Year Term Expires June 30, 2021
Steve McNulty	Member	Two Year Term Expires June 30, 2021
Barbara Peluso	Member	Two Year Term Expires June 30, 2020

ADMINISTRATION

Mary Searcy Bixby
Founder, President and CEO

Lynne Herrero Alipio
CBO and CFO, Treasurer

Angela Neri
Secretary

Criteria 12 Appendix A
STUDENT SUCCESS PROGRAMS
 Schedule of Average Daily Attendance
 Year Ended June 30, 2020

Charter School of San Diego (#28)

	Second Period Report		Annual Report	
	Original A47417CA	Revised N/A	Original 0BD71935	Revised N/A
Non-Classroom Based Attendance				
Grades 4-6	37.54	N/A	37.54	N/A
Grades 7-8	174.68	N/A	174.68	N/A
Grades 9-12	1,446.64	N/A	1,446.64	N/A
Total Non-Classroom Based Attendance	1,658.86	N/A	1,658.86	N/A
Total ADA	1,658.86	N/A	1,658.86	N/A

Audeo Charter School (#406)

	Second Period Report		Annual Report	
	Original 363C66E4	Revised N/A	Original A3C7C897	Revised N/A
Non-Classroom Based Attendance				
Grades TK/K-3	58.03	N/A	58.03	N/A
Grades 4-6	34.87	N/A	34.87	N/A
Grades 7-8	64.16	N/A	64.16	N/A
Grades 9-12	439.31	N/A	439.31	N/A
Total Non-Classroom Based Attendance	596.37	N/A	596.37	N/A
Total ADA	596.37	N/A	596.37	N/A

N/A – There were no audit findings which resulted in revisions to the second period or annual reports of attendance.

On March 17, 2020 Governor Newsom signed Senate Bill (SB) 117 which mitigated the effect of lost attendance due to COVID19 that occurred after February 29, 2020. For the purpose of preventing losses of attendance-based funding as a result of reductions in average daily attendance (ADA) due to COVID19, this legislation provided that the ADA used for both the second period (P2) and the Annual period apportionment include all full school months from July 1, 2019 to February 29, 2020 for all local education agencies (LEAs).

Criteria 12 Appendix A
STUDENT SUCCESS PROGRAMS

Schedule of Instructional Time
 Year Ended June 30, 2020

Charter School of San Diego (#28)

Grade Level	Minutes Requirement	2019-20 Actual Minutes	Number of Traditional Days	Status
N/A	N/A	N/A	N/A	N/A

N/A – Charter School of San Diego is a non-classroom based charter school, therefore, the instructional time requirements are not applicable to the school.

Audeo Charter School (#406)

Grade Level	Minutes Requirement	2019-20 Actual Minutes	Number of Traditional Days	Status
N/A	N/A	N/A	N/A	N/A

N/A – Audeo Charter School is a non-classroom based charter school, therefore, the instructional time requirements are not applicable to the school.

Criteria 12 Appendix A
STUDENT SUCCESS PROGRAMS
 Schedule of Financial Trends and Analysis
 Year Ended June 30, 2020

	Budget 2021	2020	2019	2018
Revenues	\$ 29,371,720	\$ 30,132,469	\$ 30,256,622	\$ 27,329,818
Expenses	28,490,569	29,358,019	29,196,583	26,679,549
Change in Net Assets	<u>881,151</u>	<u>774,450</u>	<u>1,060,039</u>	<u>650,269</u>
Ending Net Assets	<u>\$ 42,011,864</u>	<u>\$ 41,130,713</u>	<u>\$ 40,356,263</u>	<u>\$ 39,296,224</u>
Unrestricted Net Assets	<u>\$ 41,838,736</u>	<u>\$ 40,957,585</u>	<u>\$ 40,111,814</u>	<u>\$ 37,877,242</u>
Unrestricted net assets as a percentage of total expenses	<u>146.85%</u>	<u>139.51%</u>	<u>137.39%</u>	<u>141.97%</u>
Total Long Term Debt	<u>\$ 2,638,458</u>	<u>\$ 516,773</u>	<u>\$ 68,201</u>	<u>\$ 126,237</u>
ADA at P2	<u>2,255</u>	<u>2,255</u>	<u>2,248</u>	<u>2,214</u>

Student Success Program’s ending net assets has increased by \$1,834,489 (4.67%) over the past two fiscal years. The significant increase is in large due to an increase in ADA and revenue per ADA while maintaining efficiencies in cost. The average daily attendance (ADA) reported by the School has increased by 41 (1.85%) over the past two years. The 2019-20 fiscal year budget projects an increase in net assets of \$881,151 and no change in ADA for the 2021 school year.

Criteria 12 Appendix A

STUDENT SUCCESS PROGRAMS

Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements
Year Ended June 30, 2020

	<u>Charter School of San Diego</u>	<u>Audeo Charter School</u>
June 30, 2020 annual financial alternative form net assets:	\$ 33,061,790	\$ 6,968,398
Adjustments and reclassifications:	-	-
June 30, 2020 audited financial statements net assets:	<u>\$ 33,061,790</u>	<u>\$ 6,968,398</u>

STUDENT SUCCESS PROGRAMS
 Schedule of Expenditures of Federal Awards
 Year Ended June 30, 2020

Federal Grantor/Pass Through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Subrecipient Expenditures	Student Success Program Expenditures		Total Federal Expenditures
				Charter School of San Diego	Audeo Charter School	
SPECIAL EDUCATION (IDEA) CLUSTER:						
<u>U.S. Department of Education</u>						
Passed through California Department of Education						
IDEA Basic Local Assistance	84.027	13379	\$ -	\$ 199,097	\$ 68,939	\$ 268,036
Total Special Education (IDEA) Cluster			\$ -	\$ 199,097	\$ 68,939	\$ 268,036
OTHER PROGRAMS:						
<u>U.S. Department of Education</u>						
Direct Program:						
Impact Aid	84.041	N/A	-	17,713	5,764	23,477
Passed through California Department of Education						
Title I	84.010	14329	-	405,412	113,018	518,430
Title III - English Learners	84.365	14346	-	22,037	5,980	28,017
Title II - Supporting Effective Instruction	84.367	14341	-	48,425	15,354	63,779
Title IV - Student Support & Academic Enrichment	84.424	15396	-	33,306	10,000	43,306
ESSA: School Improvement Funding for LEAs	84.377	15127	-	333,074	147,216	480,290
<u>U.S. Department of the Treasury</u>						
Passed through California Department of Education						
Coronavirus Relief Fund: Learning Loss Mitigation	21.019	25516	-	35,133	31,336	66,469
Total Other Programs			-	877,387	322,904	1,223,768
Total Passed through California Department of Education			-	1,076,484	391,843	1,200,291
Total U.S. Department of Education			-	1,076,484	391,843	1,491,804
TOTAL EXPENDITURES OF FEDERAL AWARDS			\$ -	\$ 1,076,484	\$ 391,843	\$ 1,491,804

Criteria 12 Appendix A

STUDENT SUCCESS PROGRAMS

Notes to the Schedule of Expenditures of Federal Awards
Year Ended June 30, 2020

Basis of Presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of The Corporation and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with requirements of 2 CFR §200.502 *Basis for Determining Federal Awards Expended* and 2CFR §200.510(b) *Schedule of Expenditures of Federal Awards*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

Summary of Significant Accounting Policies

The expenditures reported on the schedule are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule, if any, represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Indirect Cost Rate

Indirect costs were calculated in accordance with 2 CFR §200.412 *Direct and Indirect Costs*. The Corporation used an indirect cost rate of 5.41% based on the rate approved by the California Department of Education for each program which did not have a pre-defined allowable indirect cost rate. The Corporation did not elect to use the 10% de minimis cost rate as covered in 2 CFR §200.414 *Indirect Costs*.

Schoolwide Program

The Corporation operated “schoolwide programs” at the Charter School of San Diego and Audeo Charter School. Using federal funding, schoolwide programs are designed to upgrade an entire educational program within a school for all students, rather than limiting services to certain targeted students. The following federal program amounts were expended by The Corporation in its schoolwide program:

<u>Program</u>	<u>CFDA #</u>	<u>Amount Expended</u>
Title I	84.010	\$ 518,430

STUDENT SUCCESS PROGRAMS

Notes to Supplementary Information

Year Ended June 30, 2020

A. Purpose of Schedules

Combining Statement of Financial Position

This schedule provides the information by school which combines into the Corporation's overall statement of net position, with eliminations for activities between the schools within the Corporation.

Combining Statement of Activities

This schedule provides the information by school which combines into the Corporation's overall statement of activities.

Combining Statement of Functional Expenses

This schedule provides the information by school which combines into the Corporation's overall statement of functional expenses.

Organization Structure

This schedule provides information about the Schools' charter numbers, district of authorization, members of the governing board, and members of administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measure of the number of pupils attending classes of the schools. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Apportionment credit for independent study programs, like the programs at Student Success Programs, is earned on the basis of student's "work product" or academic assignments which are assessed by their competent credentialed certificated teacher (Education Code Section 51747.5(b)) as well as a record of the student's daily engagement in educational activities required of them by the charter school on a day when school is in session (Title 5 California Code of Regulations Section 11960(a)). The teacher determines the time value of completed assignments or work product and compares the time value of work to the students' contemporaneous logs of days the student engaged in educational activities so that Average Daily attendance (ADA) can be earned.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Schools and whether they complied with the provisions of Education Code Sections 47612.5.

Schedule of Financial Trends and Analysis

Budget information for 2021 is presented for analysis purposes only and is based on estimates of the 2020-21 fiscal year. The information has not been subject to audit.

This schedule discloses the Corporation's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the School's ability to continue as a going concern for a reasonable period of time.

Criteria 12 Appendix A

STUDENT SUCCESS PROGRAMS Notes to Supplementary Information, Continued Year Ended June 30, 2020

The Corporation will develop a budget for a single year that supports the goals of each school. When preparing the annual budget, the Schools consider factors such as student population; past years' experience and trends; need for new services, expansion or curtailment of existing services; estimated revenues and proposed expenditures; and governing board priorities.

The budget process includes:

- Enrollment projections and staffing ratios
- Income projections and LCFF calculation
- Audit of personnel database: Changes in staffing, new positions, vacant positions, full-time equivalency calculation and salary movement in the salary schedule such as salary step increases
- Employee Benefits: Determine rates to use in projecting benefits for retirement contributions, social security, unemployment insurance and workers' compensation; and estimates increases regarding component costs of health and welfare benefit costs
- Monitor Governor's budget items for education program
- Monitor legislation or initiatives that impact funding
- Contracts in process and negotiations with key suppliers
- Non-personnel budgets based on goals and past years' experience and trends
- Fixed costs such as utilities, facility leases, service agreements and insurance

The Governing Board approves the budget by May or June of each year for the subsequent fiscal year. The budget is monitored and revised throughout the fiscal year to ensure that it depicts the financial operations and strategic goals are met. Normally, there are three cycles for adopted budget i.e. Preliminary Budget, February Revised Budget, and May Revised Budget.

Operating financial statements are provided to the governing board in its scheduled board meetings.

Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance as reported on the Unaudited Financial Report Alternative Forms prepared by the schools to the net assets reported in the audited financial statements.

Other Independent Auditors' Reports


**WILKINSON HADLEY
KING & CO. LLP**
CPAS AND ADVISORS
El Cajon, CA | Berkeley, CA

Brian K. Hadley, CPA
Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report on Compliance for Each Major Program and on
Internal Control Over Compliance Required by the Uniform Guidance

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

Report on Compliance for Each Major Federal Program

We have audited Student Success Programs' compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Student Success Programs' major federal programs for the year ended June 30, 2020. Student Success Programs' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Student Success Programs' major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Student Success Programs' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Student Success Programs' compliance.

Opinion on Each Major Federal Program

In our opinion, Student Success Programs complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

Report on Internal Control Over Compliance

Management of Student Success Programs is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Student Success Programs' internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Student Success Programs' internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Wilkinson Hadley King & Co LLP

El Cajon, California
March 26, 2021


WILKINSON HADLEY
KING & CO. LLP
CPAS AND ADVISORS
El Cajon, CA | Berkeley, CA

Brian K. Hadley, CPA
Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report on Internal Control Over Financial Reporting and on
Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards*

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Student Success Programs, as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise Student Success Program's basic financial statements, and have issued our report thereon dated March 26, 2021.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Student Success Programs' internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Student Success Programs' internal control. Accordingly, we do not express an opinion on the effectiveness of Student Success Programs' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Student Success Programs' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Student Success Programs' internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Wilkinson Hadley King & Co LLP

El Cajon, California
March 26, 2021



Brian K. Hadley, CPA
Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report on State Compliance

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

Report on State Compliance

We have audited the Student Success Programs' compliance with the types of compliance requirements described in the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810, that could have a direct and material effect on each of the Schools' state programs identified below for the fiscal year ended June 30, 2020.

Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identified in the State's Audit Guide *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance*, prescribed in Title 5, *California Code of Regulations*, Section 19810. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the comptroller General of the United States; and the State's audit guide *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below. An audit includes examining, on a test basis, evidence about each school's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Schools' compliance with those requirements.

Criteria 12 Appendix A

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with state laws and regulations applicable to the following items:

Description	Procedures Performed	
	Charter School of San Diego	Audeo Charter School
Local Education Agencies Other Than Charter Schools		
A. Attendance.....	N/A	N/A
B. Teacher Certification and Misassignments.....	N/A	N/A
C. Kindergarten Continuance.....	N/A	N/A
D. Independent Study.....	N/A	N/A
E. Continuation Education.....	N/A	N/A
F. Instructional Time.....	N/A	N/A
G. Instructional Materials.....	N/A	N/A
H. Ratio of Administrative Employees to Teachers.....	N/A	N/A
I. Classroom Teacher Salaries.....	N/A	N/A
J. Early Retirement Incentive.....	N/A	N/A
K. Gann Limit Calculation.....	N/A	N/A
L. School Accountability Report Card.....	N/A	N/A
M. Juvenile Court Schools.....	N/A	N/A
N. Middle or Early College High Schools.....	N/A	N/A
O. K-3 Grade Span Adjustment.....	N/A	N/A
P. Transportation Maintenance of Effort.....	N/A	N/A
Q. Apprenticeship: Related and Supplemental Instruction.....	N/A	N/A
R. Comprehensive School Safety Plan.....	N/A	N/A
S. District of Choice.....	N/A	N/A
School Districts, County Offices of Education, and Charter Schools		
T. California Clean Energy Jobs Act.....	Yes	Yes
U. After/Before School Education and Safety Program.....	N/A	N/A
V. Proper Expenditure of Education Protection Account Funds.....	Yes	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts.....	Yes	Yes
X. Local Control and Accountability Plan.....	Yes	Yes
Y. Independent Study - Course Based.....	N/A	N/A
Charter Schools		
AA. Attendance.....	Yes	Yes
BB. Mode of Instruction.....	N/A	N/A
CC. Nonclassroom Based Instruction/Independent Study.....	Yes	Yes
DD. Determination of Funding for Nonclassroom Based Instruction.....	Yes	Yes
EE. Annual Instructional Minutes - Classroom Based.....	N/A	N/A
FF. Charter School Facility Grant Program.....	N/A	N/A

The term N/A is used above to mean either the School did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

Opinion on State Compliance

In our opinion, Student Success Programs complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the year ended June 30, 2020.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing. This report is an integral part of an audit performed in accordance with *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810. Accordingly, this report is not suitable for any other purpose.

Wilkinson Hadley King & Co LLP

El Cajon, California
March 26, 2021

Auditor's Results, Findings & Recommendations

Criteria 12 Appendix A
STUDENT SUCCESS PROGRAMS

Schedule of Auditor's Results
 Year Ended June 30, 2020

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
One or more material weakness(es) identified?	_____ Yes <u> X </u> No
One or more significant deficiencies identified that are not considered material weakness(es)?	_____ Yes <u> X </u> No
Noncompliance material to financial statements noted?	_____ Yes <u> X </u> No

FEDERAL AWARDS

Internal control over major programs:	
One or more material weakness(es) identified?	_____ Yes <u> X </u> No
One or more significant deficiencies identified that are not considered material weakness(es)?	_____ Yes <u> X </u> No

Type of auditor's report issued on compliance for major programs:	Unmodified
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Compliance supplement utilized for single audit	August 2020 with December 2020 Addendum
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Any audit findings disclosed that are required to be reported in accordance with 2 CFR §200.516?	_____ Yes <u> X </u> No
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Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.010	Title I
84.027	Special Education

Dollar threshold used to distinguish between Type A and Type B programs	\$750,000
---	-----------

Auditee qualified as low-risk auditee?	_____ <u> X </u> Yes _____ No
--	--

STATE AWARDS

Any audit findings disclosed that are required to be reported in accordance with <i>2019-20 Guide for Annual Audits of California K-12 Local Education Agencies?</i>	_____ Yes <u> X </u> No
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Type of auditor's report issued on compliance for state programs:	Unmodified
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Criteria 12 Appendix A
STUDENT SUCCESS PROGRAMS
 Schedule of Findings and Questioned Costs
 Year Ended June 30, 2020

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), or the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Finding codes as identified in the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are as follows:

Five Digit Code	AB 3627 Finding Type
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

A. Financial Statement Findings

None

B. Federal Award Findings

None

C. State Award Findings

None

Criteria 12 Appendix A
STUDENT SUCCESS PROGRAMS
Schedule of Prior Year Audit Findings
Year Ended June 30, 2020

<u>Finding/Recommendation</u>	<u>Status</u>	<u>Explanation if Not Implemented</u>
There were no findings in the prior year audit.	N/A	N/A

B.
**PROPOSED
OPERATIONAL
BUDGET**



Criteria 12 Appendix B
The Charter School of
SAN DIEGO

Revised Preliminary Operational Budget
FY 2020-2021

REVENUES

DESCRIPTION	ACCOUNT CODES	AMOUNT
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES		
LCFF State Aid - Current Year	8011	+ \$ 6,629,958.00
Education Protection Account (EPA)	8012	+ 331,772.00
In Lieu of Property Taxes - Current Year	8096	+ 11,107,810.00
TOTAL, LCFF SOURCES		= \$ 18,069,540.00
FEDERAL REVENUES		
Federal Impact Aid	8110	+ \$ -
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+ 181,250.00
Special Ed: IDEA Mental Health Allocation Plan, Part B	8182	+ -
Title I, Part A, Improving Basic Programs	8290	+ 405,412.00
Title II, Part A, Supporting Effective Instruction	8290	+ 48,425.00
Title III, Part A, English Learner Student Program	8290	+ 22,037.00
Title IV, Part A, Student Support and Academic Enrichment	8290	+ 33,306.00
ESSA: School Improvement Funding for LEAs	8290	+ 11,594.00
Elementary and Secondary School Emergency Relief (ESSER) Fund	8290	+ 333,868.00
Coronavirus Relief Fund (CRF): Learning Loss Mitigation	8290	+ 126,162.00
TOTAL, FEDERAL REVENUES		= \$ 1,162,054.00
STATE REVENUES OTHER THAN LCFF		
Mandate Block Grant	8550	+ \$ 71,382.00
Lottery: Unrestricted	8560	+ 259,800.00
Lottery: Instructional Materials	8560	+ 84,868.00
Special Education	8792	+ 1,036,788.00
Special Ed: Mental Health Services - Level 2	8590	+ 337,969.00
Special Ed: Mental Health Services - Level 3	8590	+ -
Career Technical Education Incentive Grant Program	8590	+ 112,049.00
State Learning Loss Mitigation Funds	8590	+ 154,869.00
TOTAL, STATE REVENUES		= \$ 2,057,725.00
LOCAL REVENUES		
Interest Income	8660	+ \$ 114,102.00
All Other Local Revenue	8699	+ 93,548.00
TOTAL, LOCAL REVENUES		= \$ 207,650.00
TOTAL, REVENUES		\$ 21,496,969.00

Criteria 12 Appendix B
The Charter School of
SAN DIEGO

Revised Preliminary Operational Budget
FY 2020-2021

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	REVISED AMOUNT
CERTIFICATED SALARIES		
Certificated Teachers' Salaries	1100 +	\$ 6,472,251.00
Certificated Pupil Support Salaries	1200 +	569,995.00
Certificated Supervisors' & Administrators' Salaries	1300 +	563,236.00
Other Certificated Salaries	1900 +	502,985.00
TOTAL, CERTIFICATED SALARIES	=	\$ 8,108,467.00
CLASSIFIED SALARIES		
Classified Instructional Salaries	2100 +	\$ 38,233.00
Classified Support Salaries	2200 +	140,608.00
Classified Supervisors' and Administrators' Salaries	2300 +	560,537.00
Clerical, Technical and Office Staff Salaries	2400 +	1,057,211.00
Other Classified Salaries	2900 +	45,008.00
TOTAL, CLASSIFIED SALARIES	=	\$ 1,841,597.00
EMPLOYEE BENEFITS		
STRS Retirement	3100 +	\$ 1,325,731.00
PERS Retirement	3200 +	360,429.00
Social Security/Medicare	3300 +	253,314.00
Health and Welfare Benefits	3400 +	2,418,640.00
Unemployment Insurance	3500 +	4,975.00
Workers Compensation Insurance	3600 +	93,041.00
TOTAL, EMPLOYEE BENEFITS	=	\$ 4,456,130.00
TOTAL, PERSONNEL COST		\$ 14,406,194.00

Criteria 12 Appendix B
The Charter School of
SAN DIEGO

Revised Preliminary Operational Budget
FY 2020-2021

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	AMOUNT
BOOKS AND SUPPLIES		
Textbooks and Core Curricula Materials	4100	\$ 44,829.00
Books and Other Reference Materials	4200	12,000.00
Materials and Supplies	4300	227,510.00
On-Line Courses	4312	209,381.00
Noncapitalized Equipment	4400	112,633.00
Food	4700	18,000.00
TOTAL, BOOKS AND SUPPLIES	=	\$ 624,353.00
SERVICES, OTHER OPERATING EXPENSES		
Travel and Conference	5200	\$ 103,512.00
Dues and Memberships	5300	45,000.00
Liability Insurance	5400	123,000.00
Operations and Housekeeping Services	5500	363,000.00
Rental, Leases, Repairs & Non-Capitalized Improvements	5600	1,868,339.00
Professional/Consulting Services/Operating Expenses	5800	1,672,428.00
Marketing Fees	5812	171,976.00
Communications	5900	263,400.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES	=	\$ 4,610,655.00
CAPITAL OUTLAY		
Depreciation - Buildings and Leasehold Improvements	6900	\$ 956,170.00
Depreciation - Equipment	6900	237,188.00
TOTAL, CAPITAL OUTLAY	=	\$ 1,193,358.00
OTHER OUTGO		
Debt Service Payment - Interest (Capitalized Leases)	7438	\$ 17,500.00
TOTAL, OTHER OUTGO	=	\$ 17,500.00
RESERVES		
Operation Reserve (Non-Payroll Expenses)	9780	\$ 322,455.00
Reserve for Economic Uncertainties	9789	322,454.00
TOTAL, RESERVES	=	\$ 644,909.00
%		3.00%
TOTAL, EXPENDITURES		\$ 21,496,969.00

Criteria 12 Appendix B
The Charter School of
SAN DIEGO

**Preliminary Operational Budget
FY 2020-21**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	2021-22 BUDGET	CTC COMMENTS
CERTIFICATED SALARIES			
Mentors	1100-1900 + \$	39,420.10	3 Special Education & 5 General Education Mentors
Program Support-Oversight	1100-1900 + \$	42,852.02	Curriculum and PD Coordinator
Program Support-Professional Learning	1100-1900 + \$	12,889.69	Faculty time for teaching professional learning
Program Support-Technology Support	1100-1900 + \$	3,354.51	Assist inductees with using program & remote technologies
Teacher Induction Program Coordinator	1100-1900 + \$	69,400.00	Responsible for the program's operation
TOTAL, CERTIFICATED SALARIES	= \$	167,916.32	
CLASSIFIED SALARIES			
Admin Assistance	2100-2900 + \$	1,515.42	Assistant for clerical work
Credential Analyst	2100-2900 + \$	12,013.53	Review credential requirements and recommend to CTC
Data Reporting	2100-2900 + \$	3,007.66	Provide information to monitor program effectiveness
Fiscal Services	2100-2900 + \$	3,130.70	Budgetary review & ongoing fiscal support
Program Support-marketing	2100-2900 + \$	9,239.25	Provide marketing and recruitment
TOTAL, CLASSIFIED SALARIES	= \$	28,906.56	
EMPLOYEE BENEFITS			
STRS Retirement	3100 + \$	28,411.44	
PERS Retirement	3200 +	6,622.49	
Social Security/Medicare	3300 +	4,646.14	
Health and Welfare Benefits	3400 +	46,917.36	
Unemployment Insurance	3500 +	984.11	
Workers Compensation Insurance	3600 +	2,283.15	
TOTAL, EMPLOYEE BENEFITS	= \$	89,864.69	
TOTAL, PERSONNEL COST	\$	286,687.57	
BOOKS AND SUPPLIES			
Textbooks and Core Curricula Materials	4100 +		
Books and Other Reference Materials	4200 +		
Materials and Supplies	4300 +		
On-Line Courses	4312 +		
Noncapitalized Equipment	4400 +		
TOTAL, BOOKS AND SUPPLIES	= \$	-	
SERVICES, OTHER OPERATING EXPENSES			
Travel and Conference	5200 +		
Dues and Memberships	5300 +		
Professional/Consulting Services/Operating Exp.	5800 +	326.00	Office 365 licenses for inductees and docusign envelops for application
Marketing Fees	5812 +		
TOTAL, SERVICES AND OTHER OPERATING EXPENSES	= \$	326.00	
TOTAL, NON-PERSONNEL COST	= \$	326.00	
TOTAL, EXPENDITURES	\$	287,013.57	

E.
MOUs



MEMORANDUM OF UNDERSTANDING

BETWEEN AUDEO CHARTER SCHOOL AND THE CHARTER SCHOOL OF SAN DIEGO

This Memorandum of Understanding (“MOU”) is dated January 6, 2021 between **Audeo Charter School** and **The Charter School of San Diego**. The purpose of this MOU is to collaborate with **Audeo Charter School** to support the field work placement of students within the **STELLAR Program** at **The Charter School of San Diego**.

Audeo Charter School is dedicated to serving the educational needs of the community. They are committed to providing opportunities and guidance to youth. This guidance will assist them in overcoming challenges and foster growth that will help them develop into healthy and successful adults.

The Charter School of San Diego offers a quality educational option for students in grades 6-12 who seek and/or need an alternative to the traditional approach to education. The learning model used by **The Charter School of San Diego** is designed with equity and access to activate the learning potential of every student. The highly trained instructional team engage students in their learning using new technology in combination with conventional methods. **The Charter School of San Diego** students receive a personalized course plan and benefit from a small teacher-to-student ratio. As a result, students are receiving the highest quality education available and are doing so in a safe and supportive learning environment. Teachers work in collaboration with the student and their family to ensure student success. The **STELLAR Program** within the Charter School of San Diego is committed to providing a model of educational leadership and innovation dedicated to the preparation of exceptionally qualified educators.

Audeo Charter School and **The Charter School of San Diego** share a common goal of preparing all students for future success so that they can positively impact the community at large.

Services provided by Audeo Charter School

In recognition of this common goal, **Audeo Charter School** agrees to provide as available the following for candidates within the **STELLAR Program**:

- Provide field placements
- Data sharing

Services provided by The Charter School of San Diego (STELLAR Program)

The Charter School of San Diego agrees to the following in order to meet the common goal:

- Provide CTC approved curriculum for the purpose of clearing preliminary special education credentials
- Provide mentor support for candidates in fieldwork placements

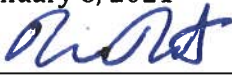
The parties agree:

That **Audeo Charter School** and **The Charter School of San Diego** remain as independent organizations, and that nothing contained herein shall be deemed to create or shall be construed as creating a joint venture or other proprietary relationship between or among the parties. **Audeo Charter School** and **The Charter School of San Diego** shall retain their separate professional and administrative responsibilities, and warrant that they shall perform services in a professional manner. As necessary, the parties shall meet periodically to assess quality management and performance improvement. There is no expectation of financial remuneration for services provided.

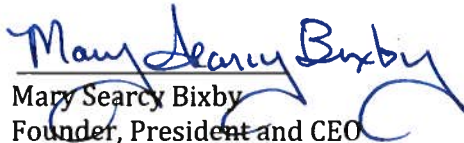
This MOU is effective as of the date signed below, and remains in effect until one, or both, parties cancel. Either party may cancel this MOU with 30 days advance notice in writing

Agreed to this date:

January 6, 2021



Tim Tuter
Executive Director
Audeo Charter School



Mary Searcy Bixby
Founder, President and CEO
The Charter School of San Diego

MEMORANDUM OF UNDERSTANDING

BETWEEN AUDEO CHARTER SCHOOL II AND THE CHARTER SCHOOL OF SAN DIEGO

This Memorandum of Understanding ("MOU") is dated January 6, 2021 between **Audeo Charter School II** and **The Charter School of San Diego**. The purpose of this MOU is to collaborate with **Audeo Charter School II** to support the field work placement of students within the **STELLAR Program** at **The Charter School of San Diego**.

Audeo Charter School II is dedicated to serving the educational needs of the community. They are committed to providing opportunities and guidance to youth. This guidance will assist them in overcoming challenges and foster growth that will help them develop into healthy and successful adults.

The Charter School of San Diego offers a quality educational option for students in grades 6-12 who seek and/or need an alternative to the traditional approach to education. The learning model used by **The Charter School of San Diego** is designed with equity and access to activate the learning potential of every student. The highly trained instructional team engage students in their learning using new technology in combination with conventional methods. **The Charter School of San Diego** students receive a personalized course plan and benefit from a small teacher-to-student ratio. As a result, students are receiving the highest quality education available and are doing so in a safe and supportive learning environment. Teachers work in collaboration with the student and their family to ensure student success. The **STELLAR Program** within the Charter School of San Diego is committed to providing a model of educational leadership and innovation dedicated to the preparation of exceptionally qualified educators.

Audeo Charter School II and **The Charter School of San Diego** share a common goal of preparing all students for future success so that they can positively impact the community at large.

Services provided by Audeo Charter School II

In recognition of this common goal, **Audeo Charter School II** agrees to provide as available the following for candidates within the **STELLAR Program**:

- Provide field placements
- Data sharing

Services provided by The Charter School of San Diego (STELLAR Program)

The Charter School of San Diego agrees to the following in order to meet the common goal:

- Provide CTC approved curriculum for the purpose of clearing preliminary special education credentials
- Provide mentor support for candidates in fieldwork placements

The parties agree:

That **Audeo Charter School II** and **The Charter School of San Diego** remain as independent organizations, and that nothing contained herein shall be deemed to create or shall be construed as creating a joint venture or other proprietary relationship between or among the parties. **Audeo Charter School II** and **The Charter School of San Diego** shall retain their separate professional and administrative responsibilities, and warrant that they shall perform services in a professional manner. As necessary, the parties shall meet periodically to assess quality management and performance improvement. There is no expectation of financial remuneration for services provided.

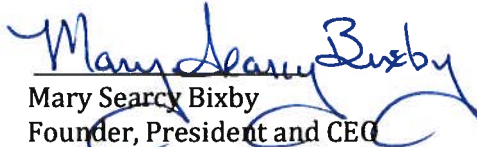
This MOU is effective as of the date signed below, and remains in effect until one, or both, parties cancel. Either party may cancel this MOU with 30 days advance notice in writing

Agreed to this date:

January 6, 2021



Tim Tuter
Executive Director
Audeo Charter School II



Mary Searcy Bixby
Founder, President and CEO
The Charter School of San Diego

MEMORANDUM OF UNDERSTANDING

BETWEEN AUDEO CHARTER SCHOOL III AND THE CHARTER SCHOOL OF SAN DIEGO

This Memorandum of Understanding (“MOU”) is dated January 6, 2021 between **Audeo Charter School III** and **The Charter School of San Diego**. The purpose of this MOU is to collaborate with **Audeo Charter School III** to support the field work placement of students within the **STELLAR Program** at **The Charter School of San Diego**.

Audeo Charter School III is dedicated to serving the educational needs of the community. They are committed to providing opportunities and guidance to youth. This guidance will assist them in overcoming challenges and foster growth that will help them develop into healthy and successful adults.

The Charter School of San Diego offers a quality educational option for students in grades 6-12 who seek and/or need an alternative to the traditional approach to education. The learning model used by **The Charter School of San Diego** is designed with equity and access to activate the learning potential of every student. The highly trained instructional team engage students in their learning using new technology in combination with conventional methods. **The Charter School of San Diego** students receive a personalized course plan and benefit from a small teacher-to-student ratio. As a result, students are receiving the highest quality education available and are doing so in a safe and supportive learning environment. Teachers work in collaboration with the student and their family to ensure student success. The **STELLAR Program** within the Charter School of San Diego is committed to providing a model of educational leadership and innovation dedicated to the preparation of exceptionally qualified educators.

Audeo Charter School III and **The Charter School of San Diego** share a common goal of preparing all students for future success so that they can positively impact the community at large.

Services provided by Audeo Charter School III

In recognition of this common goal, **Audeo Charter School III** agrees to provide as available the following for candidates within the **STELLAR Program**:

- Provide field placements
- Data sharing

Services provided by The Charter School of San Diego (STELLAR Program)

The Charter School of San Diego agrees to the following in order to meet the common goal:

- Provide CTC approved curriculum for the purpose of clearing preliminary special education credentials
- Provide mentor support for candidates in fieldwork placements


The parties agree:

That **Audeo Charter School III** and **The Charter School of San Diego** remain as independent organizations, and that nothing contained herein shall be deemed to create or shall be construed as creating a joint venture or other proprietary relationship between or among the parties. **Audeo Charter School III** and **The Charter School of San Diego** shall retain their separate professional and administrative responsibilities, and warrant that they shall perform services in a professional manner. As necessary, the parties shall meet periodically to assess quality management and performance improvement. There is no expectation of financial remuneration for services provided.

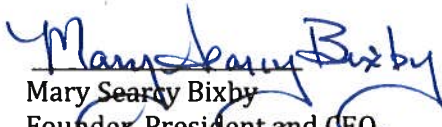
This MOU is effective as of the date signed below, and remains in effect until one, or both, parties cancel. Either party may cancel this MOU with 30 days advance notice in writing

Agreed to this date:

January 6, 2021



Tim Tuter
Executive Director
Audeo Charter School III



Mary Searcy Bixby
Founder, President and CEO
The Charter School of San Diego

MEMORANDUM OF UNDERSTANDING

BETWEEN GROSSMONT SECONDARY SCHOOL AND THE CHARTER SCHOOL OF SAN DIEGO

This Memorandum of Understanding (“MOU”) is dated January 6, 2021 between **Grossmont Secondary School** and **The Charter School of San Diego**. The purpose of this MOU is to collaborate with **Grossmont Secondary School** to support the field work placement of students within the **STELLAR Program** at **The Charter School of San Diego**.

Grossmont Secondary School is dedicated to serving the educational needs of the community. They are committed to providing opportunities and guidance to youth. This guidance will assist them in overcoming challenges and foster growth that will help them develop into healthy and successful adults.

The Charter School of San Diego offers a quality educational option for students in grades 6-12 who seek and/or need an alternative to the traditional approach to education. The learning model used by **The Charter School of San Diego** is designed with equity and access to activate the learning potential of every student. The highly trained instructional team engage students in their learning using new technology in combination with conventional methods. **The Charter School of San Diego** students receive a personalized course plan and benefit from a small teacher-to-student ratio. As a result, students are receiving the highest quality education available and are doing so in a safe and supportive learning environment. Teachers work in collaboration with the student and their family to ensure student success. The **STELLAR Program** within the Charter School of San Diego is committed to providing a model of educational leadership and innovation dedicated to the preparation of exceptionally qualified educators.

Grossmont Secondary School and **The Charter School of San Diego** share a common goal of preparing all students for future success so that they can positively impact the community at large.

Services provided by Grossmont Secondary School

In recognition of this common goal, **Grossmont Secondary School** agrees to provide as available the following for candidates within the **STELLAR Program**:

- Provide field placements
- Data sharing

Services provided by The Charter School of San Diego (STELLAR Program)

The Charter School of San Diego agrees to the following in order to meet the common goal:

- Provide CTC approved curriculum for the purpose of clearing preliminary special education credentials
- Provide mentor support for candidates in fieldwork placements

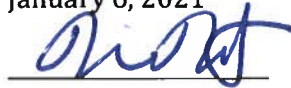
The parties agree:

That **Grossmont Secondary School** and **The Charter School of San Diego** remain as independent organizations, and that nothing contained herein shall be deemed to create or shall be construed as creating a joint venture or other proprietary relationship between or among the parties. **Grossmont Secondary School** and **The Charter School of San Diego** shall retain their separate professional and administrative responsibilities, and warrant that they shall perform services in a professional manner. As necessary, the parties shall meet periodically to assess quality management and performance improvement. There is no expectation of financial remuneration for services provided.

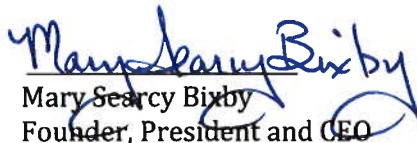
This MOU is effective as of the date signed below, and remains in effect until one, or both, parties cancel. Either party may cancel this MOU with 30 days advance notice in writing

Agreed to this date:

January 6, 2021



Tim Tuter
Executive Director
Grossmont Secondary School



Mary Searcy Bixby
Founder, President and CEO
The Charter School of San Diego

MEMORANDUM OF UNDERSTANDING

BETWEEN SWEETWATER SECONDARY SCHOOL AND THE CHARTER SCHOOL OF SAN DIEGO

This Memorandum of Understanding (“MOU”) is dated January 6, 2021 between **Sweetwater Secondary School** and **The Charter School of San Diego**. The purpose of this MOU is to collaborate with **Sweetwater Secondary School** to support the field work placement of students within the **STELLAR Program** at **The Charter School of San Diego**.

Sweetwater Secondary School is dedicated to serving the educational needs of the community. They are committed to providing opportunities and guidance to youth. This guidance will assist them in overcoming challenges and foster growth that will help them develop into healthy and successful adults.

The Charter School of San Diego offers a quality educational option for students in grades 6-12 who seek and/or need an alternative to the traditional approach to education. The learning model used by **The Charter School of San Diego** is designed with equity and access to activate the learning potential of every student. The highly trained instructional team engage students in their learning using new technology in combination with conventional methods. **The Charter School of San Diego** students receive a personalized course plan and benefit from a small teacher-to-student ratio. As a result, students are receiving the highest quality education available and are doing so in a safe and supportive learning environment. Teachers work in collaboration with the student and their family to ensure student success. The **STELLAR Program** within the Charter School of San Diego is committed to providing a model of educational leadership and innovation dedicated to the preparation of exceptionally qualified educators.

Sweetwater Secondary School and **The Charter School of San Diego** share a common goal of preparing all students for future success so that they can positively impact the community at large.

Services provided by Sweetwater Secondary School

In recognition of this common goal, **Sweetwater Secondary School** agrees to provide as available the following for candidates within the **STELLAR Program**:

- Provide field placements
- Data sharing

Services provided by The Charter School of San Diego (STELLAR Program)

The Charter School of San Diego agrees to the following in order to meet the common goal:

- Provide CTC approved curriculum for the purpose of clearing preliminary special education credentials
- Provide mentor support for candidates in fieldwork placements

The parties agree:

That **Sweetwater Secondary School** and **The Charter School of San Diego** remain as independent organizations, and that nothing contained herein shall be deemed to create or shall be construed as creating a joint venture or other proprietary relationship between or among the parties. **Sweetwater Secondary School** and **The Charter School of San Diego** shall retain their separate professional and administrative responsibilities, and warrant that they shall perform services in a professional manner. As necessary, the parties shall meet periodically to assess quality management and performance improvement. There is no expectation of financial remuneration for services provided.

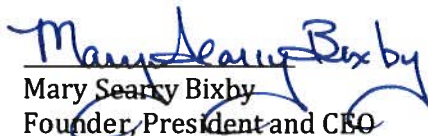
This MOU is effective as of the date signed below, and remains in effect until one, or both, parties cancel. Either party may cancel this MOU with 30 days advance notice in writing

Agreed to this date:

January 6, 2021



Tim Tuter
Executive Director
Sweetwater Secondary School



Mary Seary Bixby
Founder, President and CEO
The Charter School of San Diego

MEMORANDUM OF UNDERSTANDING

BETWEEN MIRUS SECONDARY SCHOOL AND THE CHARTER SCHOOL OF SAN DIEGO

This Memorandum of Understanding (“MOU”) is dated January 6, 2021 between **Mirus Secondary School** and **The Charter School of San Diego**. The purpose of this MOU is to collaborate with **Mirus Secondary School** to support the field work placement of students within the **STELLAR Program** at **The Charter School of San Diego**.

Mirus Secondary School is dedicated to serving the educational needs of the community. They are committed to providing opportunities and guidance to youth. This guidance will assist them in overcoming challenges and foster growth that will help them develop into healthy and successful adults.

The Charter School of San Diego offers a quality educational option for students in grades 6-12 who seek and/or need an alternative to the traditional approach to education. The learning model used by **The Charter School of San Diego** is designed with equity and access to activate the learning potential of every student. The highly trained instructional team engage students in their learning using new technology in combination with conventional methods. **The Charter School of San Diego** students receive a personalized course plan and benefit from a small teacher-to-student ratio. As a result, students are receiving the highest quality education available and are doing so in a safe and supportive learning environment. Teachers work in collaboration with the student and their family to ensure student success. The **STELLAR Program** within the Charter School of San Diego is committed to providing a model of educational leadership and innovation dedicated to the preparation of exceptionally qualified educators.

Mirus Secondary School and **The Charter School of San Diego** share a common goal of preparing all students for future success so that they can positively impact the community at large.

Services provided by Mirus Secondary School

In recognition of this common goal, **Mirus Secondary School** agrees to provide as available the following for candidates within the **STELLAR Program**:

- Provide field placements
- Data sharing

Services provided by The Charter School of San Diego (STELLAR Program)

The Charter School of San Diego agrees to the following in order to meet the common goal:

- Provide CTC approved curriculum for the purpose of clearing preliminary special education credentials
- Provide mentor support for candidates in fieldwork placements

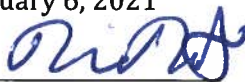
The parties agree:

That **Mirus Secondary School** and **The Charter School of San Diego** remain as independent organizations, and that nothing contained herein shall be deemed to create or shall be construed as creating a joint venture or other proprietary relationship between or among the parties. **Mirus Secondary School** and **The Charter School of San Diego** shall retain their separate professional and administrative responsibilities, and warrant that they shall perform services in a professional manner. As necessary, the parties shall meet periodically to assess quality management and performance improvement. There is no expectation of financial remuneration for services provided.

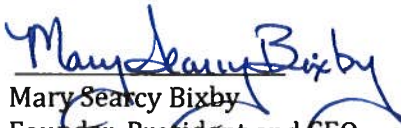
This MOU is effective as of the date signed below, and remains in effect until one, or both, parties cancel. Either party may cancel this MOU with 30 days advance notice in writing

Agreed to this date:

January 6, 2021



Tim Tuter
Executive Director
Mirus Secondary School



Mary Searcy Bixby
Founder, President and CEO
The Charter School of San Diego

F.

FLOOR PLAN

BONITA TRAINING

CENTER



Bonita Office Building

16,540 SqFt Admin Office

2,419 SqFt Sweetwater RC

18,959 Total Building SqFt

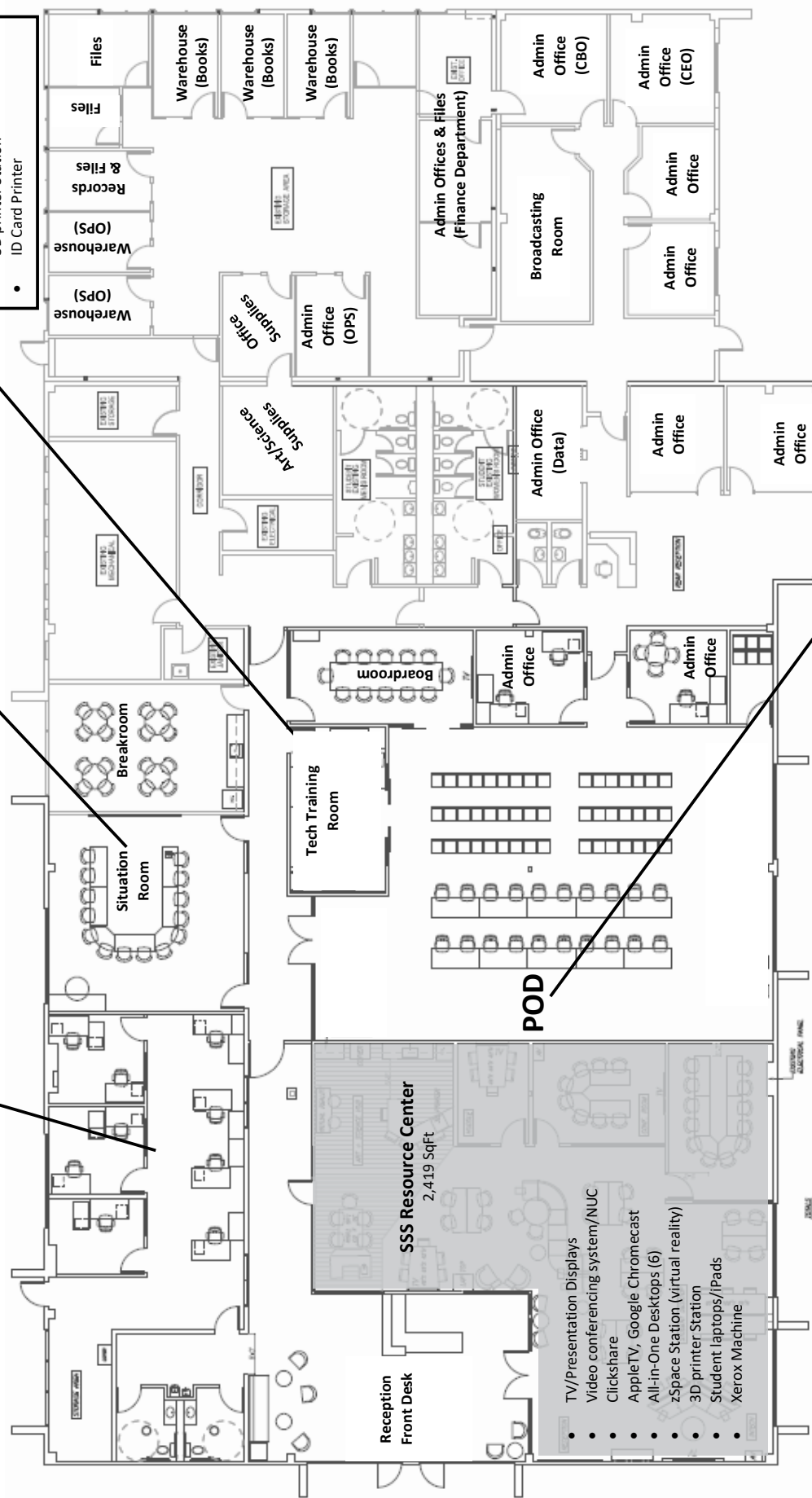
Sweetwater Secondary School Offices & Student Services Center

Situation Room:

- Large TV display
- Video conferencing system/NUC
- Clickshare
- AppleTV

Technology Training Room:

- TV Display
- Video conferencing system/NUC
- Clickshare
- AppleTV, Google Chromecast
- All-in-One Desktops (2)
- zSpace Station (virtual reality)
- 3D printer Station
- ID Card Printer



POD

POD:

- TV/Presentation Display (3)
- Video conferencing system/NUC
- Clickshare
- AppleTV

SSS Resource Center
2,419 SqFt

- TV/Presentation Displays
- Video conferencing system/NUC
- Clickshare
- AppleTV, Google Chromecast
- All-in-One Desktops (6)
- zSpace Station (virtual reality)
- 3D printer Station
- Student laptops/iPads
- Xerox Machine

G.
TEACH OUT
LETTER OF
AGREEMENT




Criteria 12 Appendix G

Re: Teacher induction program



Chad Lanting <chad.lanting@sdcoe.net>

To Cathryn Rambo

 You replied to this message on 1/27/2022 8:44 AM.

If there are problems with how this message is displayed, click here to view it in a web browser.



Wed 1/26/2022 1:48 PM

Hello Cathryn,

I was forwarded your email about CSSD creating its own induction program as well as your questions regarding a teach out plan. I would be happy to have a conversation and try to answer any questions about a teach out plan. We have several district partners in SDCOE induction who at one time had their own induction programs which they ended, so I can refer to those as examples as well.

Please let me know if you would prefer to communicate via email or phone or even a Zoom meeting.

Sincerely,

Chad Lanting

Learner - Intellection - Harmony - Input - Focus

Project Specialist, Teacher Effectiveness and Preparation - Human Resource Services

San Diego County Office of Education San Diego County Office of Education

Phone: 858-295-8785

Email: chad.lanting@sdcoe.net

URL: www.sdcoe.net

Twitter: @SDCOE4Educators

Re: Teacher induction program




Chad Lanting <chad.lanting@sdcoe.net>

To  Cathryn Rambo



Thu 9:42 AM

 If there are problems with how this message is displayed, click here to view it in a web browser.

Chad Lanting is inviting you to a scheduled Zoom meeting.

Topic: Induction Program Discussion

Time: Jan 27, 2022 03:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://sdcoe.zoom.us/j/87860417623>

Meeting ID: 878 6041 7623

One tap mobile

+16699009128,,87860417623# US (San Jose)

+13462487799,,87860417623# US (Houston)

Dial by your location

+1 669 900 9128 US (San Jose)

+1 346 248 7799 US (Houston)

+1 253 215 8782 US (Tacoma)

+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

Meeting ID: 878 6041 7623

Find your local number: <https://sdcoe.zoom.us/u/klSp3zK0q>

Sincerely,

Chad Lanting

Learner - Intellection - Harmony - Input - Focus

Project Specialist, Teacher Effectiveness and Preparation - Human Resource Services

San Diego County Office of EducationSan Diego County Office of Education

Phone: 858-295-8785

Email: chad.lanting@sdcoe.net

URL: www.sdcoe.net

Twitter: @SDCOE4Educators