CALIFORNIA SCHOOL OF THE ARTS – SAN GABRIEL VALLEY

Renewal Charter Petition
[Education Code § 47607]

2025-2032

Original Charter Petition Approved: June 2016

Renewal Charter Petition Submitted for Duarte Unified School District Board of Education Consideration:

November 19, 2024

Presented to

The Board of Education
Duarte Unified School District

Superintendent
Nadia Hillman, Ed.D

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Affirmations and Assurances

As the authorized lead petitioner, I, Nicole Read, hereby certify on this 14 day of November 2024 that the information submitted in this renewal charter petition for the California School of the Arts - San Gabriel Valley ("CSArts-SGV") to the Duarte Unified School District is true, accurate, and complete to the best of my knowledge and belief. I further certify that CSArts-SGV will follow all federal, state, and local laws and regulations that apply to charter schools, including but not limited to:

- CSArts-SGV shall be nonsectarian in its programs, admissions policies, employment practices and all other operations. (Education Code § 47605(e)(1).)

- CSArts-SGV shall not charge tuition. (Education Code § 47605(e)(1).)

- CSArts-SGV shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation or association with a person or group with one or more of these actual or perceived characteristics. (Education Code § 47605(e)(1); Education Code § 220; Penal Code § 422.55.)

- Except as provided in Education Code § 47605(e)(2), admission to CSArts-SGV shall not be determined according to the place of residence of the student, or of the student's parent or legal guardian, within the state of California. (Education Code § 47605(e)(1).)

- CSArts-SGV shall admit all students who wish to attend CSArts-SGV and who submit a timely application, unless CSArts-SGV receives a greater number of applications than there are spaces for students. If the number of students who wish to attend CSArts-SGV exceeds CSArts-SGV's capacity, attendance, except for existing CSArts-SGV students, shall be determined by a public random drawing. Preferences in the public random drawing shall be given as required by Education Code § 47605(e)(2)(B) and in accordance with the provisions of Element Eight "*Student Admission Policies and Procedures*." (Education Code § 48605(e)(2)(B).)

- If a CSArts-SGV student is expelled or leaves CSArts-SGV without graduating or completing the school year for any reason, CSArts-SGV shall notify the superintendent of the school district of the student's last known address within 30 days. CSArts-SGV shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information. (Education Code § 47605(e)(3).)

- CSArts-SGV shall not discourage a student from enrolling or seeking to enroll in CSArts-SGV for any reason, including but not limited to, academic performance of the student or because the student exhibits any characteristics described in Education Code § 47605(e)(2)(B)(iii). (Education Code § 47605(e)(4)(A).)

- CSArts-SGV shall not request a student's records or require a parent, guardian or pupil to submit the student's records to the charter school before enrollment. (Education Code § 47605(e)(4)(B).)

- CSArts-SGV shall not encourage a student currently attending CSArts-SGV to disenroll from CSArts-SGV or transfer to another school for any reason including, but not limited to, academic performance of the student or because the student exhibits any characteristics described in Education Code § 47605(e)(2)(B)(iii). (Education Code § 47605(e)(4)(C).)

- CSArts-SGV shall be deemed the exclusive "*public school employer*" of the employees of CSArts-SGV for the purposes of the Educational Employment Relations Act (Government Code § 3540 et seq.), pursuant to Education Code § 47605(c)(6). CSArts-SGV reserves the right to lawfully recruit, interview and hire anyone at any time who has the best qualifications to fill any of its employee vacancies.

Nicole Read

Ms. Nicole Read, M.A., Principal of Academics
California School of the Arts – San Gabriel Valley

Introduction

In 1992, the California State Legislature passed the Charter Schools Act. Pursuant to Education Code § 47601, charter schools were created *"to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

> *(a) Improve pupil learning.*
>
> *(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
>
> *(c) Encourage the use of different and innovative teaching methods.*
>
> *(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
>
> *(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
>
> *(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.*
>
> *(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools."*

CSArts-SGV fully embraces the legislative intent of the Charter Schools Act, as exemplified in the following CSArts-SGV Overview and Record of Achievements.

<u>California School of the Arts – San Gabriel Valley Overview</u>

CSArts-SGV is an expansion of the award-winning Orange County School of the Arts ("OCSA"). Created by the California School of the Arts Foundation (California Secretary of State Entity Number 3808284), CSArts-SGV opened in August 2017 and currently serves approximately 1,200 students in grades 6-12.

In an exciting partnership with the Duarte Unified School District, students in grades 6-8 participating in CSArts-SGV's and Duarte Unified School District's Joint Arts Program receive arts instruction from CSArts-SGV through its Conservatory program.

Beginning in grade 9, CSArts-SGV students attend both academic and arts classes at CSArts-SGV.

CSArts-SGV offers a dynamic school culture, enabling students to flourish as artists and scholars in a uniquely challenging and nurturing environment. CSArts-SGV celebrates creativity, individual growth, and opportunity.

Recognized locally and nationally for exemplifying excellence in arts and academic education, CSArts-SGV provides students with a rigorous college-preparatory curriculum and pre-professional Arts Conservatory training. CSArts-SGV's educational program is accredited by the Western Association of Schools and Colleges ("WASC") and operated in partnership with the Duarte Unified School District. CSArts-SGV's rigorous academic education coupled with advanced arts training prepares students to thrive in the 21st century, molding the next generation of creative thinkers, leaders, artists, innovators, and entrepreneurs.

While approximately 10% of CSArts-SGV students reside within the boundaries of the Duarte Unified School District, CSArts-SGV draws students from more than 80 cities within and outside of the San Gabriel Valley, creating a diverse culture of academically and artistically focused students.

CSArts-SGV's school facility is located on the former campus of the Duarte Unified School District's Northview Intermediate School.

CSArts-SGV's teachers are dedicated and supportive professionals who help students develop the skills necessary to succeed. Guest artists and industry leaders share their expertise and creativity with students through CSArts-SGV's Master Artist Series, exposing students to one-of-a-kind master classes, lectures, presentations, and hands on training.

CSArts-SGV also has a comprehensive Special Services department that is designed to support students with unique learning needs in accessing CSArts-SGV's academic and Conservatory programs.

CSArts-SGV Record of Achievements

CSArts-SGV is modeled upon its sister school, Orange County School of the Arts. OCSA has received top honors and recognition for excellence in both arts and academic education. OCSA currently serves more than 2,000 students in grades 7-12 from over 100 cities throughout Southern California.

CSArts-SGV graduates well-prepared students with correspondingly high expectations and achievements. CSArts-SGV has been acknowledged nationally, regionally, and locally for exemplifying excellence in arts and academic education, receiving the following recognitions:

- Arts Schools Network Exemplary School Award (2024)
- #1 Best Charter High School in California, Niche (2024)
- #4 Best High School for the Arts in America, Niche (2024)
- Readers Choice Award for Best Charter School, Pasadena Star-News, San Gabriel Valley Tribune, and Whittier Daily News (2024)
- Model Charter Award Finalist, Building Hope (2023)
- Accreditation by the Western Association of Schools and Colleges (2023-2029)
- Best High Schools in America, U.S. News & World Report (2022-2024)
- California Exemplary Arts Education Award, California Department of Education (2021)
- AP Computer Science Female Diversity Award, College Board (2020-2023)
- Exceptional Charter School in Special Education, National Association of Special Education Teachers (NASET) (2020-2024)
- John Raitt Awards for Youth (JRAY) nominations for Musical Theatre (2018-2020)
- Arts Schools Network New and Emerging School Award (2018)

History

On June 30, 2016, the Duarte Unified School District Board of Education approved the charter petition of the California School of the Arts - San Gabriel Valley ("CSArts-SGV") for an initial term of five years from July 1, 2017 to June 30, 2022. CSArts-SGV opened on August 14, 2017.

On March 9, 2023, the Duarte Unified School District Board of Education approved CSArts-SGV's first material revision charter petition under Education Code § 47607 reflecting CSArts-SGV's transition to the El Dorado Charter SELPA on July 1, 2021.

On August 17, 2023, the Duarte Unified School District Board approved CSArts-SGV's second material revision expanding the Joint Arts Program between the District and CSArts-SGV to include sixth grade students.

On July 9, 2021 and July 10, 2023, the California legislature amended Education Code § 47607.4, extending CSArts-SGV's charter term by a total of three years from June 30, 2022 to June 30, 2025.

CSArts-SGV therefore submits this petition for renewal of its Charter to the Duarte Unified School District Board for approval.

On March 12, 2024, the California Department of Education ("CDE") placed CSArts-SGV in the "*High Performance*"' category of the CDE's "*Category Data File*" pursuant to Criterion 2 of Education Code § 47607(c)(2)(A).

Please see Attachment #12, select pages from the California Department of Education's March 12, 2024 "*Category Data File*" demonstrating CSArts-SGV's placement in the High Performance category.

Pursuant to Education Code § 47607(c)(2)(E), high performing charter schools are eligible to renew their charters "*for a period between five and seven years*." **CSArts-SGV respectfully requests that the Duarte Unified School District Board grant CSArts-SGV a renewal term of seven years from July 1, 2025 to June 30, 2032.**

CSArts-SGV's Renewal Charter Petition complies with all of the statutory requirements in Education Code § 47607 "*Period of charter; Renewals and revisions; Criteria for renewal*."

Education Code § 47607(c)(2)(F) provides that High Performing charter schools "*shall only be required to update the petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter*."

Education Code § 47607(b) states that:

> *"Renewals and material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed."*

CSArts-SGV's Renewal Charter Petition meets all standards and criteria in Education Code § 47605 and includes a reasonably comprehensive description of all new requirements of charter schools enacted into law after approval of CSArts-SGV's last Material Revision Charter Petition on August 17, 2023.

ELEMENT ONE - Educational Program

Educational Program

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

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

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

Mission

The California School of the Arts - San Gabriel Valley provides an unparalleled arts and academic education in a creative, challenging, and nurturing environment to a diverse student body passionate about the arts, preparing them to reach their highest potential.

CSArts-SGV's Core Values:

1. Student growth and education come first.
2. Commitment to excellence, innovation, professionalism, and integrity.
3. Foster a nurturing environment of creativity, respect, and collaboration.
4. Commitment to life-long artistic and scholarly development.

State Priorities

Pursuant to Education Code §§ 47605 and 52060, CSArts-SGV incorporates the following eight state education priorities into its education mission and plans:

1. Full teacher credentialing, appropriate teacher assignment, sufficient student access to standards-aligned instructional materials, and school facilities in good repair;
2. Implementation of state Board-adopted academic content and performances standards, including how the programs and services will enable English Learners to access the Common Core academic content standards and English language development standards to gain academic content knowledge and English language proficiency;

3. Parental involvement and family engagement, including parent input in making decisions for the school and parent participation in programs for unduplicated pupils and individuals with exceptional needs;

4. Pupil Achievement as measured by all of the criteria in Education Code § 52060(d)(4);

5. Pupil Engagement as measured by the criteria in Education Code § 52060(d)(5);

6. School Climate as measured by the criteria in Education Code § 52060(d)(6);

7. Enrollment in and access to a broad course of study, including all the subject areas described in Education Code § 51210 and § 51220(a)-(i), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs;

8. Pupil Outcomes, if available in the subject areas described by Education Code § 51210 and § 51220 (a)-(i).

Target Student Population

While approximately 10% of CSArts-SGV students reside in Duarte, CSArts-SGV draws the majority of its students from throughout the San Gabriel Valley. The majority of CSArts-SGV students commute from 80 nearby cities such as Pasadena, Monrovia, Arcadia, Azusa, Glendora, and many more.

CSArts-SGV serves students in grades 6-12.

Under CSArts-SGV's and Duarte Unified School District's Joint 6-8 Arts Program, students in grades 6- 8 attend academic classes at Duarte Unified School District's K-8 school sites and attend arts classes through CSArts-SGV's Conservatory program. The Joint 6-8 Arts Program is governed by the Memorandum of Understanding originally executed by CSArts-SGV and the Duarte Unified School District on or around December 15, 2016 and as periodically amended ("Joint Arts Program MOU").

Student Demographics

CSArts-SGV annually reviews the student enrollment demographics prepared by the California Department of Education.

The table below compares CSArts-SGV's student enrollment demographics for the 2023-2024 school year and DUSD's student enrollment demographics for the 2023-2024 school year.

Table: Comparison of CSArts-SGV's Student Demographics by Ethnicity and DUSD's Student Demographics by Ethnicity (2023-24)

Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian/ Pacific Islander	White Alone, not Hispanic/Latino	Two or more races	Not reported
CSArts-SGV Student Enrollment Percentages								
2.2%	0.1%	12.1%	2.4%	38.7%	0.3%	23.5%	11.0%	9.6%
DUSD Student Enrollment Percentages								
7.6%	0.1%	4.9%	2.2%	66.7%	0.3%	11.2%	4.0%	3.0%

Source: CDE, DataQuest, 2023-24 Enrollment by Ethnicity and Grade, https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=19644690134858&agglevel=school&year=2023-24

Special Student Populations

The following table compares CSArts-SGV's and DUSD's percentages of special student populations for the 2023-2024 school year.

Table: Comparison of CSArts-SGV's Subgroup Demographics with DUSD's Subgroup Demographics (2023-24)						
All Students	English Language Learners	Socio-economically Disadvantaged	Students with Disabilities	Foster Youth	Homeless Youth	Migrant Education
CSArts-SGV Student Enrollment Percentages						
935	0.9%	19.3%	12.2%	0.1%	0.5%	0.0%
DUSD Student Enrollment Percentages						
7,465	15.2%	65.6%	17.2%	1.2%	3.3%	0.0%

Source: CDE, DataQuest, 2023-24 Enrollment by Subgroup
https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=1964469&agglevel=district&year=2023-24
https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=19644690134858&agglevel=school&year=2023-24&ro=y

CSArts-SGV seeks to enroll a diverse student population that is representative of the DUSD student population, bringing students together from multiple ethnicities and backgrounds (socioeconomically disadvantaged students, English Learners, special education students, foster youth, homeless youth, and migrant education). Pursuant to Education Code § 47605(c)(5)(G), CSArts-SGV strives to achieve, enhance, and maintain a balance of racial and ethnic pupils, special education pupils and English Learner pupils that is reflective of the general population residing within DUSD boundaries.

Enrollment

The following table shows the CSArts-SGV school enrollment for the 2023-2024 school year.

Students in grades 6-8 who participate in the Joint Arts Program are not directly enrolled in CSArts – SGV and are therefore not included in the table below.

SCHOOL ENROLLMENT (2023-24)					
Enrollment	**9**	**10**	**11**	**12**	**Total**
Total enrollment	219	223	239	254	935

Instructional Design

CSArts-SGV teachers implement the following CSArts-SGV Principles of Learning for classroom instruction:

1. A key goal of learning is fluent and flexible transfer of one's knowledge and skill, on worthy tasks.

2. Students will be supported to perceive academic tasks as worthy and feel increasingly competent so as to value their work effort.

3. Success depends on connecting small details and facts to big ideas, to enable students to understand new concepts and meet new challenges.

4. True understanding must come from within; "*the aha moment*". Teachers cannot give students understanding but provide students with the tools and opportunities to reach their "*aha*" moment.

5. Students need clear directions, guidelines and an understanding of the consequences of sub-par work and of achieving/exceeding their academic goals.

6. Students need to know how they are performing on a regular basis in a meaningful way to improve their skill level.

7. Understanding of academic content is achieved by regular reflection, self-assessment, and self-adjustment in using present knowledge to meet new challenges.

8. To deeply understand one must be open to new ideas, perspectives, and approaches to learning. New insight requires expansion of earlier ideas to include how things are and how information is interrelated. Learning is enhanced by a safe and supportive environment.

9. Students need a supportive learning environment to enable them to take risks to facilitate deeper understanding.

Learning at CSArts-SGV is enhanced with curriculum design that integrates the students' interests, preferences, strengths, contributions, and prior knowledge. CSArts-SGV's educational program will enable students to become self-motivated, competent, lifelong learners.

What it means to be an "Educated Person" in the 21st Century

CSArts-SGV believes that in order to be an educated person in the 21st century, graduates of CSArts-SGV must be able to:

1. Communicate effectively through reading, writing, speaking, and listening;

2. Understand and apply higher-order thinking skills including: critical thinking, creative thinking, problem solving, and decision making;

3. Demonstrate a strong work ethic and self-motivation at school, becoming good citizens and responsible, contributing members of society;

4. Apply skills necessary to work effectively, both alone and in cooperative settings;

5. Demonstrate a positive attitude toward learning, both now and in the future;

6. Use technology effectively to access information, apply research skills, and solve problems in preparation for higher education and the worlds of work;

7. Demonstrate a sense of self-worth and knowledge to achieve realistic goals;

8. Respect, appreciate, and understand diverse cultures, languages, and interests;

9. Demonstrate knowledge of major events, their geographical locations, and understand the complexities of a global society; and

10. Demonstrate knowledge of, and desire for, physical fitness, healthy lifestyles, and mental and emotional well-being.

These outcomes will result from CSArts-SGV's instructional program and common assessments, which incorporate different learning modalities and allow students to learn in their preferred styles.

How Learning Best Occurs

Personal interpretation allows CSArts-SGV students to create meaning in their learning. Applied practices and real-life examples give relevancy to CSArts-SGV curriculum. A variety of assessments and projects provide CSArts-SGV students opportunities to demonstrate these strengths. Collaboration motivates students to work with their peers. Activities ranging from acquiring knowledge to creating original pieces of work will exemplify Bloom's taxonomy and integrate previously learned concepts.

The integration of technology in instruction prepares students for the future and facilitates information gathering and analysis. CSArts-SGV's teachers employ strategies making their classrooms communities of learners so as to fully engage participants in acquiring knowledge, skills, attitudes and processes appropriate for each academic and content area.

Learning Environment

CSArts-SGV provides site-based instruction to its students.

As stated above, students in grades 6-8 participating in the CSArts-SGV and Duarte Unified School District Joint Arts Program receive academic instruction at K-8 District school sites and receive arts instruction through CSArts-SGV's Conservatory programs either at the CSArts-SGV school site or Duarte Unified School District sites.

Curriculum and Academic Program

The California State Board of Education and State Superintendent of Public Instruction have adopted standards-based curricula for the subject areas of English Language Arts, Mathematics, Science, History, Social Studies, Visual and Performing Arts, Career Technical Education, Computer Science, Health, Physical Education, and World Languages and Cultures.

CSArts-SGV's academic program consists of a 9th – 12th grade curriculum aligned to the California Content Standards implemented by Common Core instruction. CSArts-SGV uses the California standards for its courses to meet accreditation standards as established by the governing board of the Western Association of Schools and Colleges ("WASC"). CSArts-SGV's courses accredited by WASC may be considered transferable to other public high schools. CSArts-SGV continuously maintains its WASC accreditation.

CSArts-SGV maintains and will provide to the District annually a description of each course offered including content of any course, pre-requisites, required demonstration of proficiency, and textbooks.

At a minimum, 9th through 12th grade students attending CSArts-SGV will complete a rigorous curriculum consisting of:

- Four years (8 semesters) of Literature and Composition;
- Three years (6 semesters) of Social Science (two semesters World History, two semesters U.S. History, one semester Economics, and one semester Government);
- Two years (four semesters) of Science (two semesters Life Science and two semesters Physical Science);
- Two years (four semesters) of a World Language;

- Two years (four semesters) of Mathematics (students must complete Geometry);
- One year (two semesters) of Fine Arts;
- Two years (four semesters) of Physical Education;
- Electives (80 credits); and
- Conservatory Courses (at least 16 credits each year).

CSArts-SGV students shall fulfill all California Health Education Content Standards and the sexual health and HIV prevention education requirements under the California Healthy Youth Act (Education Code §§ 51930–51939). All CSArts-SGV students are required to complete a CSArts-SGV approved health education module prior to graduation covering personal heath; communicable and chronic diseases; nutrition; growth, development and sexuality; tobacco, alcohol, and other drugs; first aid and CPR; and environmental health.

CSArts-SGV's graduation requirements are aligned with the California State standards and the Duarte Unified School District's graduation standards.

Upon completion of high school, CSArts-SGV students receive a total of 240 credits from the academic school day.

All high school core courses offered during the academic portion of the day are UC approved A-G courses.

All courses are listed by A-G status, number of credits, prerequisites needed, and a short description of the course in the CSArts-SGV Curriculum Handbook, which is located on the CSArts-SGV website. CSArts-SGV's requirements are communicated to parents and students annually through email blasts and notification letters sent home with students.

Parents are informed about the transferability of courses to other public secondary schools and to post-secondary schools via CSArts-SGV's Curriculum Handbook.

CSArts-SGV's Science classes implement the Next Generation Science Standards ("NGSS").

CSArts-SGV's afternoon Conservatory courses focus on the arts. Many of the arts classes are also UC approved "F" courses depending on the number of hours classes are offered each week. CSArts-SGV students take 16 credits a year in Conservatory arts courses.

CSArts-SGV offers a unique set of elective courses to meet the needs and talents of our students and give them the opportunity to explore a variety of art forms. Instead of offering more traditional physical education classes, students can register to take a variety of movement classes that satisfy physical education graduation requirements, as well as visual and performing arts classes that can satisfy college entrance requirements.

All CSArts-SGV high school students have access to honors level classes and Advanced Placement classes. Advanced Placement classes consist of: AP Language and Composition, AP Literature and Composition, AP Calculus AB, AP Calculus BC, AP Statistics, AP Chemistry, AP Physics 1, AP Biology, AP World History, AP US History, AP Economics, AP Government, AP Mandarin Language, AP Spanish Language, AP Art History, AP 2D Art and Design, AP Computer Science A, AP Computer Science Principles, AP Psychology, and AP Environmental Science.

CSArts-SGV participates in all California state testing programs, including Smarter Balanced Assessments, SAT, and ACT.

CSArts-SGV's student/teacher ratio and average class size shall be no larger than those of the Duarte Unified School District in comparable grades and subject matters.

Students will graduate with a CSArts-SGV diploma in addition to any other credential or recognition CSArts-SGV may elect to award its graduates.

CSArts-SGV will comply with Education Code § 51225.8 "*Student financial aid application information; Required materials*" in ensuring students receive information on how to properly complete and submit the Free Application for Federal Student Aid or the California Dream Act Application, as appropriate at least once before CSArts-SGV students enter grade 12.

CSArts-SGV's course of study shall meet current and future Duarte Unified School District and California State standards in each content area including English/Language Arts, English Language Development, Mathematics, Science, History/Social Science, and Visual and Performing Arts.

Attendance

CSArts-SGV strives to maintain at least a 96% Average Daily Attendance rate for all students. CSArts-SGV maintains written contemporaneous records that document all student attendance and makes these records available for audit and inspection.

Academic Schedule

CSArts-SGV uses a block schedule covering six academic classes, with three classes held on alternating days in 90-minute blocks.

Pursuant to Education Code § 46148 "*Start time of Schoolday*," the school day for high school students begins at 8:30 a.m.

Please see Attachment #1 CSArts-SGV's Bell Schedules and Academic Calendar for the 2024-2025 school year.

Academic Instructional Minutes

Pursuant to Education Code § 47612.5, CSArts-SGV offers at least 64,800 instructional minutes to students in grades 9-12. Students in grades 6 - 8 are offered at least 54,000 instructional minutes through their academic instruction at Duarte Unified School District school sites.

Arts Conservatories

CSArts-SGV provides aspiring young artists opportunities to refine their skills and flourish in one of 14 Arts Conservatories, housed within four Schools of Study: Dance, Fine & Media Arts, Music, and Theatre. CSArts-SGV's world-class arts programs provide a learning environment where students participate in enriching classroom instruction, life-changing master classes, field trips, and unique performance opportunities. These once-in-lifetime learning experiences combined with high-caliber arts instruction ensure a successful future for CSArts-SGV students.

Local Control and Accountability Plan

CSArts-SGV's local control and accountability plan ("LCAP") describes the annual goals for all students and for each subgroup of students identified in Education Code § 52052 in each of the California state priority areas. The LCAP shall be annually updated pursuant to Education Code § 47606.5. CSArts-SGV

will submit the LCAP to the District and the Los Angeles County Superintendent of Schools annually on or before July 1, as required by Education Code § 47604.33.

Pursuant to Education Code § 47606.5(e), as amended, CSArts-SGV shall present a report on the annual LCAP update and the local control funding formula budget overview for parents on or before February 28 of each year as a nonconsent item at a regularly scheduled meeting of the CSArts-SGV Board of Trustees.

CSArts-SGV's governing board shall hold at least one public hearing each year to solicit recommendations and comments from the public regarding specific actions and expenditures proposed to be included in the LCAP or annual updates to the LCAP. The agenda for the public hearing shall be posted at least 72 hours before the hearing, and the LCAP or annual update to the LCAP shall be made available for public inspection at CSArts-SGV. CSArts-SGV's governing board may adopt revisions to the LCAP if the process to adopt the LCAP plan pursuant to Education Code § 47606.5 is followed and the revisions are adopted in a public meeting. CSArts-SGV shall post CSArts-SGV's Board-adopted LCAP on its website, and any updates or revisions to the LCAP plan approved by CSArts-SGV's Board.

Please see Element Two for more information related to CSArts-SGV's Local Control and Accountability Plan.

Plan for Students Achieving Above Grade Level

CSArts-SGV has a rigorous Pre-Advanced Placement and Advanced Placement ("AP") program in English Language Arts, Social Science, Science, Mathematics and the Arts. This program includes weekly Professional Learning Community meetings for CSArts-SGV teachers to collaborate on student learning outcomes, goals and curriculum, and includes a program for teachers to be trained in the latest AP curriculum issues as set forth by the College Board. Additionally, teachers spend professional development and PLC time establishing vertical teams in each curricular area to ensure student progression through grade levels 9-12.

During the 2024-2025 school year, the percentage of CSArts – SGV students who took and passed their AP exams was 84%.

In collaboration with Citrus College, CSArts-SGV also offers an Early College Program in which CSArts-SGV students take and receive credit for college-level courses.

Plan for Students Achieving Below Grade Level

CSArts-SGV has established a Response to Intervention (RtI) program, designed to support students achieving below expected academic levels. The RtI team meets on a weekly basis and consists of teachers, counselors, special education staff and administrators.

CSArts-SGV's RtI team examines the academic records of students referred to it by staff members and offers recommendations to teachers, students and parents for appropriate academic interventions. These interventions can include specific recommendations for classroom interventions, interventions at home and during study time, and more serious interventions, up to and including special education support.

CSArts-SGV's academic tutorial block ("Office Hours"), scheduled Monday-Thursday at 2:00 p.m. – 2:30 p.m., allows students to voluntarily seek extra help from their academic teachers on a daily basis. Additionally, CSArts-SGV students who drop below a 2.0 academic GPA, or who earn an F grade in any core academic subject, will be assigned to these tutorial block classes until their grades improve.

CSArts-SGV also has an academic intervention program. Students who fall below a 2.0 academic GPA at the semester or have an F grade in any core academic subject will be assigned a counselor or administrator

as their academic intervention advisor. Students placed on academic intervention meet twice during the semester with their advisor and parent to set academic and study goals. Students then meet on a bi-weekly basis with their advisor to maintain progress toward their goal and to problem solve study and homework issues.

Remediation Program

Academic intervention is an ongoing process within daily instruction. During instructional time, all CSArts-SGV teachers work to differentiate their instruction, using strategies that engage all learners, and to modify their curriculum so that each learner may work to their highest potential.

For CSArts-SGV students whose grade point averages show they are at academic risk, remediation is provided.

At the first progress report, CSArts-SGV students with an academic GPA below 2.0 or an F grade in any core academic subject receive a letter warning of academic intervention if they do not raise their GPA to a 2.0 or above and receive above an F grade in all core academic subjects by the end of the semester. Other supports and interventions include but are not limited to:

1. Parents have the option of putting their student on a Weekly Progress Report and their student attending Office Hours.

2. Students are counseled to talk about their goals for improving their GPA.

3. A Student Success Team ("SST") Team meeting may be held to discuss interventions for teachers to support the student's learning.

4. A student tutor may be assigned to the student to give one-on-one help and motivation to improve the student's grade.

5. Parent/teacher/student conferences may be held to discuss school and home support.

6. The student may be placed in an academic lab to receive extra support.

Any CSArts-SGV student with an academic GPA below 2.0 or an F grade in any academic course is placed on academic intervention. The student's extra-curricular and co-curricular activities, including Conservatory participation, are limited until their GPA is raised. A meeting is held with the student and his/her parents to discuss remediation plans. The student receives weekly progress reports, assignment to Office Hours for study hall and academic tutoring, daily planner signatures, or further testing depending on the individual need. SST team meetings are held with teachers to discuss interventions in the classroom. Students placed on academic intervention are monitored throughout the semester.

If at the end of the second semester the student has achieved an academic GPA of 2.0 or higher and has no F grades in any core academic classes, he/she will be removed from academic intervention. If at the end of the second semester, the student has still not achieved an academic GPA of 2.0 or higher or has any F grades in core academic subjects, he/she may continue to participate in Conservatory classes and audition for roles/performances, but participation in shows/performances is dependent on approval of both the Conservatory Director and the Administrator or Counselor assigned to supervise the student's Academic Intervention. An Academic Intervention contract to guarantee that academic performance remains the priority will be put into place as a result. It is within the Conservatory Director's/Chair's discretion to make decisions about participation in Conservatory events, performances, activities or special groups based on the student's recent academic performance.

Annually, CSArts-SGV shall review all instances of placement on academic intervention, analyzing: (1) any indications of a disproportionately high incidence of English Learner or other students with a protected characteristic, and (2) any other indicia of disparate impact on such students.

CSArts-SGV shall annually provide the District a report of student progress including disaggregated data on student course enrollment, grades, participation, and performance results of state-mandated testing programs under the California Assessment of Student Performance and Progress (CAASPP), as well as the Scholastic Aptitude Test (SAT), Advanced Placement exams, and other applicable or successor assessments. CSArts-SGV's report shall take into account students' race/ethnicity, socioeconomic status, English language fluency, special education and 504 placement.

Student Counseling

CSArts-SGV follows the American School Counseling Association ("ASCA") National Model to provide a comprehensive school counseling program that fosters a healthy school culture and environment that nurtures and inspires all students to achieve their highest individual potential both academically and artistically. The CSArts-SGV School Counseling Team provides individual counseling, small group counseling, and large group classroom lessons covering academic development, college and career development, and social and emotional development.

CSArts-SGV's school counselors collaborate with other educational leaders, parents/guardians, and community members to advocate for equitable access to a rigorous education, in order to prepare all students to graduate college and be career ready. CSArts-SGV's school counselors collect and analyze data to create a high standard of achievement that promotes creative problem-solving, responsible lifelong learning, and multicultural appreciation.

CSArts-SGV's counselors meet with all high school students in the fall semester and during Social Science classes in the spring semester to conduct College and Career Counseling Workshops. Each grade level College and Career workshop has a specific curriculum that is developmentally appropriate by grade level and progressively builds towards preparing students to be college and career ready.

Plan for English Learners

CSArts-SGV's English Learner ("EL") student population is approximately 0.9%.

CSArts-SGV will continue to meet all applicable federal and state legal requirements regarding EL students including annual notification to parents, student identification, placement, program options, English Language Development and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

Equal Access to Core Instruction

CSArts-SGV will ensure all English Learners have equal access to instructional materials and supports.

CSArts-SGV promotes language acquisition and proficiency in English Language Development ("ELD") for students who have been identified for additional support. Through oral language development and enriched learning opportunities designed for students acquiring English language skills, CSArts-SGV is committed to student success and full access to the curriculum.

English Learners ("ELs") shall have full access to Common Core, Next Generation Science Standards and other academic content standards, including standards for ELD, arts and technology.

ELs shall have full access to all elements of CSArts-SGV's core program in English Language Arts, History/Social Science, Science, Math, and World Languages, as well as academic and non-academic elective courses.

ELs shall have full access to academic and behavioral supports, including targeted language support in designated EL classes.

Instruction techniques, assessments, materials and approaches shall be focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills (aligned with California ELA/ELD Framework) in all areas of the curriculum.

Identification and Initial Assessment

CSArts-SGV makes every effort to identify ELs prior to enrollment through cumulative folder review and administration of a Home Language Survey to all incoming parents regarding the primary language spoken at home. (California Code of Regulations, Title 5, § 11307.)

CSArts-SGV uses approved English Language Proficiency Assessments for California (ELPAC): (1) ELPAC Initial Assessment (IA) and (2) ELPAC Summative Assessment (ELPAC-SA).

Pursuant to California Code of Regulations, Title 5, § 11307, students whose primary language is a language other than English, as determined by the Home Language Survey, who have not been assessed or are new enrollees at CSArts-SGV shall be assessed within 30 calendar days of initial enrollment using ELPAC-IA. The ELPAC-IA is administered once a year and the annual testing window is from July 1 to June 30. Based on ELPAC-IA results, the student will be classified as an EL or an Initial Fluent English Proficient (IFEP) student. Initial Fluent Proficient students are not classified as an English Learner. IFEP students will receive instruction designed for fluent English speakers. EL students will receive both integrated and designated ELD.

In accordance with California Code of Regulations, Title 5, § 11306, English Learners will be tested annually using the ELPAC-SA until the student is re-designated as Fluent English Proficient. The annual EL testing window is from February 1 through May 31. The ELPAC is used to fulfill the requirements of the Every Student Succeeds Act for annual English proficiency testing.

No CSArts-SGV student classified as an English Learner shall be denied participation in CSArts-SGV's standard instructional program, except "*newcomer pupils*" or students participating in a program designed to meet the academic and instructional needs of "*newcomer pupils*" that has as a primary objective the development of English language proficiency. (Education Code § 60811.8.)

Assessments of English Learner Students with an IEP/504 Plan

English Learner students having an IEP/504 Plan shall be permitted to be assessed using accommodations, modifications, or alternative assessments as specified in their IEP/504 plan. (California Code of Regulations, Title 5, §§ 11516.5 –11516.7.)

English Learner Parent Notifications

Pursuant to California Code of Regulations, Title 5, § 11511.5, CSArts-SGV shall notify parents/guardians of their student's initial and annual English Language Proficiency Assessment results within 30 calendar days following receipt of the results.

English Language Development and Instruction

Students classified as ELs receive core curriculum instruction in general education classes as well as targeted language support in an EL designated class. CSArts-SGV EL students are offered a Literature, Language, and Composition support class where students receive one to one support and assistance in English acquisition and development.

CSArts-SGV teachers will use the California State ELD standards and framework for instruction. It is a priority for all CSArts-SGV EL teachers to be knowledgeable in Universal Design for Learning practices that support students in reaching English proficiency, as well as primary language proficiency.

CSArts-SGV will establish academic support blocks in English Language Arts, Mathematics, Science and History/Social Science, as needed, taught by teachers trained in Cross-Cultural Language and Academic Development (CLAD) practices, serving as additional academic support. Regular Professional Learning Community discussions between support teachers and regular academic teachers will seek to improve EL student learning outcomes.

Ongoing Assessment and Reclassification

For ELs, as with all CSArts-SGV students, progress monitoring takes place on an ongoing basis throughout the school year. Teacher observations, review of student academic records, and parent input are used to gauge student progress and needs.

In addition, ELs are administered the summative ELPAC annually as part of the process for becoming eligible to be reclassified as Fluent English Proficient.

Pursuant to Education Code § 313, CSArts-SGV uses multiple measures in determining whether an English Learner student is ready to be Reclassified Fluent English Proficient.

CSArts-SGV's reclassification procedures include, but are not be limited to the following criteria:

1. Assessment of English language proficiency using the ELPAC;

2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery;

3. Parental opinion and consultation;

4. Comparison of the performance of the EL student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

Reclassified students at CSArts-SGV are monitored for four consecutive years to ensure correct classification, placement, and additional academic support. If the reclassified student is not meeting the academic criteria, the student receives support services and/or intervention strategies. Upon successful completion of four years of monitoring, the student is exited from ELD.

EL Coordinator and Advisory Board

CSArts-SGV identifies one administrator to serve as the EL coordinator. Duties as coordinator include regular tracking of yearly ELPAC scores and formation of an EL RtI team, which will track students' grades and ELPAC scores and offer various interventions to support student success. The EL coordinator also

assembles an EL advisory board, comprised of parents, counselors and teachers that will oversee students' cultural transition into the school environment.

Translation and Responses

Under Education Code § 48985 "*Notices to parents in languages other than English*," if fifteen (15) percent or more of students enrolled at CSArts-SGV speak a single primary language other than English, as determined from census data submitted to the California Department of Education pursuant to Education Code § 52164 "*Census*" in the preceding year, all notices, reports, statements, or records sent by CSArts-SGV to the parent or guardian of any student shall, in addition to being written in English, be written in the student's primary language, and may be responded to either in English or the primary language.

Plan for Special Education

All students will have access to CSArts-SGV. No student shall be denied admission based on disability status.

Pursuant to Education Code § 47641(a) "*School deemed local educational agency*," CSArts-SGV shall establish and operate as its own local educational agency ("LEA") for the purposes of special education within a California State Board of Education-approved Special Education Local Plan Area. CSArts-SGV hereby provides with verifiable, written assurances its ability and capacity to participate as a LEA within the El Dorado Charter SELPA.

The CDE requires a LEA to submit a SELPA Local Plan Certification 5 form annually when information is submitted to the CDE related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

The CDE has approved the El Dorado Charter SELPA Program Specialists to verify and sign the SELPA Local Plan Certification 5 form annually on CSArts-SGV's behalf. CSArts-SGV shall comply with the El Dorado Charter SELPA's requirements for annual certification, including posting a link to the El Dorado Charter SELPA's governance webpage on the CSArts-SGV website and making available a copy of the El Dorado Charter SELPA's Local Plan for any interested party.

Please see Attachment #2 for the Agreement for Participation between CSArts-SGV, the El Dorado County Office of Education, and El Dorado Charter SELPA providing proof of CSArts-SGV's acceptance to the El Dorado Charter SELPA.

CSArts-SGV shall be deemed an approved LEA within the El Dorado Charter SELPA that is responsible for complying with all provisions of the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") and implementing regulations applicable to local educational agencies. As a LEA within the El Dorado Charter SELPA, CSArts-SGV will assume full responsibility for providing special education and related services to eligible students in accordance with state and federal law, will agree to follow all policies and procedures of the El Dorado Charter SELPA, and to serve all students who qualify for special education, instruction, and services. CSArts-SGV further agrees to collaborate with the El Dorado Charter SELPA to respond to inquiries and requests and provide access to information and records, as needed. CSArts-SGV shall be responsible for maintaining the confidentiality of student records.

As a LEA within the El Dorado Charter SELPA, CSArts-SGV shall ensure that all students with disabilities receive special education instruction or designated instruction and services, or both, in a manner consistent with their Individualized Education Program or 504 plan, as applicable and in compliance with the IDEIA.

CSArts-SGV shall inform all CSArts-SGV parents or guardians that special education and related services are provided at no cost to them.

CSArts-SGV will work cooperatively with the El Dorado Charter SELPA to provide special education services including, but not limited to, identification, evaluation, Individualized Education Program ("IEP") development and modification, and educational services. CSArts-SGV's provision of special education services shall be consistent with the Agreement for Participation in the SELPA ("SELPA Agreement") by and between CSArts-SGV, the El Dorado Charter SELPA, and the El Dorado County Office of Education.

The El Dorado Charter SELPA will provide CSArts-SGV with all of the technical and consulting services that it generally provides other LEAs within its SELPA.

Special Services Department

CSArts-SGV's Special Services Department uses a fully inclusive special education model within the general education program that provides support to students with IEPs. Special Services students attend classes with their non-disabled peers and receive appropriate support from the CSArts-SGV special services team that allows them to access general education curriculum.

The CSArts-SGV special services team consists of educational specialists, school psychologists, school psychologist interns, speech and language assistants, and inclusion aides. Using supplementary support, CSArts-SGV students with an IEP are able to fully access and participate in CSArts-SGV's general education curriculum.

Specialists in mild/moderate educational disabilities provide support within CSArts-SGV's general education curriculum and instruction, monitor student progress, implement and revise IEPs, coordinate services, and consult with parents and staff.

Support services offered to CSArts-SGV students with special needs may include accommodations used within the general education curriculum; assistive technology; support from instructional aides; resource specialist services; individual, group, and parent counseling and/or psychological services; and specialized academic instructional support and related services as deemed appropriate by the IEP Team.

Staffing

CSArts-SGV will employ its own special education teachers, services providers, and administrators or provide such services through state certified nonpublic schools and/or agencies in cooperation with the El Dorado Charter SELPA. CSArts-SGV staff shall participate in professional development and El Dorado Charter SELPA training relating to special education.

Identification and Referral

CSArts-SGV will develop, maintain, and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs that qualify them to receive special education services in accordance with state and federal law. CSArts-SGV shall obtain the cumulative files, prior and/or current IEPs, and other special education information for students. A student shall be referred for special education instruction and services only after the resources of CSArts-SGV's general education program have been considered and utilized.

Assessment

CSArts-SGV shall make a determination as to what assessments are necessary, including assessments for all referred students, annual assessments and tri-annual assessments, in accordance with applicable law. Assessments will be conducted by qualified persons in accordance with the requirements set forth in Education Code § 56320 "*Requirements*".

A proposed assessment plan will be developed by CSArts-SGV within fifteen (15) calendar days of referral or request for assessment. Parents or guardians shall have at least 15 calendar days to decide whether or not to consent to the initial assessment after receiving the proposed assessment plan.

Individualized Education Program

Pursuant to Education Code § 56344 "*Time limit for development of individualized program*," CSArts-SGV shall develop an Individualized Education Program as a result of an assessment within a total time not to exceed sixty (60) days. CSArts-SGV shall conduct a meeting to develop an IEP within thirty (30) days of a determination that the student needs special education and related services.

IEP meetings shall be conducted in accordance with applicable state and federal law. CSArts-SGV shall ensure the attendance of all necessary CSArts-SGV employees at the IEP meetings in addition to representatives who are knowledgeable about the regular education program at CSArts-SGV. IEP teams will include all members required under Education Code § 56341(b) and United States Code Title 20, § 1414(d)(1)(B).

IEPs will be developed, reviewed and revised by the IEP team for each child with a disability who requires special education and related services in order to benefit from his/her Individualized Education Program.

A review of each student's IEP will be conducted on at least an annual basis by the IEP team.

Transfers

Pursuant to Education Code § 56043(m) and § 56325(a), for students with an IEP who enroll in CSArts-SGV from another school district within California but outside of the El Dorado Charter SELPA within the same academic year, CSArts-SGV shall provide a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parents/guardians, for a period not to exceed thirty (30) days. Within thirty (30) days after the student's enrollment in CSArts-SGV, CSArts-SGV and the parents/guardians will adopt the previously approved IEP or will develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students with an IEP who enroll in CSArts-SGV from a school district operating programs under the EL Dorado Charter SELPA within the same academic year, CSArts-SGV shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parents and CSArts-SGV agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students with an IEP who enroll in CSArts-SGV from outside of California during the same academic year, CSArts-SGV shall provide a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until CSArts-SGV conducts an assessment consistent with federal and state law.

When a student transfers to another school from CSArts-SGV, CSArts-SGV will follow applicable law in providing pupil records, including IEPs and supporting documents, to the new school within five (5) working days, upon receipt of a request from a local educational agency where a student with exceptional needs has enrolled. (Education Code § 56043(o)).

Eligibility and Placement

Eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with Education Code § 56341(b) and United

States Code Title 20, § 1414(d)(1)(B) and shall include all required representatives of CSArts-SGV (or Designees when necessary) and representatives of the El Dorado Charter SELPA (or Designees when necessary). Services and placements shall be provided to eligible CSArts-SGV students in accordance with the policies of the El Dorado Charter SELPA. No pupil with special needs shall continue to be enrolled in CSArts-SGV unless the IEP team determines that CSArts-SGV is an appropriate educational placement, except for such period of time as enrollment at CSArts-SGV constitutes the student's "*stay-put placement*."

Educational Services and Programs

To the extent that the agreed upon IEP requires special education or related services, CSArts-SGV shall provide and/or arrange for such services. To the maximum extent possible, students with disabilities are educated with students who are not disabled. In accordance with Education Code § 56040.1 "*Least restrictive environment; Education with nondisabled children; Removal from regular educational environment*," special classes, separate schooling, or other removal of a student with disabilities from the general educational environment occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

CSArts-SGV's Special Services Department is designed to support students in accessing the curriculum and instruction found within CSArts-SGV's academic and Conservatory programs. All CSArts-SGV classes provide accommodations to standards and modifications to allow students with disabilities equal access to the general education program.

CSArts-SGV offers students with severe learning disabilities, intellectual disabilities, and/or emotional disabilities Specialized Academic Instruction ("SAI") strategy classes, inclusion aides, and curriculum modifications. SAI strategy classes provide direct instruction at students' assessed ability levels. Inclusion aides, under the direction of special education case carriers, assist in the support of instruction and modification of curriculum and provide social/emotional/behavioral support to students.

Additionally, CSArts-SGV may request related services (e.g. speech, occupational therapy, adapted P.E., nursing, and transportation) as needed from the El Dorado Charter SELPA, subject to SELPA approval and availability. CSArts-SGV may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Pursuant to Education Code § 56040.3 "*Provision of assistive technology device*" and § 300.105 of Title 34 Code of Federal Regulations, CSArts-SGV shall provide, on a case by case basis, the use of school purchased assistive technology devices in a student's home or in other settings if the student's IEP team determines that the child needs access to those devices in order to receive a free appropriate public education.

Parent Concerns

Students with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process. CSArts-SGV shall inform parents/guardians of their rights to raise concerns regarding special education needs or services to CSArts-SGV. CSArts-SGV shall respond to and address all of the student's and parents/guardians' concerns.

Complaints

CSArts-SGV shall address, respond to, and investigate all complaints regarding special education services at CSArts-SGV. CSArts-SGV's Uniform Complaint Procedure shall govern all complaints regarding special education services.

Due Process Hearings

CSArts-SGV may initiate a due process hearing or request for mediation as is legally necessary to meet a local educational agency's responsibilities under federal and state law. CSArts-SGV shall participate in any due process hearing brought by a student enrolled in CSArts-SGV. In the event that it is determined that legal representation is needed, CSArts-SGV will be represented by legal counsel of its choosing. CSArts-SGV has sole discretion to settle any matter in mediation or due process hearing. CSArts-SGV has sole discretion to appeal a due process hearing or take other legal action involving a CSArts-SGV student necessary to protect its rights. As a LEA member of the El Dorado Charter SELPA, CSArts-SGV acts as an autonomous LEA with all of the legal rights and responsibilities as they relate to SELPA membership, representation, participation, and adherence to applicable laws and SELPA policy.

Responsibility for Provision of Special Education Services

Because CSArts-SGV shall operate as its own LEA for the purposes of special education, the Duarte Unified School District shall have no responsibility for the coordination or provision of special education services to CSArts-SGV students. CSArts-SGV shall be exclusively responsible for the coordination and provision of special education services of CSArts-SGV students and for any and all other obligations of a school or school district relative to services for students with special needs, including identification of such students.

School District of Residence

CSArts-SGV shall be responsible for providing all special education services to all CSArts-SGV students regardless of their school district of residence.

SELPA Requirements

CSArts-SGV agrees to adhere to the policies and requirements of the El Dorado Charter SELPA regarding identification, referral, record-keeping, and provision of services to special education students.

Contracted Services

If needed due to a shortage in special education staff, it is the responsibility of CSArts-SGV to seek out contracts with other school districts, companies, or organizations to serve CSArts-SGV students.

Funding

CSArts-SGV will participate in state and federal funding for special education and the allocation plan developed by the El Dorado Charter SELPA pursuant to subdivision (i) of Education Code § 56195.7 "*Written Agreements*" or Education Code § 56836.05 "*Timing of apportionments*" in the same manner as other local educational agencies of the SELPA.

CSArts-SGV shall be responsible for all costs related to the special education service needs of CSArts-SGV students that exceed the state and federal special education funding allocated for CSArts-SGV students through the El Dorado Charter SELPA.

Please see Attachment #11 for the October 12, 2023 Allocation Plan for the El Dorado Charter SELPA.

Copies of Individualized Education Programs

CSArts-SGV staff shall comply with state and federal laws and El Dorado Charter SELPA procedures related to IEPs, including, but not limited to, those required by any web-based IEP system, including, but not limited to, the requirement that IEPs be affirmed and attested to by appropriate members of the IEP team.

CSArts-SGV Change in SELPA

Should CSArts-SGV choose to change SELPAs, it will provide the District with written notice that it is considering such a change on or before July 1 of the year preceding the fiscal year in which CSArts-SGV would change SELPAs. CSArts-SGV will provide the District with final written notice that it has made a final decision to change SELPAs on or before January 1 of the fiscal year preceding the fiscal year in which CSArts-SGV would change SELPAs. The final notice will include written assurances that CSArts-SGV will participate in a special education local plan area (SELPA) approved by the California State Board of Education in accordance with Education Code § 47641(a) and that it will provide special education services in accordance with federal and state law, including proof of CSArts-SGV's acceptance as a member of the SELPA for the fiscal year in which CSArts-SGV will change SELPAs.

Section 504 and the ADA

CSArts-SGV shall be responsible, at its own expense, for compliance with Section 504 of the Rehabilitation Act of 1973 ("Section 504") and the Americans with Disabilities Act ("ADA") for all eligible students.

CSArts-SGV's Section 504 program is a fully inclusive general education program that provides support to students with qualifying disabilities. CSArts-SGV employs a Section 504 Coordinator to oversee the Section 504 program and a Section 504 Case Carrier to meet with students and parents to develop accommodation plans for students with qualifying disabilities. CSArts-SGV's school psychologists, administrators, counselors, and teachers provide additional support and resources for students with qualifying disabilities. Students with a 504 plan fully participate in the CSArts-SGV general education program with the use of appropriate accommodations and related services.

Students with Temporary Disabilities

CSArts-SGV may continue to enroll a student with a temporary disability who is receiving individual instruction in a hospital or other residential health facility in order to facilitate the timely reentry of the student in CSArts-SGV after the hospitalization has ended, or in order to provide a partial week of instruction to a student who is receiving individual instruction in a hospital or other residential health facility, for fewer than five days of instruction per week, or the equivalent, as described in subdivision (c) of Education Code § 48206.3 "*Individual instruction for pupils with temporary disability*." Pursuant to Education Code § 48207.3 "*Return to school of pupil receiving individual instruction*," a student receiving individual instruction who is well enough to return to school shall be allowed to return to CSArts-SGV, if the student returns during the school year in which the individual instruction was initiated.

Socio-Economically Disadvantaged Students, Foster Youth, Homeless Youth, Migrant Education

CSArts-SGV's goal is to remove all barriers from a successful learning environment that may impact students from a socioeconomically disadvantaged, foster youth, homeless youth, or migrant education background.

CSArts-SGV provides ongoing supplemental assistance to support teachers in serving the needs of these students.

CSArts-SGV shall identify and meet the needs of Foster Youth in accordance with Education Code § 48853.5 "*Notice of educational rights of foster children*." CSArts-SGV will identify Foster Youth through the enrollment process, self-disclosure and/or interaction with the Department of Child and Family Services. The needs of Foster Youth will be determined and met by working closely with educators, school personnel, social workers, probation officers, caregivers, advocates, juvenile court officers and community-based organizations. A variety of services such as counseling, intervention, and intervention groups, will be provided by CSArts-SGV or through community-based organizations.

CSArts-SGV's intervention strategies will provide several levels of guidance depending on the need of the student. As needed, referrals will be made to outside services to support students and families with crisis needs.

Pregnant and Parenting Pupils

CSArts-SGV shall comply with Education Code § 221.51 "*Educational program or activity participation for pregnant or parenting pupils*" regarding educational programs and activities for pregnant and parenting students. CSArts-SGV shall provide reasonable accommodations to lactating pupils in accordance with Education Code § 222 "*Provision of reasonable accommodations to lactating pupil*." CSArts-SGV will provide notice to pregnant and parenting pupils, and parents and guardians of rights and options consistent with Education Code § 222.5 "*Notification to pupils and parents of rights and options by local educational agency*." CSArts-SGV will comply with Education Code § 46015 "*Legislative findings and declarations*" regarding accommodations and rights of pregnant and parenting pupils to parental leave and return to school.

Measurable Pupil Outcomes

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

CSArts-SGV's educational program motivates and assists all students in meeting proficiency on state academic standards while demonstrating competency while learning through CSArts-SGV's Common Core Standards-based instruction. Annual and more frequent analysis of data is conducted to track students' progress toward goals, as measured by the appropriate multiple indicia and benchmarks of student growth in reading, writing, language proficiency and mathematics. CSArts-SGV ensures alignment of its curriculum with the California State priorities in order to ensure success for all students in meeting the requirements of California State Standards testing. The California State priorities, as set out in CSArts-SGV's Local Control and Accountability Plan, guide the development of CSArts-SGV's goals and decisions regarding expenditures of resources, allotment of budget, staff development, program priorities, and policy decisions.

See Attachment #3 for a more detailed description of current goals and priorities as outlined in the CSArts-SGV Local Control and Accountability Plan and Annual Update for 2024-2025.

CSArts-SGV graduates all share the following achievements:

1. Satisfactory completion of all CSArts-SGV course requirements and attainment of required proficiency levels to be eligible to be granted a CSArts-SGV diploma

2. A transcript, a personal portfolio and college credits that create opportunities for admission to a California State University, University of California, or equivalent higher education institution

3. Demonstrated performing arts or design abilities that increase opportunities for admission to Post-Secondary institutions that specialize in the performing arts or design

CSArts-SGV students will meet all academic standards as adopted by the State Board of Education.

Local Control and Accountability Plan

Pursuant to Education Code § 47606.5 "*Annual update of goals and actions to achieve goals*," on or before July 1 of each year, CSArts-SGV's governing board shall hold a public hearing to adopt and update CSArts-SGV's LCAP using the template adopted by the State Board. CSArts-SGV's governing board shall annually update the goals and actions to achieve those goals.

Pursuant to Education Code § 47606.5(e), as amended, CSArts-SGV shall present a report on the annual LCAP update and the local control funding formula budget overview for parents on or before February 28 of each year as a nonconsent item at a regularly scheduled meeting of the CSArts-SGV Board of Trustees.

CSArts-SGV's report on its annual update to the LCAP shall include:

1. All available midyear student outcome data related to metrics identified in the current year's LCAP.

2. All available midyear expenditure and implementation data on all actions identified in the current year's LCAP.

CSArts-SGV's governing board shall annually hold at least one public hearing to solicit recommendations and comments from members of the public regarding specific actions and expenditures proposed to be included in the LCAP or annual update to the LCAP.

CSArts-SGV's LCAP and annual update to its LCAP shall meet all requirements of Education Code § 47606.5.

CSArts-SGV shall prominently post its LCAP on the home page of its website. CSArts-SGV shall submit the adopted or revised LCAP to the Duarte Unified School District and the Los Angeles County Superintendent of Schools.

As required by Education Code § 47606.5, CSArts-SGV shall report data pursuant to CSArts-SGV's LCAP in a manner consistent with the California School Dashboard.

Annual Goals

Below is information regarding CSArts-SGV's annual student goals as listed in CSArts-SGV's 2024-2025 LCAP addressing the eight California state priorities under Education Code § 52060:

1. **Goal 1: "*Improve academic performance in the area of Mathematics*"**

    a. State Priorities addressed by this goal: Priority 1: Basic (Conditions of Learning); Priority 2: State Standards (Conditions of Learning); Priority 4: Pupil Achievement (Pupil Outcomes); Priority 8: Other Pupil Outcomes (Pupil Outcomes)

    b. Metric used to measure this goal: "*Subgroup data from SARC*"

2. **Goal 2: "*Improve academic performance in the area of English Language Arts*"**

    a. State Priorities addressed by this goal: Priority 1: Basic (Conditions of Learning); Priority 2: State Standards (Conditions of Learning); Priority 4: Pupil Achievement (Pupil Outcomes); Priority 8: Other Pupil Outcomes (Pupil Outcomes)

    b. Metric used to measure this goal: "*Subgroup data from SARC*"

3. **Goal 3: *Prevent* "*Chronic Absenteeism*"**

    a. State Priorities addressed by this goal: Priority 1: Basic (Conditions of Learning); Priority 3: Parental Involvement (Engagement); Priority 5: Pupil Engagement (Engagement); Priority 6: School Climate (Engagement); Priority 8: Other Pupil Outcomes (Pupil Outcomes)

    b. Metric used to measure this goal: "*Subgroup data from SARC*"

4. **Goal 4: "*Participation in [California Assessment of Student Performance and Progress] testing*"**

    a. State Priorities addressed by this goal: Priority 1: Basic (Conditions of Learning); Priority 2: State Standards (Conditions of Learning); Priority 4: Pupil Achievement (Pupil Outcomes); Priority 5: Pupil Engagement (Engagement); Priority 8: Other Pupil Outcomes (Pupil Outcomes)

    b. Metric used to measure this goal: "*Student subgroup data from SARC*"

5. **Goal 5: "*Local indicators for achieving action plan items related to [Western Association of Schools and Colleges]*"**

    a. State Priorities addressed by this goal: Priority 1: Basic (Conditions of Learning); Priority 2: State Standards (Conditions of Learning); Priority 3: Parental Involvement (Engagement); Priority 4: Pupil Achievement (Pupil Outcomes); Priority 5: Pupil Engagement (Engagement); Priority 6: School Climate (Engagement); Priority 7: Course Access (Conditions of Learning); Priority 8: Other Pupil Outcomes (Pupil Outcomes)

    b. Metric used to measure this goal: "*WASC action plan for student outcomes*"

METHOD OF MEASURING PUPIL PROGRESS

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

CSArts-SGV utilizes a variety of assessment tools (California State assessments, formative and summative assessments, student observation, student performance data, and student work products such as projects) that are appropriate to the skills, knowledge, or attitudes being assessed, including tools that employ objective means of assessment consistent with measurable student outcomes. To measure student progress, CSArts-SGV utilizes state assessments, formative and summative assessments, student performance, and student work product appropriate to a student's Conservatory. Summative assessments typically occur at the conclusion of grading periods, and formative assessments are teacher driven and coincide with the pace of the curriculum and instructional needs of the course.

To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

State Assessments

CSArts-SGV will meet all statewide standards. CSArts-SGV will conduct the student assessments required pursuant to the California Assessment of Student Performance and Progress System (CAASPP) and any other statewide standards authorized by statute. CSArts-SGV shall comply with all state assessment requirements, including those assessments prepared by the Smarter Balanced Assessment Consortium, which shall be based on the Common Core State Standards. CSArts-SGV will also utilize other assessments, including the English Language Proficiency Assessments for California (ELPAC), California Alternate Assessments, and the California Science Tests. CSArts-SGV will conduct the Physical Fitness Exam for ninth grade students.

Formative and Summative Assessments

CSArts-SGV will test students using formative and summative assessments.

Student Performance

CSArts-SGV will review student performance based on formative and summative assessments to continue to design instruction and refine teaching strategies.

Student Work Product and Daily Instruction

CSArts-SGV will review all student work and projects to measure student progress toward benchmarks.

CSArts-SGV will separately assess learning in the arts or design depending on the student focus.

Daily instruction will provide consistent feedback through teacher observations, project achievements, criterion referenced tests, open-ended tasks, and performance samples. CSArts-SGV will measure progress on an ongoing basis so parents and educators know how well students are performing. CSArts-SGV shall follow, at a minimum, the Duarte Unified School District's regulations for promotion, retention, and intervention for underperforming students, including English Learner/Limited English Proficient students.

Measuring Pupil Progress

CSArts-SGV has established a system of Professional Learning Communities ("PLC") with the academic, elective, administrative and arts staff that will generate common assessments in each curricular area (English Language Arts, Social Science, Math, Science, World Languages, the Arts, and Electives). PLC meet on a weekly basis and examine these results. Teachers and administrators, in PLC, use common assessment data to drive discussions regarding student learning outcomes. Additionally, data from teacher-created benchmark assessments, SBAC, WASC, and other sources are utilized in PLC to make continuous adjustments to curricular and instructional outcomes. Administrators have the responsibility of providing data generated from outside the PLC to group members.

Professional Learning Communities provide a collaborative atmosphere for teachers and administrators to continuously share the data generated regarding student outcomes and make decisions regarding learning objectives, curricular choices and instructional practices. PLC is the foundation of the curricular and instructional vision of CSArts-SGV.

Data and decisions generated in PLC will be reported back to parents and community members in various ways, through electronic means (school website, social media, and other school communication tools such as Parent Square or Aeries), regular meetings with parent support organizations and committees, grade reporting, and reporting to state and local entities.

CSArts-SGV shall take reasonable steps to support students achieving below expected academic levels and students whose grade point average falls below 2.0. CSArts-SGV has developed a remediation program to improve the performance of such students, which requires commitments on the part of CSArts-SGV as well as the parent or guardian and the student.

Reporting Data

CSArts-SGV reviews all data from the assessments described above and utilizes it to identify any areas needed for improvement of student academic achievement. CSArts-SGV submits its LCAP annually and receives feedback from parents and students.

Governance

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

CSArts-SGV collaborates extensively with the Duarte Unified School District, but CSArts-SGV and its officers, Board members, employees and volunteers shall operate and provide services pursuant to this Charter as a wholly independent entity.

CSArts-SGV's charter authorizer, the Duarte Unified School District, is not liable for the debts and obligations of CSArts-SGV or for claims arising from the performance of acts, errors, or omissions by the charter school as provided by Education Code § 47604.

California School of the Arts - San Gabriel Valley is a duly constituted California nonprofit public benefit corporation (Secretary of State Entity Number 3944988) and is governed in accordance with applicable California Corporations Code sections.

In addition to independently meeting all obligations under the Brown Act for the posting of the agendas for meetings of its Board of Trustees, CSArts-SGV shall provide the Duarte Unified School District Superintendent or Designee with electronic copies of its Board of Trustees agendas on the date required for posting of such agendas in compliance with the Brown Act.

CSArts-SGV shall comply with all state and federal laws concerning public records and shall cooperate with the District in relation to requests made to the District for public records concerning CSArts-SGV.

The California School of the Arts - San Gabriel Valley is governed by the five member Board of Trustees of the CSArts-SGV nonprofit corporation, which meets on a regular basis at the CSArts-SGV school site.

As provided in the California Corporations Code, CSArts-SGV's Board of Trustees have a fiduciary duty to CSArts-SGV.

Pursuant to Education Code § 47604.1, CSArts-SGV and its Board of Trustees shall comply with all laws controlling charter schools, the Ralph M. Brown Act, Government Code § 1090 et seq., the Political Reform Act of 1974 (Gov. Code § 81000 et seq.), the California Public Records Act and any applicable regulations as they may be amended from time to time.

The CSArts-SGV Board of Trustees shall hold its meetings in a location within the physical boundaries of Los Angeles County in compliance with Education Code § 47604.1(c).

The roles of the CSArts-SGV Board of Trustees include setting school policy and overseeing CSArts-SGV personnel, students, curriculum, public finances, and operations. The CSArts-SGV Board of Trustees does not have a private fundraising role.

Please see Attachment #4 for CSArts-SGV's Bylaws.
Please also see Attachment #5 for CSArts-SGV's Articles of Incorporation.

Appointment of CSArts-SGV Board Members

The California School of the Arts - San Gabriel Valley has a five member Board of Trustees. Three members are selected by the California School of the Arts-San Gabriel Valley Foundation and two members are selected by the Duarte Unified School District.

CSArts-SGV Board members represent CSArts-SGV parents, the arts community, educators, community business leaders, and the Duarte Unified School District, and are selected for skills and experience appropriate to their Board responsibilities.

CSArts-SGV shall consult with the District in the selection of CSArts-SGV District Board members.

All Duarte Unified School District Board appointees shall serve at the District Board's or Designee's discretion and may serve an unlimited number of consecutive terms as CSArts-SGV Trustee.

CSArts-SGV Board of Trustees members are responsible for:

- Hiring and evaluating CSArts-SGV's Principal(s) and Principal-level senior administrators.
- Approving and monitoring the implementation of general policies of the School, including effective human resource policies for career growth and compensation of the staff.
- Developing and monitoring an operational business plan that focuses on student achievement and artistic development.
- Approving and monitoring CSArts-SGV's annual budget, while acting as CSArts-SGV's fiscal agent. This includes the receipt of funds for the operation of CSArts-SGV in accordance with state and federal charter school laws and the receipt of state, federal and private grants and donations consistent with the mission of CSArts-SGV.
- Contracting with an external auditor to produce an annual financial audit of CSArts-SGV according to generally accepted accounting practices.
- Regularly measuring progress of both student and staff performance.
- Involving parents and the Duarte community in the support of CSArts-SGV programs.

CSArts-SGV Board of Trustees Current Members

Francisco Figueroa
Board Member
Appointed by Duarte Unified School District

Genevieve Spinella
Board President
Appointed by Duarte Unified School District

John Vaughan
Board Secretary
Appointed by CSArts-SGV Foundation

Marcy Ulrich
Board Treasurer
Appointed by CSArts-SGV Foundation

Carol Green
Board Member
Appointed by CSArts-SGV Foundation

Please see Attachment #6 for CSArts-SGV Board Governance Policies and Procedures.
Please see Attachment #7 for CSArts-SGV Board of Trustees Conflict of Interest Policy.

Process to Ensure Parent/Community Involvement

CSArts-SGV consults with parents, educators, and arts professionals on a regular basis to advise on the operation of CSArts-SGV. Parents, educators, and arts professionals also advise on curriculum, instruction, fundraising, and governance, all with the purpose of increasing student achievement and employment opportunities in the arts industry.

Parent involvement group opportunities are communicated to CSArts-SGV parents through electronic communications, student registration materials and the monthly school newsletter.

CSArts-SGV parent involvement programs include the Family Action Network, Parent Arts Council, President's Circle, and School Counseling Program Advisory Council.

CSArts-SGV's Family Action Network is a no-cost parent support group that encourages CSArts-SGV parent involvement through parents serving as volunteers and raising funds in support of classroom needs. The mission of the Family Action Network is to create an all-inclusive, diverse, and collaborative parent community; provide a time and process for meaningful volunteer opportunities; help provide resources to the school in order to further enhance students' academic, artistic, physical, and emotional growth; as well as to help CSArts-SGV parents stay involved and organized for the good of the school and its students.

CSArts-SGV operates standing committees comprised of parents and community members, including but not limited to operation, safety, restorative practices, technology, and equity committees.

CSArts-SGV's Parent Arts Council ("PAC") creates volunteer opportunities for parents within their child's arts Conservatory. Each CSArts-SGV Conservatory has its own PAC, managed by the Director of the Conservatory.

CSArts-SGV's President's Circle is an advisory group that plays an integral role in shaping CSArts-SGV's future, by providing guidance and resources for strategic planning, while identifying key priorities that become important school wide initiatives. CSArts-SGV's President's Circle is comprised of an exclusive network of parent leaders who collaborate closely with CSArts-SGV's senior management team.

CSArts-SGV's School Counseling Program Advisory Council ("SCPAC") is made up of a diverse group of CSArts-SGV stakeholders, including parents, who review and advise concerning the implementation of CSArts-SGV's school counseling program. Through ongoing dialogue and critique, SCPAC parents collaborate with other CSArts-SGV stakeholders in reviewing and making recommendations about CSArts-SGV's annual student outcome goals, goal results, and the growth of CSArts-SGV's counseling program.

Parents have further opportunities for involvement in CSArts-SGV's governance throughout the school year via an annual parent survey and regularly scheduled parent meetings with school administration. Parent focus groups support and assist in the development of CSArts-SGV's annual LCAP.

CSArts-SGV will encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at CSArts-SGV.

California School of the Arts - San Gabriel Valley Foundation

The California School of the Arts – San Gabriel Valley Foundation (California Secretary of State Entity Number 3808284) is a 501(c)(3) nonprofit corporation with the mission of providing support and resources for the California School of the Arts – San Gabriel Valley and its community, creating opportunities for students to excel in the arts and academics.

The California School of the Arts – San Gabriel Valley Foundation Board of Directors is comprised of prominent individuals who are passionate about arts education and have a strong commitment to the growth and success of California School of the Arts – San Gabriel Valley. Directors provide expertise in the fields of real estate, property development, construction, law, arts and entertainment, banking and investments, marketing and public relations, education, retail, health and human services, government relations, business, strategic planning and technology. Additionally, directors serve as ambassadors and advocates to the larger community to promote the mission of the California School of the Arts – San Gabriel Valley Foundation.

CSArts-SGV Administration

The CSArts-SGV Administrative team is made up of Stephen Cook, D.M.A, Principal of Arts; Nicole Read, Principal of Academics; Sean Kerr, Assistant Principal; and Leon Metoyer, Assistant Principal.

Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." Education Code § 47605(c)(5)(E).

CSArts-SGV shall ensure that all requirements for employment set forth in applicable provisions of law are met in the hiring of all CSArts-SGV teachers and staff, including but not limited to adherence to Education Code § 47605(l), all California Commission on Teacher Credentialing requirements, and any extension of the Every Student Succeeds Act.

CSArts-SGV shall not discriminate against any applicant or employee on the basis of race or ethnicity, creed, color, nationality, religion, age, gender, gender identity, gender expression, sexual orientation, disability, or any other characteristic contained in the definition of hate crimes set forth in Penal Code § 422.55, including immigration status, or association with an individual who has any of the aforementioned characteristics. CSArts-SGV will not discriminate on the basis of ancestry, pregnancy or parental status, age, medical condition, fluency in English, income/education level, or any other basis prohibited by law.

CSArts-SGV's Board of Trustees shall establish job descriptions for all CSArts-SGV staff positions, setting forth appropriate qualifications and experience for the job responsibilities of each position sufficient to ensure the health and safety of CSArts-SGV's pupils, faculty, and staff.

Staff Employment

No employee of Duarte Unified School District shall be required to be employed at CSArts-SGV. Prospective employees shall be considered for employment through an open application process, and, if selected, shall enter into a contractual agreement with CSArts-SGV. CSArts-SGV shall have the authority to terminate employment or the position in accordance with the terms of that agreement. CSArts-SGV may employ staff on-loan from the District and from other local districts subject to agreements with those districts that include return rights.

Key Employee Positions

Teachers

All CSArts-SGV's academic teachers shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's specific certificated assignment including emergency permits and credentials when necessary. CSArts-SGV teachers of English Learners shall hold a CTC English Language Development certification. CSArts-SGV teachers of students in Special Education shall hold appropriate Special Education credentials.

All CSArts-SGV's teachers shall hold a certificate of clearance and satisfy the requirements of professional fitness pursuant to Education Code § 44339 "*Identification and evidence of good moral character*," § 44340 "*Identification Cards*," and § 44341 "*Securing of information*."

CSArts-SGV may employ qualified adults pursuant to Board adopted job descriptions to assist credentialed teachers in student instruction.

Conservatory teachers shall have demonstrated expertise in their respective industry and shall have a Career and Technical Education Credential.

Executive Director

CSArts-SGV may employ an Executive Director or other senior leadership position.

CSArts-SGV's Executive Director shall possess a California Administrative Credential, a Master's degree or higher, and at least three years of successful education leadership experience.

The Executive Director shall perform the following duties:

- Work with the Board, School personnel, parents, and the public to develop short-range and long-range goals with clear criteria for determining effective achievement and outcomes.
- Represent the interest of the Board and the School in day-to-day contact with parents, other citizens, and community and governmental agencies.
- Provide leadership, guidelines, and direction to ensure that policies related to curriculum, instruction, pupil personnel services, personnel, budget, and business affairs are carried out.
- Report regularly to the Board information regarding student learning and an analysis of student achievement and test scores.
- Review all policies adopted by the Board and make appropriate recommendations to the Board for addition, deletion, or modification.
- Evaluate employees directly accountable to the Executive Director and oversee the evaluation of other employees as defined by California law and Board policy.
- Provide oversight of and serve as Board liaison to the Foundation, and provide advice and consultation to the Foundation on all CSArts-SGV programs and activities.
- Assist in the coordination of School performances with Foundation fundraising campaigns.
- Provide leadership and direction in planning and financing school facilities to meet growth.
- Advise the Board and make recommendations regarding possible sources of funds which may be available to implement present or contemplated school programs.
- Demonstrate continuous self-improvement of their professional competency by all reasonable means including joining and/or participating in appropriate professional associations and their activities, and educational opportunities.
- Establish and maintain an effective community relations program including effective relationships with the media.
- Communicate openly, systematically, and timely with the Board, staff, and the community and promptly inform the Board of critical issues or incidents.
- Provide educational leadership, with and through staff, to ensure quality teaching and learning.

Principal

CSArts-SGV's Principal shall hold a current California Administrative Credential. A Principal candidate may also be enrolled in a state approved Administrative Credential program and work under the supervision of an individual that holds a valid Administrative Credential. CSArts-SGV's Principal shall hold, at minimum, a Master's Degree or higher in arts, education, or a related field.

Business/Financial

CSArts-SGV shall engage the services of a Business/Financial Professional to carry out the business and fiscal functions of CSArts-SGV. Such services may be provided either by an employee of CSArts-SGV or by a consultant (or consultant group) hired by CSArts-SGV. Any such employee or consultant (or consultant group) shall have a minimum of three (3) years of experience serving a California public school (charter or non-charter) in the capacity of business manager or similar, or providing the services of a Chief Financial Officer or similar to a California public school (charter or non-charter) in a consultant capacity or the equivalent experience.

Specific Staff Development/Training

Board members and management staff shall annually receive staff development and training including training in Ethics, Conflicts of Interest, Brown Act, and the prevention of Sexual Harassment and Workplace Bullying. All members of CSArts-SGV's Board of Trustees shall comply with all Duarte Unified School District Board Policies, Administrative Regulations and Bylaws concerning Conflicts of Interest.

AB 699 / Education Code § 234.7

CSArts-SGV's Board will comply with Education Code § 234.7 and will adopt policies that conform to the Attorney General's model policies "*limiting assistance with immigration enforcement at public schools, to the fullest extent possible consistent with federal and state law, and ensuring that public schools remain safe and accessible to all California residents regardless of immigration status*."

Health and Safety Procedures

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

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

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

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

CSArts-SGV will comply with all applicable health and safety laws.

Procedure for Background Checks

CSArts-SGV will require that, post-offer of employment but pre-hire and before rendering any service to CSArts-SGV, each potential employee of CSArts-SGV furnish CSArts-SGV with a Department of Justice criminal record summary as described in Education Code § 44237 including the requirement that, as a condition of employment, each potential employee must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. CSArts-SGV shall utilize the services of the County Office of Education at customary rates for Department of Justice checks and fingerprinting. CSArts-SGV shall not allow any individual to perform any service for or on behalf of CSArts-SGV before receipt and review of the Department of Justice criminal record summary.

All contractors and all volunteers who will be performing services that are not under the direct supervision of a credentialed CSArts-SGV employee will be required to submit to criminal background checks in compliance with the provisions of AB 130/Education Code § 45125.1.

CSArts-SGV shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code § 44830.1 and § 45122.1.

CSArts-SGV shall ensure that the Principal/Designee requests subsequent arrest service from the Department of Justice.

Tuberculosis Risk Assessment and Examination

CSArts-SGV also shall require the examination and/or risk assessment of staff and volunteers who have frequent or prolonged contact with pupils for tuberculosis as described in Education Code § 49406.

Role of Staff as Mandated Child Abuse Reporters

All CSArts-SGV employees are mandated child abuse reporters and will follow all applicable reporting laws. Employees will receive mandated reporter training annually in accordance with Education Code § 44691.

Immunizations

CSArts-SGV requires immunization of students as a condition of attendance to the same extent as a non-charter public school. CSArts-SGV shall maintain records of student immunization on file.

Drug-Free/Alcohol-Free/Smoke-Free Environment

CSArts-SGV will function as a drug-free, alcohol-free, and smoke-free environment.

CSArts-SGV will comply with Health and Safety Code § 104559 which prohibits the use of tobacco and nicotine products.

Vision, Hearing, and Scoliosis

To the extent that any law requires a public school serving students in grades 6-12, to screen students' vision and hearing, for scoliosis, or for any other medical condition, CSArts-SGV shall comply with such law and provide the required screening.

Medication in School

CSArts-SGV will comply with Education Code § 49423 regarding administration of medication in school by a school nurse or other designated school personnel properly trained upon receiving the required written statements specified in Education Code § 49423(b). CSArts-SGV will comply with all provisions of Education Code § 49414 regarding epinephrine auto-injectors and training for staff. CSArts-SGV will comply with all provisions of Education Code § 49414.7 regarding emergency stock albuterol inhalers. CSArts-SGV will comply with all applicable laws regarding appropriate storage of medication and maintaining a log for administering medication.

Blood-Borne Pathogens

CSArts-SGV shall meet all state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. CSArts-SGV's Governing Board will establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses. This plan will be found within CSArts-SGV's School Safety Plan.

Suicide Prevention/Identification Cards

CSArts-SGV has adopted a policy on student suicide prevention in accordance with Education Code § 215 and will review it at least every five years, and if necessary, update its policy. If CSArts-SGV issues student identification cards, CSArts-SGV shall adhere to Education Code § 215.5. The telephone number of the National Suicide Prevention Lifeline will be printed on either side of the student identification card, and the Crisis Text Line and campus security telephone number may be printed on either side of the card. (Education Code § 215.5.)

CSArts-SGV will ensure the telephone number for the National Crisis Hotline is also printed on all student identification cards.

CSArts-SGV's Suicide Prevention Plan is posted on CSArts-SGV's website.

Mental Health Services

CSArts-SGV shall comply with Education Code § 49428 regarding notification at least twice during the school year to students and parents or guardians of students of available pupil mental health services on campus or in the local community.

Feminine Hygiene Products

CSArts-SGV shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and in all-gender restrooms, and in at least one men's restroom.

California Healthy Youth Act

CSArts-SGV shall ensure students in grades 9-12 receive sexual health education and human immunodeficiency virus prevention education from instructors trained in the appropriate courses. (Education Code § 51934.) Each student shall receive this instruction at least once in Junior High or Middle School and at least once in High School, pursuant to the California Healthy Youth Act (Education Code § 51930, *et seq.*).

Free School Meals

CSArts-SGV shall comply with Education Code § 49501.5 and provide two school meals (breakfast and lunch) free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for federally funded free or reduced-price meals, with a maximum of one free meal for each meal service period. The meals provided by CSArts-SGV shall be nutritiously adequate meals that qualify for federal reimbursement.

Written Emergency Action Plan

If CSArts-SGV elects to offer any interscholastic athletic program, the CSArts-SGV's Board of Trustees shall ensure there is a written emergency action plan in place that describes the location and procedures to be followed in the event of sudden cardiac arrest and other medical emergencies related to the athletic program's activities or events, in accordance with Education Code § 35179.4, and shall follow Education Code § 35179.6 regarding acquiring automated external defibrillators.

School Safety Plan/Education Code § 32282

CSArts-SGV has developed health, safety, and risk management policies in consultation with its insurance carriers and risk management experts. **CSArts-SGV has developed an extensive School Safety Plan with the input of classified staff, and in conjunction with local fire and law enforcement agencies, attached as Attachment #8.**

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

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code § 48915 and other serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code § 49079
- a discrimination and harassment policy consistent with Education Code § 200
- provisions of any schoolwide dress code that prohibits students from wearing "*gang-related apparel*," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the CSArts – SGV campus

- a safe and orderly environment conducive to learning
- the rules and procedures for school discipline adopted pursuant to Education Code §§ 35291 and 35291.5 school discipline rules and procedures for conducting tactical responses to criminal incidents
- procedures for conducting tactical responses to criminal incidents
- "*Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.*" (Education Code § 32282.)
- "*For schools that serve pupils in any of grades 7 to 12, inclusive, a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose*." (Education Code § 32282.)

The School Safety Plan shall be drafted specifically to the needs of the CSArts-SGV's facilities in conjunction with law enforcement and the Fire Marshal. Staff shall review the School Safety Plan annually and be continuously trained as to its contents, and receive specific training in emergency response, including appropriate "*first responder*" training or its equivalent.

Prevention and Response to Threats at CSArts-SGV

Pursuant to Education Code § 49392, CSArts-SGV shall include in its annual notification to parents and guardians information related to the safe storage of firearms consistent with the model content developed by the California Department of Education.

CSArts-SGV officials that are alerted to or observe any threat or perceived threat, as defined in Education Code § 49390(e), shall immediately report the threat or perceived threat to law enforcement.

Facility Safety

CSArts-SGV will assess its school buildings for structural safety, using the existing state, county and city standards for independent and parochial schools as may be required by the Education Code and California Code of Regulations and applicable state and federal laws including but not limited to the Americans with Disabilities Act.

CSArts-SGV, at its own cost and expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students. CSArts-SGV shall comply with Education Code § 47610 by either utilizing facilities that are compliant with the Field Act (Education Code § 17280, et seq.) or facilities that are compliant with the California Building Standards Code. CSArts-SGV agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. CSArts-SGV shall conduct fire drills as required under Education Code § 32001.

Comprehensive Anti-Discrimination, Harassment, Sexual Harassment Policies

CSArts-SGV is committed to providing a school that is free from sexual harassment, or any discrimination based upon protected classes under Education Code § 220 including disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or immigration status. CSArts-SGV has developed a comprehensive policy to prevent and timely remediate any concerns about sexual discrimination or harassment at CSArts-SGV (including employee to employee, employee to student, student to student, and student to employee misconduct), as well as comprehensive policies to address any type of discrimination, harassment, or bullying. CSArts-SGV will review its harassment and sexual harassment policies annually to determine if updates are necessary. CSArts-SGV will comply with Education Code § 32283.5 regarding annual bullying and cyberbullying training using the California

Department of Education online module. CSArts-SGV takes misconduct of this nature very seriously and will address such misconduct in accordance with its adopted policies and procedures. CSArts-SGV's governing body has adopted procedures for preventing acts of bullying, including cyberbullying pursuant to Education Code § 234.4.

CSArts-SGV follows California Government Code § 12950's requirements to ensure a workplace that is free of sexual harassment and complies with Government Code § 12950.1 regarding ongoing training and education concerning sexual harassment.

Prevention – Human Trafficking

In compliance with Education Code § 49381, CSArts-SGV's governing body has identified and implemented the most appropriate methods of informing parents and guardians of human trafficking prevention resources.

Means to Achieve a Balance of Racial and Ethnic, Special Education, and English Learner Students

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

CSArts-SGV strives to achieve and maintain a balance of racial and ethnic, special education and English Learner students, including redesignated fluent English proficient students, as required by Education Code § 47605(c)(5)(G).

CSArts-SGV is dedicated to achieving, enhancing, and maintaining a balance of racial and ethnic, special education, and English Learner students in CSArts-SGV's student population. All students are considered for admission, accepted for admission, and enrolled in CSArts-SGV without regard to disability, gender, gender identity, gender expression, nationality, immigration status, race or ethnicity, religion, sexual orientation or any other characteristic contained in the definition of hate crimes set forth in Penal Code § 422.55, fluency in English, parent income/education level, or any other basis prohibited by law.

CSArts-SGV's plan to achieve a balance of racial and ethnic, special education, and English Learner students embraces student achievement and maintenance of a diverse student population. CSArts-SGV will strive to recruit students from a range of underrepresented racial, ethnic, special education, linguistic, and socioeconomic backgrounds. CSArts-SGV maintains student demographic data to ensure accurate accounting of racial and ethnic, special education, and English Learner students enrolled in the school.

CSArts-SGV actively monitors the racial and ethnic, special education, and English Learner balance among its students. CSArts-SGV reviews its recruitment and outreach plan on an annual basis and makes adjustments based upon the current racial, ethnic, special education and English Learner balance of CSArts-SGV students.

District and Surrounding Schools Racial and Ethnic Demographics Chart

CSArts-SGV maintains and values a diverse student population as demonstrated by school review website Niche's ranking of CSArts-SGV as the fifth most diverse public high school in Los Angeles County.

CSArts-SGV strives to achieve a student population that is reflective of the general population residing within the territorial jurisdiction of the Duarte Unified School District.

Below is a comparison of CSArts-SGV demographics and the demographics of the Duarte Unified School District and Duarte High School.

District & Surrounding Schools Racial & Ethnic Demographics 2023-2024									
	% African American	% American Indian or Alaska Native	% Asian	% Filipino	% Hispanic or Latino	% Pacific Islander	% White	% Two or More Races	% None Reported
CSArts-SGV	2.2%	0.0%	12.1%	2.4%	38.7%	0.3%	23.5%	11.0%	9.6%
Duarte Unified	7.6%	0.0%	4.9%	2.2%	66.7%	0.3%	11.2%	4.0%	3.0%
Duarte High	3.1%	0.0%	4.7%	5.5%	78.2%	0.1%	5.7%	2.2%	0.5%
Data Source: https://dq.cde.ca.gov/dataquest/									

In order to achieve and maintain a student population that reflects the racial, ethnic, special education and English Learner population of the Duarte Unified School District community, CSArts-SGV will focus its recruitment activities and outreach efforts toward the racial and ethnic groups that are underrepresented at CSArts-SGV compared to the Duarte Unified School District's racial and ethnic population.

Strategies to Achieve a Balance of Students Reflective of the General Population

Recruitment and Outreach Activities

CSArts-SGV works collaboratively with the Duarte Unified School District to develop opportunities to identify and enroll students to achieve and maintain a balance of racial and ethnic, special education, and English Learner students reflective of the general population residing within the District's territorial jurisdiction.

CSArts-SGV's recruitment events and programs occur throughout the year and include the following:

Recruitment Activity	Recruitment Activity Details	Dates and Times
CSArts Academy	CSArts Academy provides extracurricular introductory and pre-professional arts and academic training to children throughout the Duarte and surrounding communities. Under the guidance of CSArts-SGV's renowned educators and master guest artists, students of all levels, ages 8-16, can participate in class opportunities.	CSArts Academy takes place during the summer on CSArts-SGV's campus.
Gluck Community Service Arts Fellowship ("GCSAF")	GCSAF provides free artistic performances and activities for underserved and underrepresented individuals in various local community venues, such as youth centers, schools, nursing and retirement facilities, health centers, parks, and family festivals. Soloists, ensembles, and performance groups present concerts and performances that often include interaction with the audience and	GCSAF performances and activities take place throughout the school year.

	discussions about technique, musical motifs, or other educational lessons.	
Community Music Classes	CSArts-SGV partners with The Dragon Kim Foundation and the Duarte Unified School District to provide annual free after-school music classes for students in grades 2-5.	Community music classes take place throughout the school year.
Dance Through PE Program	CSArts-SGV partners with the Duarte Unified School District to provide the Dance Through PE Program for all Duarte Unified School District students in grades K-8.	The Dance Through PE Program takes place throughout the school year.
Duarte Unified School District / CSArts-SGV Joint Arts Program	CSArts-SGV partners with the Duarte Unified School District to allow students in grades 6-8 to take academic classes at the Duarte Unified School District's K-8 schools and to take Arts Conservatory classes through CSArts-SGV. CSArts-SGV's partnership with the Duarte Unified School District allows sixth through eighth grade students to experience Arts Conservatory classes and to continue their high school arts education at CSArts-SGV.	The Duarte Unified School District / CSArts-SGV Joint Arts Program takes place throughout the school year.
Fall Festival (including Discover the Arts)	CSArts-SGV partners with the Gluck Foundation to offer a one day, community-wide fall festival which highlights the power of arts education through immersive workshops for students of all ages.	Fall Festival takes place during the month of September on a selected Saturday.
Preview Days	CSArts-SGV invites community members and prospective students to participate in annual Preview Days. Preview Days allow prospective students of all racial, ethnic, ability, linguistic, and socioeconomic backgrounds, and their families to meet CSArts-SGV administrators, hear from CSArts-SGV's current students, and learn about CSArts-SGV's college-preparatory academic program and fourteen Arts Conservatories. Prospective students and their families can also take self-guided tours of CSArts-SGV's campus and learn about the admissions process. Preview days allow prospective students of all racial, ethnic, ability, linguistic, and socioeconomic backgrounds to determine whether CSArts-SGV is the right school for them.	Preview Days take place annually.

In addition to CSArts-SGV's recruitment events and programs, CSArts-SGV's outreach strategies allow CSArts-SGV to reach out to the local community and may include, but are not limited to, the following:

Outreach Strategies	Outreach Strategy Details	Dates and Times
Marketing and Informational Materials	CSArts-SGV develops marketing and informational materials that appeal to all major local racial and ethnic, special education, and English Learner groups. CSArts-SGV distributes advertising and informational materials to local groups and businesses, community organizations, faith-based entities, youth organizations and community centers, such as: • Duarte City Hall Parks & Recreation • Duarte Library • Duarte Teen Center • Maryvale Early Education Center • Local Churches, such as: o Grace Fellowship o Christian Alliance Bible Church o First Baptist Church of Duarte Marketing and informational materials are provided in English, Spanish, and all languages identified as having English Learner students in the Duarte Unified School District. Distribution of marketing and informational materials allows CSArts-SGV to reach families of all racial, ethnic, ability, linguistic, and socioeconomic backgrounds in the local community.	Distribution of marketing and informational material takes place annually.
Electronic Media	CSArts-SGV maintains a website to provide detailed information about CSArts-SGV's instructional model and admissions process. CSArts-SGV's website provides for translation and ADA accessibility. Additional support is available for students, parents, or guardians who require translation in order to understand CSArts-SGV's admission process, as well as for those who need technology assistance. CSArts-SGV applicants who have received or are currently receiving special services are encouraged to request any necessary accommodations to support them during the admissions process. CSArts-SGV's website allows families within local racial and ethnic, special education, and English Learner groups the opportunity to learn about CSArts-SGV and easily communicate with CSArts-SGV's staff.	CSArts-SGV's website operates throughout the year.

Advertising	CSArts-SGV advertises in local newspapers, local organization newsletters, and local radio stations. CSArts-SGV's local advertisements will include Spanish-language newspapers, such as La Opinión, and Spanish-language radio stations. CSArts-SGV's advertising will emphasize CSArts-SGV's commitment to providing comprehensive, high quality services to special education students and English Learners while also providing a high quality arts education to students of all backgrounds. CSArts-SGV's local advertisements allow CSArts-SGV to reach families in the local community.	CSArts-SGV's local advertising takes place throughout the year.

CSArts-SGV's recruitment and outreach plans include multiple opportunities to communicate with local families, community organizations, and local leaders about CSArts-SGV's learning community.

CSArts-SGV believes CSArts-SGV recruitment events and programs and outreach strategies described above raise the Duarte community's awareness and interest in the arts education offered at CSArts-SGV. CSArts-SGV's recruitment efforts and community outreach will encourage a diverse population of prospective students within the Duarte community to enroll in CSArts-SGV, which will allow CSArts-SGV to achieve and maintain a balance of racial and ethnic, special education, and English Learner students that is reflective of the general population residing in the Duarte Unified School District.

CSArts-SGV's Equity Committee

CSArts-SGV's Equity Committee is comprised of CSArts-SGV parents, students, teachers, and administrators. CSArts-SGV's Equity Committee annually prepares and provides recommendations regarding inclusive practices and regarding student recruitment, discipline, and access issues.

CSArts-SGV's Equity Committee recommendations regarding student recruitment and equitable access to CSArts-SGV's arts education will further improve CSArts-SGV's efforts to achieve a balance of racial and ethnic, special education, and English Learner students.

Student Admission Policies and Procedures

"*Admission policies and procedures, consistent with subdivision (e).*" Education Code § 47605(c)(5)(H).

Non-Discrimination Statutes and Affirmations

CSArts-SGV shall be nonsectarian in its admissions policies. CSArts-SGV shall not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other characteristic contained in the definition of hate crimes set forth in Penal Code § 422.55, including immigration status, or association with an individual who has any of the aforementioned characteristics. (Education Code §§ 220, 47605(e)(1).) CSArts-SGV will not discriminate on the basis of ancestry, pregnancy or parental status, age, medical condition, fluency in English, parent income/education level, or any other basis prohibited by law.

CSArts-SGV shall admit all students who wish to attend CSArts-SGV unless the number of students interested in enrolling in CSArts-SGV exceed the available open spaces for students, in which case CSArts-SGV will hold a public random drawing to determine admission. Except as required by Education Code §§ 47605(e)(2), admission to CSArts-SGV will not be determined according to the place of residence within California of the student or his/her parent or legal guardian.

CSArts-SGV shall comply with Education Code § 47605(e)(4):

1. CSArts-SGV shall not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2) of Education Code § 47605.

2. CSArts-SGV shall not request a student's records or require a parent, guardian, or the student to provide student records to CSArts-SGV prior to enrollment at CSArts-SGV.

3. CSArts-SGV shall not encourage a student currently attending CSArts-SGV to disenroll from CSArts-SGV or transfer to another school, for any reason, including but not limited to academic performance or because the student exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2) of Education Code § 47605. This provision does not apply to CSArts-SGV's actions pursuant to procedures described in subparagraph (J) of paragraph (5) of subdivision (c) of Education Code § 47605.

CSArts-SGV shall post the California Department of Education's required notice of the requirements under Education Code § 47605(e)(4)(D) on its website. CSArts-SGV shall provide a parent or guardian, or a student if the student is 18 years of age or older, a copy of the notice at all of the following times: (1) when a parent, guardian, or pupil inquires about enrollment, (2) before conducting a public random enrollment lottery, and (3) before disenrollment of a pupil. (Education Code § 47605(e)(4)(D).)

Enrollment Process

CSArts-SGV's arts Conservatories are a fundamental part of the CSArts-SGV educational experience. Annually, prospective students are invited to attend a Preview Day to learn about CSArts-SGV's academic program and arts Conservatories and the level of Conservatory for which they wish to apply. Parent/guardian attendance is voluntary at Preview Day. After becoming familiar with the various arts Conservatories and the skills characteristic of those Conservatories at one of CSArts-SGV's Preview Days, prospective students are invited to fill out an application and participate in a Placement Activity to identify the appropriate placement in a Conservatory. There is no level of ability required to be considered for

admission to CSArts-SGV. CSArts-SGV shall admit all applicants on a space-available basis to the appropriate level of the Conservatory of choice. When applicants exceed spaces, a public random lottery will be conducted to determine which students are admitted.

No minimum GPA or other academic, behavior, or performance criteria is required for admission.

In compliance with Education Code § 234.7, during the admissions and enrollment process, no student is required to provide documents regarding citizenship or immigration status.

Public Random Lottery

Where the number of students interested in enrolling in CSArts-SGV exceed the available open spaces for students, admission, except for existing CSArts-SGV students and Duarte Unified School District students who are admitted to the Joint Arts Program who are guaranteed enrollment in the following school year, shall be determined by a public random lottery.

In the event of a lottery, the chartering authority shall make reasonable efforts to accommodate the growth of CSArts-SGV and shall not take any action to impede the charter school from expanding enrollment to meet student demand in accordance with Education Code § 47605(e)(2)(C).

Preferences in the public random lottery shall be given as required by Education Code § 47605(e)(2)(B)(i)-(iv). Preferences shall be consistent with federal law, the California Constitution, and Education Code § 200. In accordance with Education Code §§ 47605(e)(2)(B)(iv) and 49011(b)(4), preferences shall not require mandatory parental volunteer hours as a criteria for admission or continued enrollment. Preferences shall not result in limiting enrollment access for students with disabilities, academically low-achieving students, English Learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth. Nor shall preferences result in limiting enrollment for students based on nationality, immigration status, race, ethnicity, religion, gender, gender identity, gender expression or sexual orientation or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55.

If the charter school site is physically located in the attendance area of a public school in which 50% or more of the student enrollment is eligible for free or reduced-price meals, CSArts-SGV shall give a preference in application admission to students currently enrolled in that public elementary school and to students who reside in the elementary school attendance area where CSArts-SGV is located in accordance with Education Code section 47605.3.

In the event of a public random lottery, preference in admission to CSArts-SGV will be given to the following students in the order below:

1. Education Code § 47605.3 preference students.
2. All other Duarte Unified School District residents.
3. All other pupils who wish to attend on a space available basis.

CSArts-SGV will make a good faith effort to achieve at least 10% of its new enrollment comprised of students residing within the boundaries of the Duarte Unified School District.

Pursuant to Education Code § 47605(e)(2)(B)(i), each type of preference for CSArts-SGV's public random lottery shall be approved the Duarte Unified School District at a public hearing.

CSArts-SGV agrees to adhere to the requirements related to admission preferences as set forth in Education Code § 47605(e)(2)(B)(i)-(iv).

Those individuals whose names are drawn after all spaces for students have been filled will be given the option of being placed on the waiting list in the order drawn, except if the preferences described above require otherwise. This waiting list will allow students the option of enrollment in the case of an opening. In no event shall the duration of any waiting list extend beyond the end of the current school year. Mid-year offers of enrollment may be extended to applicants currently on the CSArts-SGV waitlist.

All admissions-related deadlines will be posted on CSArts-SGV's website and updated annually. A sample admissions timeline is provided below:

SAMPLE ADMISSIONS TIMELINE	
Early September	Preview Day Registration Opens
Mid-October	Online Application Available
December 2	Deadline to Apply for Spring 2025 (Mid-Year) Admission
December 11	Conservatory Transfer Applications Due
*February 12	Deadline to apply for the 2025-2026 School Year
January-February Placement Activities	
February 26-27	High School Student Shadow Days on CSArts-SGV Campus
March 1	Deadline for Conservatory Selection
Early March	Admission Lottery (if necessary)
Early-March	Applicants Notified of Admission Status
*Applicants who miss this deadline will not be guaranteed inclusion in the admission lottery. Opportunities to apply in late spring or summer are rare and only scheduled if there are fewer applicants than spaces available.	

If a student or their parent/guardian requires translation in order to best understand CSArts-SGV's admission processes, CSArts-SGV provides support if the student or their parent/guardian emails admissions@sgv.csarts.net or calls 714.560.0900 ext. 5510.

Applicants are encouraged to request and will receive accommodations if needed for the application process to ensure that students with special needs who may qualify for services pursuant to the IDEIA and/or Section 504 shall not be excluded from admission solely on the basis of the disability or language classification.

Students and families who require technology assistance in order to complete their application or placement activity are welcome to use one of the school's open computer labs during any Preview Day. If a student or their parent or guardian does not have an email address, CSArts-SGV invites the student or their parent or guardian to call 714.560.0900 Ext. 5510 to obtain information about registering for a Preview Day.

A parent/guardian who provides reliable evidence that the denial of admission is a direct result of the student applicant's special education/504 or EL status may seek review of the decision not to admit by making a written request for such review within ten (10) calendar days of the decision to deny admission.

Complaints regarding CSArts-SGV's admission procedures or regarding its compliance with any other provision of Education Code § 47605(e)(4) may be filed with the Duarte Unified School District using the

Charter School Complaint Form located on the California Department of Education and the CSArts-SGV websites.

Student Fees and Free Schools Guarantee

Consistent with Education Code § 47605(e)(1), CSArts-SGV will not charge tuition.

CSArts-SGV shall comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, Section 5, Education Code §§ 49010-49013, and California Code of Regulations, Title 5, § 350, (collectively "*Free Schools Guarantee*") in all aspects of the Charter School program.

No student shall be adversely impacted in admission or in any academic program for financial reasons, including not making a financial contribution of any kind.

CSArts-SGV will provide funds relating to field trips, tours, transportation, or costs necessary for students to fully participate in CSArts-SGV performances or extracurricular activities. CSArts-SGV also will provide free or reduced priced tickets to all CSArts-SGV performances in which CSArts-SGV students appear, in order to ensure that parents and close family members of the student performers are encouraged and able to attend regardless of financial considerations. Policies regarding eligibility for these funds will be made available to all CSArts-SGV students. Requests for financial assistance will be handled confidentially by the CSArts-SGV Business Office.

CSArts-SGV's administrators meet annually to review CSArts-SGV's admissions practices and procedures.

Annual Independent Financial Audits

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

The CSArts-SGV Board of Trustees will contract for and oversee an annual independent financial audit of the books and records of CSArts-SGV as required by Education Code § 47605(c)(5)(I) and § 47605(m). CSArts-SGV shall keep its books and records in accordance with generally accepted accounting principles. As required by Education Code § 47605(c)(5)(I), CSArts-SGV's annual independent financial audit will employ generally accepted accounting procedures. CSArts-SGV's annual independent financial audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

CSArts-SGV's annual independent financial audit shall be conducted by an independent auditor selected by the CSArts-SGV Board of Trustees who demonstrates experience in education finance and is included on the State Controller's approved list of independent auditors. The auditor selected by CSArts-SGV will verify the accuracy of the CSArts-SGV's financial statements, accounting practices, revenue-related data collection and reporting practices and will review the CSArts-SGV's internal controls. CSArts-SGV's annual independent financial audit will include a review of CSArts-SGV's reported ADA. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. CSArts-SGV's annual independent financial audit will assure that the CSArts-SGV's funds are being handled responsibly and that its financial statements conform to generally accepted accounting principles.

Resolving Audit Exceptions and Deficiencies

Any potential audit exceptions or findings shall be promptly reported to CSArts-SGV's governing board by the auditor with recommendations on how to resolve them. CSArts-SGV shall promptly report to the Duarte Unified School District any potential exceptions or findings after receiving notice of the potential exception or finding. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency, CSArts-SGV, and the Duarte Unified School District. CSArts-SGV will resolve outstanding issues from the audit prior to the completion of the auditor's final report.

Submitting the Final Annual Independent Audit Report

CSArts-SGV's annual independent financial audit will be completed and submitted to the Duarte Unified School District, the California Department of Education, the California State Controller and the Los Angeles County Superintendent of Schools by December 15th following each school year or at a mutually agreed upon earlier date. CSArts-SGV will provide interim financial data as required by the Duarte Unified School District to fulfill its obligation to the county and state.

The completed CSArts-SGV annual audit is a public record to be provided to the public upon request.

The Duarte Unified School District shall have the right to request or conduct an additional independent financial audit at any time of the year with the cost for such additional audit to be borne by the Duarte Unified School District.

Financial Reports

As required by Education Code § 47604.33, CSArts-SGV shall annually prepare and submit the following reports to the Duarte Unified School District and the Los Angeles County Superintendent of Schools:

- On or before July 1, a preliminary budget.
- On or before July 1, a local control and accountability plan and an annual update to the local control and accountability plan as required pursuant to Education Code § 47606.5.
- On or before December 15, an interim financial report. This report shall reflect changes through October 31.
- On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- On or before September 15, a final unaudited report for the full prior year.

Student Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is a Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, 'involuntarily removed' includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." Education Code § 47605(c)(5)(J).

CSArts-SGV's procedures for student discipline, suspension, and expulsion shall comply with applicable state and federal laws relative to due process and mandatory expulsion offenses. CSArts-SGV's procedures for student discipline, suspension and expulsion have been revised to incorporate the grounds of Education Code §§ 48900 *et seq.* and procedural requirements of Education Code § 47605.

CSArts-SGV will enforce its student discipline, suspension, and expulsion policies and procedures fairly and consistently in the best interests of all CSArts-SGV's students and their parents and guardians.

CSArts-SGV will periodically review its policies and procedures regarding suspension and expulsion including, but not limited to, periodic review and modification as necessary of the lists of offenses for which CSArts-SGV students are subject to suspension and expulsion.

CSArts-SGV regards suspensions and expulsions as a last resort.

Involuntary Removal, Suspension, and Expulsion Procedures

No CSArts-SGV student shall be involuntarily removed by CSArts-SGV for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action.

The written notice shall be in the native language of the CSArts-SGV student or the CSArts-SGV student's parent or guardian or, if the CSArts-SGV student is a homeless child or youth or a foster child or youth, in the native language of the student's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the CSArts-SGV student is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker.

The written notice shall inform the CSArts-SGV student, the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate procedures specified in Education Code § 47605(c)(5)(J)(ii) before the effective date of the action. If the parent or guardian, or the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker and, if applicable, county social worker initiates the procedures specified in Education Code § 47605(c)(5)(J)(ii), the student shall remain enrolled and shall not be removed until CSArts-SGV issues a final decision. "*Involuntarily removed*" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in Education Code § 47605(c)(5)(J)(i) and (ii).

A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Pursuant to Education Code § 47605(c)(5)(J)(i), for suspensions of fewer than 10 days, CSArts-SGV shall provide oral or written notice of the charges against the CSArts-SGV student. If the student denies the charges, CSArts-SGV shall also provide the student an explanation of the evidence that supports the charges and an opportunity for the student to present the student's side of the story.

Pursuant to Education Code § 47605(c)(5)(J)(ii), for suspensions of 10 days or more and all other expulsions for disciplinary reasons, CSArts-SGV shall provide timely, written notice of the charges against the CSArts-SGV student and an explanation of the student's basic rights. CSArts-SGV shall also provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the CSArts-SGV student has the right to bring legal counsel or an advocate.

Jurisdiction

In compliance with Education Code § 48900(s), CSArts-SGV may suspend or expel a student for any of the acts enumerated in Education Code §§ 48900, 48900.2, 48900.3, 48900.4, or 48900.7 related to CSArts-SGV activities or attendance that occur at any time, including, but not limited to:

A. While on school grounds.
B. While going to or coming from school.
C. During the lunch period whether on or off the campus.
D. During, or while going to or coming from, a school-sponsored activity.

Suspension – Conference

CSArts-SGV's Principal or Designee will hold a conference prior to suspension of a CSArts-SGV student with the student, the parents/guardians, and whenever practical, the teacher, supervisor or CSArts-SGV employee who referred the student to the CSArts-SGV Principal or Designee. CSArts-SGV's Principal or Designee may omit the conference if CSArts-SGV's Principal determines that an emergency situation exists, as provided in Education Code § 48911(c). An "*emergency situation*" involves a clear and present danger to the lives, safety or health of students or school personnel.

If a CSArts-SGV student is suspended without a conference, both the student and parent/guardian will be notified of the student's right to return to school for the purpose of the conference.

At the conference, the CSArts-SGV student will be informed of the reason for the disciplinary action and evidence against the student. The CSArts-SGV student will also be given an opportunity to present the student's version of events. CSArts-SGV's process for investigating behavioral incidents and collecting evidence will be fair and thorough and will be conducted by impartial CSArts-SGV personnel.

The conference will be held within two (2) school days, unless the CSArts-SGV student waives the right or is physically unable to attend for any reason including incarceration or hospitalization. CSArts-SGV shall not impose any penalty on a CSArts-SGV student for failure of the student's parent or guardian to attend a conference with CSArts-SGV personnel.

Notice to Parents/Guardians

At the time of the suspension, CSArts-SGV's Principal or Designee will make a reasonable effort to contact the parent or guardian, or the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker and, if applicable, county social worker by email or telephone. Whenever a CSArts-SGV student is suspended, the student's parent or guardian, or the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker and, if applicable, county social worker will be notified in writing of the specific offense(s) committed by the student and date of return following suspension. The notice will be in the native language of the student's parent, guardian, or the homeless or foster child's educational rights holder. If CSArts-SGV's Principal or Designee wishes to ask the student's parent or guardian to confer regarding matters pertinent to the suspension, the notice may request that the student's parent or guardian, or the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker and, if applicable, county social worker respond to such requests without delay.

Length of Suspension

Suspensions, other than those extended upon a recommendation for expulsion, will not exceed five (5) consecutive school days per suspension.

CSArts-SGV shall not suspend a CSArts-SGV student for more than twenty (20) school days within a single academic year.

Upon recommendation of expulsion of a CSArts-SGV student by CSArts-SGV's Principal or Designee to the CSArts-SGV Board of Trustees, the Principal or Designee may, in writing, extend the suspension of the student until the CSArts-SGV Board of Trustees has rendered a decision in the action. The Principal

or Designee shall not grant an extension unless the Principal or Designee has determined, following a meeting in which the student and the student's parent or guardian are invited to participate, that the presence of the student at CSArts-SGV or an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process.

Expulsion - Hearing and Decision

CSArts-SGV students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing will be held within thirty (30) school days after CSArts-SGV's Principal or Designee has recommended the student for expulsion.

CSArts-SGV shall provide timely written notice to a CSArts-SGV student recommended for expulsion which will include:

A. The hearing date, time, and location;

B. A brief explanation of the hearing process before the administrative panel;

C. A statement of specific facts, charges, and offenses upon which the proposed expulsion is based;

D. A copy of CSArts-SGV's disciplinary policy which relates to the alleged violation; and

E. Notification of:

- The student's or parent/guardian's obligation to provide information about the student's status at CSArts-SGV to any other school district or school to which the student seeks enrollment,

- The student's right to be represented by legal counsel or advocate,

- The student's right to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses,

- The student's right to inspect and obtain copies of documents to be used at the hearing.

Upon recommendation of expulsion of a CSArts-SGV student, an administrative panel shall hold an expulsion hearing in closed session, unless the student makes a written request for a public hearing in open session at least five (5) days prior to the date of the scheduled hearing. The administrative panel shall consist of three (3) neutral and impartial school administrators, all holding valid California administrative services credentials and selected by CSArts-SGV administrative staff. To the extent practicable, one administrator will be from the student's home district. A second member shall be from CSArts-SGV's sister school, Orange County School of the Arts. A third will be from another public school. No school district may have more than one representative on the panel. No CSArts-SGV administrator shall be a panel member.

The administrative panel shall hold a hearing wherein CSArts-SGV shall support its recommendation with substantial evidence. If the panel recommends expulsion, the parent/guardian and student may address the CSArts-SGV's Board of Trustees, which shall make the final decision on the expulsion. If the panel decides not to recommend expulsion, the student will immediately be returned to CSArts-SGV's educational program.

CSArts-SGV's Principal or Designee, following a decision by the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice will include (a) notice of the specific offense committed by the student; (b) notice of the student's

or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with CSArts-SGV, (c) the reinstatement eligibility review date, a copy of the rehabilitation plan, and the type of educational placement during the period of expulsion.

The expelled student shall have no further right of appeal for expulsion from CSArts-SGV. Decisions to expel by CSArts-SGV's Board of Trustees shall be final.

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

In the event of a decision to expel a student, CSArts-SGV shall work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school in which the student enrolls.

Grounds for Suspension

CSArts-SGV will not suspend a student unless a CSArts-SGV administrator determines the student has committed a specified act enumerated in Education Code §§ 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

In compliance with Education Code § 48901.1, CSArts-SGV will not suspend a student enrolled in grades 6 through 12 for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties, except as provided by Education Code § 48901.1(c).

A CSArts-SGV student may be suspended only with the approval of the CSArts-SGV's Administrative Leadership.

In the event the student's suspension is extended, CSArts-SGV's Principal may provide the student with an interim placement.

Grounds for Expulsion

A student may be recommended for expulsion or expelled from CSArts-SGV for disciplinary reasons involving conduct as specified in Education Code §§ 48900, 48900.2, 48900.3, 48900.4, 48900.7, and 48915.

In compliance with Education Code § 48901.1(a), CSArts-SGV will not recommend expulsion of a student enrolled in grades 6 to 12 for disrupting school activities or otherwise willfully defying the valid authority of school personnel engaged in the performance of their duties.

CSArts-SGV regards expulsions as a last resort. The Administrative Leadership may recommend expulsion of a student from CSArts-SGV. For suspensions pending an expulsion hearing, CSArts-SGV shall be responsible for the appropriate interim placement of students.

Please see Attachment #9 "*Grounds for Student Suspension and Expulsion*" for the enumerated offenses for which a CSArts-SGV student may be suspended or expelled.

Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CSArts-SGV may, upon a finding of good cause, determine that the disclosure of either the identity of a witness or the testimony of that witness at an expulsion hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that will be examined only by the CSArts-

SGV Board of Trustees or the administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, will be made available to the pupil.

For expulsion hearings involving sexual assault or battery offenses, CSArts-SGV applies the following procedures:

A. CSArts-SGV shall provide a complaining witness in any sexual assault or battery case with a copy of the applicable disciplinary rules and advise him/her of his/her right to: (a) receive five (5) days' notice of his/her scheduled testimony; (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

B. CSArts-SGV shall also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

C. At the discretion of the administrative panel conducting the expulsion hearing, the complaining witness will be allowed periods of relief from examination and cross-examination during which he/she may leave the hearing room.

D. The administrative panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

E. The administrative panel hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

F. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The administrative panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

G. If one or both of the support persons is also a witness, CSArts-SGV must present evidence that the witness' presence is both desired by the complaining witness and will be helpful to the complaining witness. The person presiding over the hearing will permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person. In all cases, the presiding official will admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing will preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

H. The testimony of the support person will be presented before the testimony of the complaining witness and the complaining witness will be excluded from the courtroom during that testimony.

I. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the CSArts-SGV student being expelled, the complaining witness will have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

J. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and will not be heard absent a determination by the administrative panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the complaining witness will be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness will be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Suspension and Expulsion Procedures for Students with Special Needs

A student identified as an individual with disabilities or for whom CSArts-SGV has a basis of knowledge of a suspected disability pursuant to the IDEIA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandate additional or different procedures. CSArts-SGV will follow Section 504, the IDEIA, and all applicable federal and state laws governing charter schools, including but not limited to the Education Code, when disciplining a student identified as an individual with disabilities or for whom CSArts-SGV has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

A student identified as an individual with disabilities may be suspended for up to, but not more than, five (5) consecutive school days.

If a student with disabilities is suspended for more than ten (10) consecutive school days (or 10 cumulative days for the same or similar offenses) or there is a decision to expel the student, it constitutes a change in placement and CSArts-SGV will call an IEP meeting called a manifestation determination.

1. Notification to SELPA

CSArts-SGV shall notify the SELPA and coordinate the procedures in this policy with the SELPA when a student with a disability identified under the IDEIA or for whom there may be a basis of knowledge that the student had a disability, or a student with a disability under Section 504, violates a code of student conduct, rule, or policy resulting in a suspension.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services to allow participation in the general education curriculum, although in another setting to progress toward meeting the goals set out in the student's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications designed to prevent reoccurrence of the behavior violation. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

(A) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or

(B) If the conduct was the direct result of a failure to implement the IEP/504 Plan.

If CSArts-SGV, the parent, and members of the IEP/504 Team collectively determine that either of the above applies, the conduct shall be determined to be a manifestation of the student's disability.

If CSArts-SGV, the parent, and appropriate members of the IEP Team determine that the conduct was a manifestation of the student's disability, the IEP/ 504 Team shall:

(A) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for the student if the prior school district had not previously conducted such assessment.

(B) If a behavioral intervention plan has been developed, review and modify the plan, as necessary to address the behavior.

(C) Except in the case of a student removed to an interim alternative educational setting, CSArts-SGV shall return the student to the placement from which the student was removed, unless the parent and CSArts-SGV agree to a change of placement as part of the modification of the behavioral intervention plan.

On the date on which the decision is made to make a removal that constitutes a change of placement of a CSArts-SGV student with a disability because of a violation of a code of student conduct, CSArts-SGV shall notify the parents of that decision, and provide the parents the procedural safeguards notice described in Code of Federal Regulations Title 34, § 300.504 "*Procedural Safeguards Notice*.

If CSArts-SGV, the parent, and IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct was not a result of the failure to implement the IEP, then CSArts-SGV may apply disciplinary procedures to students with disabilities in the same manner and for the same duration as for students without disabilities.

4. Due Process Appeals

The parent or guardian of a pupil with a disability who disagrees with any decision regarding the placement or the manifestation determination, or CSArts-SGV, if it believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may request an expedited administrative hearing through California's Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to placement of the student or the manifestation determination has been requested by either the parent/guardian or by CSArts-SGV, the student will remain in the interim alternative educational setting pending the decision of the hearing officer or, until the expiration of the forty-five (45) day time period provided for in the interim alternative educational setting, whichever occurs first, unless the parent/guardian and CSArts-SGV agree otherwise.

CSArts-SGV shall follow procedural safeguards and due process procedures for parents of children with disabilities and children with disabilities for student discipline appeals according to 34 CFR § 300.532.
An expedited hearing will be requested by filing a complaint pursuant to 34 CFR § 300.507 and 300.508 (a) and (b).

When an expedited hearing is requested, the parents or CSArts-SGV will have an opportunity for an impartial due process hearing consistent with the requirements of 34 CFR §§ 300.507 and 300.508 (a)

through (c) and §§ 300.510 through 300.514, except as provided in paragraph (c)(2) through (4) of 34 CFR § 300.532.

The Office of Administrative Hearings or CSArts-SGV will arrange the expedited due process hearing, which must occur within 20 school days of the date the complaint requesting the hearing is filed.

A resolution meeting will occur within seven (7) school days of receiving notice of the due process complaint, unless the parents and CSArts-SGV agree in writing to waive the resolution meeting or agree to use the mediation process described in 34 CFR § 300.506. If the matter has not been resolved within 15 days of the due process complaint, the due process hearing may proceed.

A hearing officer hears the appeal and makes a determination within 10 school days after the hearing to:

(A) Return the student with a disability to the placement from which the student was removed if the hearing officer determines that the removal was a violation of § 300.530 or that the student's behavior was a manifestation of the student's disability; or

(B) Order a change of placement of the student with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

Expedited due process hearing decisions are appealable consistent with 34 CFR §§ 300.514. CSArts-SGV may request to repeat the appeal process if CSArts-SGV believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.

5. Special Circumstances

CSArts-SGV personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates the CSArts-SGV's behavior policies.

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

(A) Carries or possesses a weapon, as defined in 18 U.S.C. § 930(g)(2), to or at school, on school premises, or to or at a school function;

(B) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

(C) Has inflicted serious bodily injury, as defined by 18 U.S.C. § 1365(h)(3), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

A student not identified as an individual with disabilities pursuant to IDEA who has violated CSArts-SGV's behavior policies will receive the procedural safeguards of this section only if CSArts-SGV had knowledge that the student was disabled before the behavior occurred.

CSArts-SGV shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

(A) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CSArts-SGV supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.

(B) The parent has requested an evaluation of the student.

(C) The student's teacher, or other CSArts-SGV personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other CSArts-SGV supervisory personnel.

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

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

CSArts-SGV shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Notification that Student has left CSArts-SGV

If a CSArts-SGV student subject to compulsory full-time education pursuant to Education Code § 48200 "*Children between ages of 6 and 18 years*" is expelled or leaves CSArts-SGV without graduating or completing the school year for any reason, CSArts-SGV shall notify the superintendent of the school district of the student's last known address within 30 days. CSArts-SGV shall provide that school district with a copy of the cumulative record of the student, including but not limited to a transcript of grades or report cards, attendance, discipline, IEP/504 documents, and health information.

Records

CSArts-SGV will maintain records of all student suspensions and expulsions at CSArts-SGV.

Rehabilitation Plans

CSArts-SGV students who are expelled from CSArts-SGV shall be given a rehabilitation plan as developed by the administrative panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to CSArts-SGV for readmission.

Readmission

The decision to readmit a student or admit a student previously expelled from another school district or charter school shall be in the sole discretion of CSArts-SGV's Board. CSArts-SGV's Board shall make a final decision regarding readmissions consistent with the Brown Act. A student's readmission is contingent upon CSArts-SGV's capacity at the time the student seeks readmission.

Alternatives to Suspension

CSArts-SGV will develop alternatives to suspension, such as contacting the parent/guardian, completion of a student reflection, conference meetings, restorative action plan, and student behavior contracts.

Restraint/Seclusion

CSArts-SGV will comply with all restraint and seclusion provisions specified in Education Code § 49005 et seq.

A person providing educational or related services, support, or other assistance to a student enrolled in an educational program provided by CSArts-SGV shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques. (Education Code § 49005.6.)

An educational provider is authorized to use behavioral restraints, including physical and mechanical restraints, or seclusion, as defined, only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive, and if other specified conditions are met. (Education Code §§ 49005.1, 49005.4.)

An educational provider cannot use behavioral restraint or seclusion for the purpose of coercion, discipline, convenience, or retaliation, and is prohibited from using certain restraint and seclusion techniques pursuant to Education Code § 49005.8. If CSArts-SGV meets the specified federal definition of "*local educational agency*" specified in Section 300.28 of Title 34 of the Code of Federal Regulations, CSArts-SGV will comply with the collection and reporting procedures specified in Education Code §§ 49006, 49006.2.

Charter School Staff Retirement

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

CSArts-SGV employees shall retain all previously vested rights in their respective retirement systems to the extent permitted by law, including but not limited to the California State Teachers Retirement System ("STRS"), the California Public Employees Retirement System ("CalPERS"), and Social Security.

CSArts-SGV's governing board may establish employee retirement plans that may include establishment of a 401(k) plan or 403(b) plan.

CSArts-SGV's certificated employees shall be members of and participate in STRS.

CSArts-SGV's noncertificated, regular employees shall be members of and participate in CalPERS.

CSArts-SGV's Principal or Designee shall be responsible for ensuring that contracts for coverage have been implemented, that all contributions are promptly made, that the necessary information is timely provided to the Los Angeles County Office of Education, and that documentation is maintained showing all CalPERS and STRS contributions.

CSArts-SGV offers CSArts-SGV employees a health and welfare benefits package consistent with applicable state and federal law.

Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Education Code § 47605(c)(5)(L).

CSArts-SGV is a school of choice. No student is required to attend. Students who do not wish to attend CSArts-SGV may attend their local school or pursue an intra/inter-district transfer in accordance with existing enrollment and transfer policies in their district of residence.

All parents/guardians of children enrolled in CSArts-SGV are informed upon enrollment that their student has no right to admission to any local education agency or to a particular school of any local education agency as a consequence of enrollment in CSArts-SGV, except to the extent that such a right is extended by the local education agency.

Student transportation is the responsibility of families who choose to attend CSArts-SGV, except: (1) as required for students with disabilities pursuant to an IEP; (2) in compliance with the McKinney-Vento Homeless Assistance Act or any other student transportation mandated by law; and (3) when Duarte Unified School District sixth, seventh and eighth grade students are transported to CSArts-SGV from District schools for Conservatory instruction.

Employee Return Rights

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

Duarte Unified School District employees who resign from their District employment to work at CSArts-SGV shall have no rights of return to District employment, unless specifically granted by the Duarte Unified School District. CSArts-SGV shall have no authority to provide for, or negotiate with CSArts-SGV employees or employee representatives, any return rights to the Duarte Unified School District.

These provisions shall not apply to Duarte Unified School District employees who provide instruction to CSArts-SGV students under a contract between the Duarte Unified School District and CSArts-SGV.

Dispute Resolution

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." Education Code § 47605(c)(5)(N).

Internal Disputes

Internal disputes among and between CSArts-SGV parents, students, staff, volunteers, and advisors shall be resolved pursuant to CSArts-SGV's Uniform Complaint Policy and Procedures. CSArts-SGV shall include its Uniform Complaint Policy and Procedures in CSArts-SGV's Student Parent Handbook and provide a copy to all CSArts-SGV parents, students, Board members, volunteers, and staff.

Disputes between CSArts-SGV and the Duarte Unified School District

The Duarte Unified School District shall refer disputes not related to a possible violation of CSArts-SGV's charter to CSArts-SGV's Principal for resolution according to CSArts-SGV's Uniform Complaint Policy and Procedures.

If the Duarte Unified School District determines that a violation of the Charter may have occurred, a problem has arisen related to the operation of CSArts–SGV or the District's oversight obligations, or any other dispute between the District and CSArts-SGV has not been resolved by any other dispute procedures, the following procedures shall be used to resolve the dispute:

a. Before revoking CSArts-SGV's charter, the Duarte Unified School District as CSArts-SGV's chartering authority shall notify CSArts-SGV of any violation of Education Code § 47607(f) and give CSArts-SGV a reasonable opportunity to remedy the violation unless the Duarte Unified School District Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of pupils.

b. If the violation does not constitute a severe and imminent threat, the Duarte Unified School District will provide written notification of the violation or issue. A meeting will be scheduled to discuss and resolve the dispute within ten (10) calendar days of the written notification of the violation or issue. The Duarte Unified School District representative will be the Superintendent or the Superintendent's Designee. The CSArts-SGV representative will be the CSArts-SGV Principal or Principal's Designee.

c. If the dispute is not resolved, it shall be submitted to a mutually agreed upon mediator who is knowledgeable regarding the operation of California charter schools, and who shall render an advisory written decision within sixty (60) days of submission. The cost of the mediator shall be split equally between CSArts-SGV and the Duarte Unified School District. All timelines and procedures in this section may be revised upon mutual written agreement of CSArts-SGV and the Duarte Unified School District.

CSArts-SGV and the Duarte Unified School District shall exchange information as necessary to avoid and assist in resolving disputes. CSArts-SGV and the Duarte Unified School District shall use their best efforts to resolve disputes between them at the earliest possible time.

School Closure Procedures

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

The following procedures shall constitute the "*Closure Procedures*" and shall apply in the event CSArts-SGV ceases to be a charter school or otherwise closes. In addition to the following procedures, CSArts-SGV shall comply with the requirements of California Code of Regulations, Title 5, §§ 11962 "*Definition of Procedures for School Closure*" and 11962.1 "*Definitions Related to the Duties of a Chartering Authority*" and any other applicable legal requirements for the closure of a charter school.

Any decision to close CSArts-SGV as a charter school operating pursuant to this Charter shall be documented by official action of the CSArts-SGV Board of Trustees ("Closure Action") that identifies the reason for closure. The Closure Action shall be automatic if the CSArts-SGV Charter is revoked or non-renewed, the CSArts-SGV Board of Trustees votes to close CSArts-SGV, or the Charter lapses. In the event of a Closure Action:

- Dr. Gregory Endelman, Orange County School of the Arts Chief Operations Officer, 1010 N. Main Street, Santa Ana, CA 92701 shall be responsible for closure-related activities.

- The CSArts-SGV Board of Trustees shall provide written notification to the Duarte Unified School District of the Closure Action and of the effective date of the closure as a charter school within five (5) business days of the Closure Action.

- CSArts-SGV shall provide written notification to the school districts of residence of all CSArts-SGV's students within five (5) business days of the Closure Action.

- CSArts-SGV shall provide written notification of the Closure Action, a description of the circumstances of the closure, the effective date of closure, and the location of pupil records and personnel records to the California Department of Education and the Los Angeles County Office of Education by registered mail within five (5) business days of the Closure Action.

- Upon closure, CSArts-SGV shall remain solely responsible for all liabilities arising from the operation of CSArts-SGV.

- The CSArts-SGV Board of Trustees shall notify the parents and students of CSArts-SGV of the closure and provide information to assist parents and students in locating suitable alternative programs within 72 hours of the Closure Action. The written notification shall include information on assistance in transferring to an appropriate school and the process for the transfer of student records. CSArts-SGV parents/ guardians will be provided with grade reports, discipline records, immunization records, and completed coursework.

- CSArts-SGV will assist students in transferring to other schools. CSArts-SGV will provide parents, students and the receiving school districts with copies of student records within seven (7) calendar days from the determination of the Closure Action or within seven (7) days of the last student attendance day at CSArts-SGV, if CSArts-SGV is to remain open as a charter school beyond the date that a Closure Action is determined. CSArts-SGV will comply with the Family Educational Rights and Privacy Act ("FERPA"), 20 USC Section 1232g, in the transfer of student records. CSArts-SGV will ask that the Duarte Unified

School District store the original pupil records of all CSArts-SGV students. If the District cannot do so, CSArts-SGV will distribute student records to the school district of residence of each CSArts-SGV student with a copy to the family. CSArts-SGV will send copies of employment records to former CSArts-SGV employees.

- As soon as is reasonably practical, but no later than sixty (60) days after the Closure Action or the effective date of the closure, whichever is later, CSArts-SGV shall prepare final financial records. CSArts-SGV shall conduct an independent audit by an independent auditor as soon as is reasonably practical, but in no case later than six (6) months after closure. The independent auditor will be experienced with school finance and included on the State Controller's approved list of independent auditors. CSArts-SGV shall provide the audit report to the Duarte Unified School District upon completion. The independent auditor and audit shall comply with all of the requirements for CSArts-SGV's annual audit as set forth in Element Nine "*Annual Independent Financial Audit*" of CSArts-SGV's Charter. If CSArts-SGV does not pay for or have an independent audit completed within the six-month timeline, the Duarte Unified School District may, at its option, pay for an audit to be completed and subtract such payment from any funds due to CSArts-SGV. Costs for the audit incurred by the Duarte Unified School District shall remain a liability of CSArts-SGV until repaid in full. The CSArts-SGV final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by CSArts-SGV shall be the responsibility of CSArts-SGV and not the Duarte Unified School District. CSArts-SGV understands and acknowledges that CSArts-SGV will pay the outstanding debts or liabilities of CSArts-SGV. Any unused monies at the time of the audit will be returned to the appropriate funding source. CSArts-SGV acknowledges that only unrestricted funds will be used to pay creditors. Unused special education related funds will be returned to the District or SELPA, as appropriate. Other categorical funds will be returned to the source of funds.

- For six (6) calendar months from the effective date of the closure, or until the budget allows, whichever comes first, sufficient staff as deemed appropriate by the CSArts-SGV Board of Trustees will maintain employment to address tasks required for smooth closure of CSArts-SGV and student transfers.

- The CSArts-SGV Board of Trustees shall adopt a plan for wind-up of CSArts-SGV and, if necessary, the CSArts-SGV nonprofit corporation (C3944988), in accordance with the requirements of the California Corporations Code. CSArts-SGV will file all necessary notices with the appropriate state and federal agencies.

- In addition to the final audit, CSArts-SGV shall also submit any required year-end financial reports to the California Department of Education, the Los Angeles County Office of Education, and the Duarte Unified School District.

- Any assets acquired from the Duarte Unified School District or any District property will be promptly returned to the District upon the School's closure. The distribution shall include return of grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law. CSArts-SGV shall, after payment of creditors, distribute all other assets in accordance with the CSArts-SGV non-profit corporation's bylaws.

Closure related activities will be funded out of CSArts-SGV's general fund.

Within two business days of closure, CSArts-SGV's Designee for closure related activities will notify the Duarte Unified School District Superintendent of the process it has implemented to transfer personnel records to former CSArts-SGV employees. CSArts-SGV shall copy the Duarte Unified School District on all such transmission of records.

Dr. Endelman or another designated person shall maintain all CSArts-SGV personnel records for five years from the date of closure.

Other Education Code Requirements

"*The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school*." Education Code § 47605(h).

Civil Liability

In compliance with Education Code § 47604 "*Election of charter schools to operate as or be operated by nonprofit public benefit corporation; District representation on board of corporation; Liability for debts*," CSArts-SGV operates as a nonprofit public benefit corporation. As such, the Duarte Unified School District shall not be liable for the debts or obligations of CSArts-SGV, or for claims arising from the performance of acts, errors, or omissions by CSArts-SGV if the Duarte Unified School District has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code § 47604.32 and subdivision (m) of Education Code § 47605.

CSArts-SGV will work diligently to assist the Duarte Unified School District in complying with all of the District's oversight obligations to ensure the District will not be liable for the operation of CSArts-SGV.

Debts and Obligations

Except as otherwise expressly provided in this Charter, CSArts-SGV shall be solely responsible for all costs and expenses related to this Charter and its operation, including, but not limited to, costs of insurance, reserves, staff and operations.

CSArts-SGV shall have no authority to enter into contracts for or on behalf of the Duarte Unified School District.

School Facilities

CSArts-SGV's school site is located at 1401 Highland Ave, Duarte, CA 91010.

CSArts-SGV and the Duarte Unified School District, on or about June 30, 2016, entered into a detailed facilities agreement outlining their respective rights and responsibilities for provision, use, and maintenance of CSArts-SGV facilities and/or property.

Administrative Services

The CSArts-SGV Board of Trustees has adopted policies and procedures identifying how administrative services are provided.

CSArts-SGV will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. CSArts-SGV approves only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

Information Exchange

The Duarte Unified School District may inspect and receive copies of all records relating to the operation of CSArts-SGV, including financial, personnel, and student records. As required by Education Code § 47604.3, CSArts-SGV shall promptly comply with all such reasonable written requests.

Inspections

The Duarte Unified School District may inspect or observe any part of CSArts-SGV at any time upon reasonable notice to the CSArts-SGV staff prior to any observation or inspection, unless inspection without prior notice is determined by the District Superintendent or Designee to be necessary to maintain the health, safety or welfare of students, employees, or members of the public.

Public School Fair Debt Collection Act

CSArts-SGV shall comply with all the requirements of the Public School Fair Debt Collection Act (Education Code § 49014). CSArts-SGV shall not take any negative action against a CSArts-SGV student because of a debt. CSArts-SGV shall not sell a debt owed by a parent or guardian of a CSArts-SGV pupil or former pupil.

Insurance

CSArts-SGV shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the Duarte Unified School District's risk manager.

CSArts-SGV shall maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "*A or A-VII*" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

> COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "*bodily injury*", "*property damage*", "*advertising injury*", and "*personal injury*", including, but not limited to, coverage for products and completed operations, sexual abuse/molestation, and sexual harassment with combined single limits of not less than $5,000,000 per occurrence and $10,000,000 in the aggregate.
>
> COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than $2,000,000 per person and per occurrence.
>
> WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.
>
> PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "*all risk*" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of CSArts-SGV. If any Duarte Unified School District property is leased, rented or borrowed, it shall also be insured by CSArts-SGV in the same manner as (a), (b), and (c) above.

PROFESSIONAL LIABILITY insurance and/or coverage, in an amount not less than $1,000,000 per "*claim*" with an aggregate policy limit of $10,000,000.

Insurance and/or coverage required by the foregoing provisions of this Charter shall be endorsed to name the Duarte Unified School District as an additional insured.

CSArts-SGV shall promptly respond to all inquiries from the Duarte Unified School District regarding any claims against CSArts-SGV.

CSArts-SGV's Distinct Financial Records and Funds

CSArts-SGV shall maintain its own set of financial records, distinct from any other charter school(s) that may be operated by or related to CSArts-SGV including, but not limited to, any additional or new charter schools that may be approved after the effective date of this Charter. CSArts-SGV shall also maintain its own separate and distinct bank account(s). CSArts-SGV's funds shall not be commingled in a joint bank account with the funds of any other school(s) and shall be kept physically separate from the funds of any other school(s).

Financial Projections

CSArts-SGV acts as its own fiscal agent for purposes of state funding and reporting. CSArts-SGV may employ and designate expert consultants to assist with this responsibility and shall promptly notify the Duarte Unified School District of any such contracts. CSArts-SGV shall meet all funding conditions and requirements imposed by city, state or federal mandates.

CSArts-SGV receives funding from the State of California based on Average Daily Attendance (ADA) to fund the school's academic program.

CSArts-SGV raises private funds for CSArts-SGV's Conservatory arts instruction. While no student is offered or denied enrollment based on family financial capacity, parents may choose to participate in the annual Parent Giving Program, which involves a voluntary, tax-deductible donation to CSArts-SGV. CSArts-SGV uses funds raised through parent donations to cover the majority of costs related to CSArts-SGV's arts instruction programs, with the remainder coming from corporate grants, targeted fundraising campaigns, and generous benefactors.

Any loan program, grant, or other funding which CSArts-SGV obtains from any source, including without limitation, the State of California, will provide that the Duarte Unified School District shall have no liability for CSArts-SGV's failure to repay.

The CSArts-SGV Foundation may secure funding without the approval of the Duarte Unified School District.

The Duarte Unified School District will cooperate with CSArts-SGV to assist CSArts-SGV to receive funding from new or "*one-time*" funding sources available to schools or school districts provided by the State of California in budget acts or local measures if CSArts-SGV is eligible under State/District criteria. CSArts-SGV will also receive funding from related legislation to the extent that CSArts-SGV and its students generate such entitlements.

CSArts-SGV may accumulate financial reserves without limitation. CSArts-SGV will invest its reserves according to CSArts-SGV board policies.

As CSArts-SGV's charter authorizer, the Duarte Unified School District is responsible for the supervisory duties specified in Education Code § 47604.32 as necessary for the implementation of this Charter. Because the Duarte Unified School District provides substantially rent-free facilities to CSArts-SGV, the

Duarte Unified School District's oversight fee shall not exceed three (3) percent of the amount received by CSArts-SGV in the current fiscal year from the local control funding formula as required by Education Code § 47613 "*Charge for supervisorial oversight by chartering agency or local agency*."

Pursuant to California Education Code § 47605(h), please see Attachment #10 for CSArts-SGV's Independent Auditors' Reports for June 30, 2023; June 30, 2022; and June 30, 2021.

Please also see Attachment #13 CSArts-SGV's 2024-2025 Operating Budget.

Charter Renewal

CSArts-SGV may submit a request for renewal of its Charter on a date during the final year of its Charter term to be agreed upon by the Duarte Unified School District and CSArts-SGV, unless otherwise agreed or unless CSArts-SGV's charter term is extended by law.

CSArts-SGV's charter renewal petition shall include information regarding CSArts-SGV's performance during the current term, including increases in student academic achievement.

The renewal process shall be governed by the provisions of Education Code § 47607 "*Period of charter; Renewals and revisions; Criteria for renewal; Grounds for revocation; Notice and opportunity to cure violation*," or any provisions of law that may supersede, modify, amend, or succeed that provision.

Attachments

The following attachments to this Charter are incorporated herein and made a part hereof by this reference.

- **Attachment 1:** CSArts-SGV 2024-2025 Bell Schedules and Academic Calendar
- **Attachment 2:** CSArts-SGV and El Dorado Charter SELPA Agreement for Participation
- **Attachment 3:** CSArts-SGV 2024-2025 Local Control and Accountability Plan and Annual Update
- **Attachment 4:** CSArts-SGV Bylaws
- **Attachment 5:** CSArts-SGV Articles of Incorporation
- **Attachment 6:** CSArts-SGV Board Governance Policies and Procedures
- **Attachment 7:** CSArts-SGV Board of Trustees Conflict of Interest Policy
- **Attachment 8:** CSArts-SGV 2023-2024 School Safety Plan
- **Attachment 9:** CSArts-SGV Grounds for Suspension and Expulsion
- **Attachment 10:** CSArts-SGV Independent Auditor's Reports
- **Attachment 11:** October 12, 2023 El Dorado Charter SELPA Allocation Plan
- **Attachment 12:** California Department of Education's Category Data File
- **Attachment 13:** CSArts-SGV's 2024-2025 Operating Budget

Attachment 1:

CSArts - SGV 2024-2025 Bell Schedules and Academic Calendar

CSArts San Gabriel Valley

2024-2025 MIDDLE SCHOOL BELL SCHEDULE
CSARTS-SGV INSTRUCTION AT
MAXWELL ACADEMY

Monday – Wednesday	
Break (between Maxwell Block 6 and CSArts-SGV Block 7)	2:52 p.m. – 3:15 p.m.
Block 7	3:20 p.m. – 4:30 p.m.
Thursday	
Break (between Maxwell Block 6 and CSArts-SGV Block 7)	1:52 p.m. – 2:15 p.m.
Block 7	2:20 p.m. – 3:20 p.m.
Block 8	3:25 p.m. – 4:30 p.m.
Friday (No Conservatory)	
Dismissal from Maxwell Academy after Block 6	2:52 p.m.

CSArts San Gabriel Valley

2024-2025 MIDDLE SCHOOL BELL SCHEDULE
CSARTS-SGV INSTRUCTION AT
ROYAL OAKS ACADEMY

Monday – Wednesday	
Break (between Royal Oaks Block 6 and CSArts-SGV Block 7)	2:57 p.m. – 3:15 p.m.
Block 7	3:20 p.m. – 4:30 p.m.
Thursday	
Break (between Royal Oaks Block 6 and CSArts-SGV Block 7)	1:57 p.m. – 2:15 p.m.
Block 7	2:20 p.m. – 3:20 p.m.
Block 8	3:25 p.m. – 4:30 p.m.
Friday (No Conservatory)	
Dismissal from Royal Oaks after Block 6	2:57 p.m.

CSArts San Gabriel Valley

2024-2025 MIDDLE SCHOOL BELL SCHEDULE BCD / CMD / IM / VOC CONSERVATORIES AT CSARTS-SGV

Monday – Wednesday	
Busses bring students to CSArts-SGV from Maxwell Academy	2:52 p.m. – 3:30 p.m.
Break	3:30 p.m. – 3:40 p.m.
Block 8	3:45 p.m. – 4:45 p.m.
Thursday	
Busses bring students to CSArts-SGV from Maxwell Academy	1:52 p.m. – 2:30 p.m.
Break	2:30 p.m. – 2:40 p.m.
Block 7	2:40 p.m. – 3:40 p.m.
Block 8	3:45 p.m. – 4:45 p.m.
Friday (No Conservatory)	
Dismissal after Block 6 – Busses bring students to CSArts-SGV for pick-up	2:52 p.m. – 3:30 p.m.

*Pick-up is always from the CSArts-SGV campus upon dismissal

CSArts San Gabriel Valley

2024-2025 HIGH SCHOOL BELL SCHEDULE

Monday – Thursday

Academic Day (8:30 a.m. start time)		
Block 1/4	8:30 a.m. – 10:00 a.m.	90 minutes
Block 2/5	10:13 a.m. – 11:46 a.m.	93 minutes
Lunch	11:46 a.m. – 12:20 p.m.	34 minutes
Block 3/6	12:25 p.m. – 1:55 p.m.	90 minutes
*Office Hours	2:00 p.m. – 2:30 p.m.	30 minutes
Conservatory Day		
Block 7	2:40 p.m. – 3:40 p.m.	60 minutes
Block 8	3:45 p.m. – 4:45 p.m.	60 minutes

Friday – Late Start / Long Lunch

Academic Day (9:00 a.m. start time)		
Block 1/4	9:00 a.m. – 10:30 a.m.	90 minutes
Block 2/5	10:43 a.m. – 12:16 p.m.	93 minutes
Lunch	12:16 p.m. – 1:00 p.m.	44 minutes
Block 3/6	1:05 p.m. – 2:35 p.m.	90 minutes

*Office Hours attendance is mandatory for high school students on Academic and Conservatory Intervention.

2024-2025 School Calendar

CSArts San Gabriel Valley

August 2024

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						15

August

6-7	On Campus Student Registration
8-9	Teacher Prep Days
12	First Day for High School - Fall Semester
14	DUSD First Day of School for CSArts MS Students

September 2024

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					20

September

2	Labor Day (no school)
4	Picture Make Up Day / Staff Picture Day
5	Academic Back-to-School Night
14	Fall Festival
27	End of first grading period

October 2024

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		22

October

2	Rosh Hashanah Begins
4	Progress report grades available
5	Preview Day
11	Yom Kippur Begins
14	Indigenous Peoples' Day
14	Academic Teacher PD Day (No School)
16-18	College Fair (Booth Fair on 17)
19	Homecoming
25	Middle School Social
31	Halloween

November 2024

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						15

November

1-2	Día de los Muertos
2	Preview Day
8	End of second grading period
11	Veteran's Day (no school)
15	Progress report grades available
25-29	Thanksgiving Break (no school)
28	Thanksgiving Day

December 2024

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				14

December

12	Last Day of Conservatory - Fall Semester
14	Preview Day
16-19	No Conservatory
19	Last Day of Fall Semester
20	Academic Teacher Grading Day (No School)
23-31	Winter Break (School Closed)
25	Christmas Day
25	Chanukkah Begins
26	Kwanzaa Begins

January 2025

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						16

January

1-7	Winter Break (School Closed)
1	New Year's Day
8	Academic Teacher PD Day (No School)
9	First Day for High School (No Conservatory) - Spring Semester
17	Fall Semester Grades Available
20	Martin Luther King Jr. Day (School Closed)
21	First Day of Conservatory - Spring Semester
29	Lunar New Year

February 2025

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	
						18

February

1	Winter Formal
10	Lincoln's Birthday Observered (School Closed)
14	Valentine's Day
17	President's Day (School Closed)
28	End of first grading period
28	Ramadan Begins

March 2025

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					20

March

7	Progress report grades available
10	Ramadan Begins
21	School Closed

April 2025

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						16

April

7-11	Spring Break (School Closed)
12	Passover Begins
16-18	State Testing (No Conservatory)
18	End of second grading period
18	Middle School Social
20	Easter Sunday
21	Green Day Schedule
25	Progress report grades available
27	Season Finale
28	School Closed

May 2025

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						20

May

5-16	AP Testing
8	Last Day of Conservatory - Spring Semester
10	Prom
11	Mother's Day
23	School Closed
26	Memorial Day (School Closed)
30	Graduation

June 2025

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					4

June

5	Last Day of School; Last Day of Spring Semester
6	Academic Teacher Grading Day (No School)
13	Spring Semester Grades Available
19	Juneteenth

Notes:

First Semester	86
Second Semester	94
Total Student Days	180
PD/Teacher Prep Days	6

Attachment 2:

CSArts - SGV and El Dorado Charter

SELPA Agreement for Participation

AGREEMENT FOR PARTICIPATION

EL DORADO CHARTER SELPA

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

RECITALS

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

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

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

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

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

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

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

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

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

1. **SHARED COMMITMENTS**

1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.

1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.

1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.

1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.

1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.

1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.

1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.

1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.

1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.

2. LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES

2.1 Programs and Services. The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:

2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.

2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.

2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.

2.1.4. Develop and implement program objectives and the evaluation of the program's effectiveness.

2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations, and the provisions of the Local Plan.

2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.

2.1.7. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability, and ensure the continued implementation and compliance with eligibility criteria.

2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.

2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.

2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.

2.2. Fiscal Responsibilities. Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.

2.3. Restricted Funds. As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement

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

2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.

2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies, including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.

2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.

2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.

2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.

2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other

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

3. **SELPA DUTIES AND RESPONSIBILITIES**

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

3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.

3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.

3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.

3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.

3.1.5. Coordinate state Special Education Accountability Processes.

3.1.6. Provide alternative dispute resolution supports and services.

3.1.7. Develop interagency referral and placement procedures.

3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.

3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.

3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:

1. Evidenced Based Practices;
2. Program Development and Improvement;

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

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

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

3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.

3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.

3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.

3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

4. EDCOE DUTIES AND RESPONSIBILITIES

4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.

4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:

5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and

5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.

5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and

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

5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and

5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.

5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:

5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or

5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

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

6. DISPUTE RESOLUTION

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

7. MUTUAL REPRESENTATIONS

7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.

7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.

7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.

7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.

8. **RESERVATION OF RIGHTS**

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

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

Executed on this 17 **day of** December, **20**20.

In accordance with SELPA policy, California School of the Arts- San Gabriel Valley,

[**INSERT** Charter LEA Name]

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

LEA

12/17/2020

Date

Gregory B. Endelman

Gregory B. Endelman (Mar 18, 2021 19:26 PDT)

Signature of CEO of Charter LEA

Gregory B. Endelman, Executive Director of Special Services

[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

Jun 10, 2021

Date

Ed Manansala

Edward Manansala (Jun 10, 2021 14:50 PDT)

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

Jun 10, 2021

Date

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

Ginese Quann, Executive Director
SELPA Programs
El Dorado County Office of Education

(Pending Corrections) California School of the Arts-San Gabriel Valley

Final Audit Report 2021-03-19

Created:	2021-03-17
By:	Shane Letendre (sletendre@edcoe.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAA3OZInCVjV9wGEYjco0M_RbeEcFWh7nSF

"(Pending Corrections) California School of the Arts-San Gabriel Valley" History

Document created by Shane Letendre (sletendre@edcoe.org)
2021-03-17 - 4:43:25 PM GMT- IP address: 209.129.223.1

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2021-03-17 - 4:43:45 PM GMT

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2021-03-17 - 6:28:54 PM GMT- IP address: 172.251.72.172

Document e-signed by Gregory B. Endelman (gregory.endelman@ocsarts.net)
Signature Date: 2021-03-19 - 2:26:22 AM GMT - Time Source: server- IP address: 98.153.191.82

Agreement completed.
2021-03-19 - 2:26:22 AM GMT

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California School of the Arts-San Gabriel Valley -Participation Agreement 2021-22

Final Audit Report 2021-06-10

Created:	2021-06-10
By:	Shane Letendre (sletendre@edcoe.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAO4hZQOQXf-RHcOk2urxG2EnrvIB9p7BY

"California School of the Arts-San Gabriel Valley -Participation Agreement 2021-22" History

Document created by Shane Letendre (sletendre@edcoe.org)
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2021-06-10 - 6:22:11 PM GMT- IP address: 209.129.223.1

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Agreement completed.
2021-06-10 - 9:50:38 PM GMT

Adobe Sign

October 24, 2024

Gregory Endelman
COO
California School of the Arts - San Gabriel Valley
1401 Highland Avenue
Duarte, CA 91010

Sent via Email

Re: California School of the Arts - San Gabriel Valley – CDS # 19-64469-0134858

To whom it may concern,

California School of the Arts - San Gabriel Valley has been a member of the El Dorado County Charter SELPA since July 2021. California School of the Arts - San Gabriel Valley is a member in good standing and has demonstrated the commitment and capacity to function as a LEA for special education services.

Please contact me if you have any questions.

Sincerely,

Ginese Quann
Executive Director

GQ:ln

cc: Dr. Nadia Hillman, Superintendent, Duarte Unified

Attachment 3:

CSArts - SGV 2024-2025 Local Control and Accountability Plan and Annual Update



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California School of the Arts - San Gabriel Valley	Dr. Gregory Endelman Principal	Administration@sgv.csarts.net 6573214000

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California School of the Arts – San Gabriel Valley (CSArts-SGV) is a public charter school that provides a creative, challenging, and nurturing environment offering bright and talented students a rigorous college-preparatory education and pre-professional arts conservatory training. The school's unique culture and innovative curriculum allows its students to grow and thrive as artist scholars and to develop their confidence and talents. Small student/teacher ratios in academic and arts classes allow for personalized attention. CSArts-SGV students receive opportunities to participate in master classes, guest artist presentations, field trips, and performances, as well as a variety of campus clubs and activities. CSArts-SGV is a tuition-free, donation-dependent program made possible through a unique public-private partnership with the Duarte Unified School District. While approximately 10% of students reside in Duarte, CSArts-SGV draws students from more than 80 cities within and outside of the San Gabriel Valley, creating a diverse culture of artistically focused students.
2022-2023 (as published during the 2023-2024 school year) Student Enrollment by Grade Level
Grade 9= 217
Grade 10= 223
Grade 11= 263
Grade 12= 242
Total Enrollment= 945

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

CSArts-SGV outperforms state, LA County, and local averages in all areas. Increased safety protocols primarily in the areas of vape detection, campus security, and video surveillance accounts for the increase in suspensions.

English Language Arts:
Very High performance level gauge, level 5 of 5
Blue
113.4 points above standard
Increased 21 Points

Mathematics
High performance level gauge, level 4 of 5
Green
8.1 points below standard
Increased 11.4 Points

College/Career
Very High performance level gauge, level 5 of 5
Very High
93.7% prepared

Graduation Rate
Very High performance level gauge, level 5 of 5
Blue
99.2% graduated
Increased 1.1%

Suspension Rate
Low performance level gauge, level 2 of 5
Orange
2% suspended at least one day
Increased 0.5%

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Our LCAP is developed through our following practices:
1. LACP Committee
2. LCFF funding
3. California Dashboard Data
4. School Accountability Report Card data
5. Content area curriculum teams
6. Student, parent, teacher survey data
7. WASC focus group analysis and recommended local priorities

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve academic performance in the area of Mathematics	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CSArts-SGV would like for at least 50% of the students to have met or exceeded standards in Mathematics

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Subgroup data from SARC	Hispanic or Latino: 34.09% Socioeconomically Disadvantaged: 37.25% Students with Disabilities: 22.86%			Hispanic or Latino: 40% Socioeconomically Disadvantaged: 39% Students with Disabilities: 25%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve academic performance in the area of English Language Arts	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CSArts-SGV Students with Disabilities are our lowest performing group in the area of English Language Arts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Subgroup data from SARC	Students with Disabilities: 61.11%			Students with Disabilities: 65%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	chronic absenteeism:	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Average daily attendance needs to improve

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Subgroup data from SARC	Black or African American: 21.4% 2 or more races: 21.1% White: 23.4% Homeless: 50% Socioeconomically Disadvantaged: 21.6% Students with Disabilities: 28.1%			Decrease to: Black or African American: 18% 2 or more races: 19% White: 21% Homeless: 20% Socioeconomically Disadvantaged: 19% Students with Disabilities: 26%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Participation in CAASPP testing	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Students with disabilities opted out of state testing at a high rate

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student subgroup data from SARC	Students with Disabilities: 12.5%			Decrease to: Students with Disabilities: 5%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Local indicators for achieving action plan items related to WASC	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

WASC action plan for student outcomes

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	WASC Action Plan	Year 1 implementation			Mid WASC action plan summary data	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.000%	$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$0.00						

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
			0.000%		$0.00	0.000%	0.000 %	**Total:**	$0.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$580,000.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	**1.1**	Improve Student Groups: Increase the following student groups that met or exceeded standards White: 45% Socioeconomically Disadvantaged: 45% Students with Disabilities: 25%	Yes	$175,000.00	
2	**2.1**	Improve Student Groups that met or exceeded standards: Students with Disabilities:65%	Yes	$75,000.00	
3	**3.1**	Lower chronic absenteeism in the following subgroups: Socioeconomically Disadvantaged: 25% Students with Disabilities: 25% Two or More Races: 20% English Learners:15% Hispanic or Latino:15%	Yes	$150,000.00	
4	**4.1**	Lower the opt-out in CAASPP testing: Students with Disabilities: 10%	Yes	0	
5	**5.1**	Implement PD plan	Yes	$10,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.2**	Implement a student & parent onboarding program	Yes	0	
5	**5.3**	PLC teams will analyze common assessments and modify instruction to close equity gaps	Yes	0	
5	**5.4**	CSArts-SGV & DUSD school boards will implement the agreed upon school governance structure and publicly review and approve budgets.	No	0	
5	**5.5**	CSArts-SGV will publicly report college and career readiness via the state Dashboard.	Yes	0	
5	**5.6**	CSArts-SGV will implement Ethnic Studies and identified administration will complete equity based legal training.	Yes	$25,000.00	
5	**5.7**	CSArts-SGV will implement a fulltime Restorative Practices Specialist.	Yes	$145,000.00	

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$10,000.00	$0.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	Improve Student Groups: Increase the following student groups that met or exceeded standards White: 45% Socioeconomically Disadvantaged: 45% Students with Disabilities: 25%	Yes	$10,000.00			
2	2.1	Improve Student Groups that met or exceeded standards: Students with Disabilities:65%	Yes				
3	3.1	Lower chronic absenteeism in the following subgroups: Socioeconomically Disadvantaged: 25% Students with Disabilities: 25% Two or More Races: 20% English Learners:15% Hispanic or Latino:15%	Yes				
4	4.1	Lower the opt-out in CAASPP testing: Students with Disabilities: 10%	Yes				
5	5.1	Implement PD plan	Yes				
5	5.2	Implement a student & parent onboarding program	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	**5.3**	PLC teams will analyze common assessments and modify instruction to close equity gaps	Yes				
5	**5.5**	CSArts-SGV will publicly report college and career readiness via the state Dashboard.	Yes				
5	**5.6**	CSArts-SGV will implement Ethnic Studies and identified administration will complete equity based legal training.	Yes				
5	**5.7**	CSArts-SGV will implement a fulltime Restorative Practices Specialist.	Yes				

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	$0.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements
An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Attachment 4:

CSArts - SGV Bylaws

Exhibit B

BYLAWS
OF
CALIFORNIA SCHOOL OF THE ARTS SAN GABRIEL VALLEY

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BYLAWS
OF
CALIFORNIA SCHOOL OF THE ARTS SAN GABRIEL VALLEY

ARTICLE I
Purposes

The corporation is organized for the public and educational purposes as specified in its Articles of Incorporation.

ARTICLE II
Offices

Section 1. Principal Office.

The corporation's principal office shall be located at the school site and, from time to time, at 1010 North Main Street, Santa Ana, California 92710. The Board of Trustees ("Board") is granted full power and authority to change the principal office from one location to another within California, as may be provided by state law and the provisions of the approved charter petition.

Section 2. Other Offices.

Branch or subordinate offices may at any time be established by the Board at any place or places where the corporation is qualified to do business.

ARTICLE III
Membership

Section 1. Sole Statutory Member.

Unless and until these Bylaws are amended to provide otherwise, California School of the Arts Foundation, a California nonprofit public benefit corporation, shall be the sole statutory member of this corporation (the "Statutory Member") as the term "member" is defined in California Nonprofit Corporation Law. The membership of the Statutory Member in the corporation is not transferable.

Section 2. Associates.

Nothing in this Article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members under the provisions of these Bylaws, and no such reference by the corporation shall render anyone a member within the meaning of California Nonprofit Corporation Law. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Trustees/directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of California Nonprofit Corporation Law.

ARTICLE IV
Board of Trustees

Section 1. Powers.

Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Trustees. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

i. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;

ii. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws;

iii. To adopt, make and use a corporate seal and to alter the form of the seal from time to time;

iv. To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefor;

v. To carry on a business and apply any revenues in excess of expenses that results from the business activity to any activity in which it may lawfully engage;

vi. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

vii. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property; and

viii. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose.

Section 2. Number of Trustees.

The Board of Trustees shall consist of five (5) members, three of which shall be appointed by the California School of the Arts Foundation. The Governing Board of the Duarte Unified School District shall appoint two (2) additional members to the Board of Trustees. The corporation shall be allowed to advise the Board in the selection of such District Board members.

Section 3. Appointment and Term of Office.

Except for those Trustees appointed by the Governing Board of the Duarte Unified School District, as provided under Section 2, Trustees shall be appointed by the Statutory Member.

Section 4. Resignation and Removal.

Subject to the provisions of the California Nonprofit Public Benefit Corporation Law, any Trustee may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. Subject to the restrictions under Section 5 applicable to Trustees appointed by the Governing Board of the Duarte Unified School District, a Trustee may be removed only by the Statutory Member.

Section 5. Restrictions on Appointment, Service, and Removal.

No restrictions on the appointment, service, or terms for removal of other members of the corporation's Board of Trustees shall apply to any member appointed by the Governing Board of the Duarte Unified School District. Such members shall serve at the pleasure of and be removed only by the action of the Governing Board of the Duarte Unified School District or designee.

Section 6. Vacancies.

i. A Board vacancy or vacancies shall be deemed to exist if any Trustee dies, resigns, or is removed, or if the authorized number of Trustees is increased.

ii. Notwithstanding Section 4, the Board may declare vacant the office of any Trustee who has been convicted of a felony, except a Trustee appointed by the Governing Board of the Duarte Unified School District, or has been found to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law or to be of unsound mind by any court of competent jurisdiction.

iii. A vacancy on the Board shall be filled only by the Statutory Member or by the Governing Board of the Duarte Unified School District as provided in Section 2. Each Trustee so elected, appointed, or designated by the Statutory Member shall hold office until the expiration of the term of the replaced Trustee and continue to hold office until a qualified successor has been elected, appointed, or designated.

iv. No reduction of the authorized number of Trustees shall have the effect of removing any Trustee prior to the expiration of the Trustee's term of office.

Section 7. Place of Meeting.

Meetings of the Board shall be held at the school site and, from time to time, at 1010 North Main Street, Santa Ana, California 92710. The Board may also designate that a meeting be held at any place within California that has been identified in a notice in compliance with the provisions of the Ralph M. Brown Act.

Section 8. Annual Meeting.

All meetings of the Board, including annual meetings, shall be called, noticed, and held in compliance with the Ralph M. Brown Act. Annually, the Board shall meet for the purpose of organization, appointment of officers and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date and place as may be specified and noticed by the Statutory Member.

Section 9. Regular Meetings.

Regular meetings of the Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. At least seventy-two (72) hours before a regular meeting, the Board or its designee, shall post an agenda containing a brief description of each item of business to be transacted or discussed at the meeting.

Section 10. Special Meetings.

Special meetings of the Board for any purpose may be called at any time with 24 hours' notice, by the chair of the Board, if there is such an officer, the president, the secretary or any two Trustees. The party calling such special meeting shall determine the place, date and time thereof.

Section 11. Notice of Special Meetings.

i. In accordance with the Ralph M. Brown Act, special meetings may be held after twenty-four (24) hours' notice is given to each Trustee and to the public through posting of an agenda containing a description of the general nature of the business proposed.

ii. Notice shall be addressed or delivered to each Trustee at the Trustee's address as it is shown on the records of the corporation or as may have been given to the corporation by the Trustee for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the Trustees are regularly held.

iii. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient.

iv. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the school site, and the agenda for business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 12. Quorum.

During open session, a majority of the offices of Trustees, presently five (5), shall constitute a quorum. All acts of the Board shall be by a majority vote of the full membership of the Board of Trustees and the presence of a quorum. Should there be fewer than a majority of Trustees present at any meeting, the meeting shall be adjourned. Trustees may not vote by proxy.

Section 13. Telephonic and Electronic Video Meetings.

Members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment so long as all of the following requirements in the Ralph M. Brown Act are followed:

i. At a minimum, a quorum of the Trustees shall participate in the teleconference meeting from locations within the boundaries of the school districts in which the corporation's school operates.

ii. All votes taken during a telephone conference meeting shall be by roll call.

iii. If the Board elects to use teleconferencing, it shall timely post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting.

iv. All locations where a member of the Board participates in a meeting via teleconference shall be accessible to members of the public and shall be listed on the agenda.

v. Members of the public must be able to hear what is said during the meeting and shall have an opportunity to address the Board directly at the teleconference location.

Section 14. Adjournment.

A majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time or place. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Trustees who were not present at the time of the adjournment, and to the public in the manner prescribed by the provisions of the Ralph M. Brown Act.

Section 15 Rights of Inspection.

Every Trustee has the right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation.

Section 16. Board Committees.

The Board may appoint an executive committee and one or more other committees, each consisting of two (2) or more Trustees, to serve at the pleasure of the Board, and delegate to such committee any of the authority of the Board, except with respect to:

a. The approval of any action for which California Nonprofit Public Benefit corporation Law requires the approval of the Statutory Member;

b. The filling of vacancies on the Board or on any committee which has the authority of the Board;

c. The fixing of compensation of the Trustees for serving on the Board or on any committee;

d. The amendment or repeal of Bylaws or the adoption of new Bylaws;

e. The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

f. The appointment of other committees having the authority of the Board;

g. The expenditure of corporate funds to support a nominee for Trustee after there are more people nominated for Trustee than can be elected; or

h. The approval of any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law.

Section 17. Other Committees.

a. The chair of the Board or the president, subject to the limitations imposed by the Board, or the Board, may create other committees, either standing or special, to serve the Board which do not have the powers of the Board. The president, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the committee chair. If a Trustee is on a committee, he or she shall be the chair. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

Section 18. Fees and Compensation.

Trustees and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a Trustee's actual and necessary expenses incurred in the conduct of the corporation's business.

Section 19. Non-liability of Trustees.

No Trustee shall be personally liable for the debts, liabilities or other obligations of this corporation.

Section 20. Restriction on Board Authority.

The Board shall not, without the prior written approval of the Statutory Member, authorize or direct any officer of the corporation to perform or commit any of the following acts:

a. Borrow money in the name of the corporation for corporate purposes in excess of Five Hundred Thousand Dollars ($500,000) or utilize property (real or personal) owned by the corporation as security for loans in excess of $l million;

b. Assign, transfer, pledge, compromise or release any of the claims of or debts to the corporation except on payment in full, or arbitrate or consent to the arbitration of any dispute or controversy of the corporation;

c. Make, execute or deliver any assignment for the benefit of creditors, or any bond, confession of judgment, chattel, mortgage, security agreement, deed, guaranty, indemnity bond, surety bond, or contract to sell or bill of sale of the property of the corporation;

d. Acquire, purchase, develop, improve, sell, lease or mortgage any corporate real estate or any interest therein or enter into any contract for any such purposes;

e. Make any loan or investment of any assets of the corporation, or enter into any contract or incur any liabilities on behalf of the corporation other than for fair consideration or in the ordinary course of business relating to its normal daily operation; or

f. Make any loan of money or property to or guarantee the obligation of any Trustee or officer, except as is expressly permitted under Section 5236 of the California Nonprofit Public Benefit Corporation Law.

Section 21. Interested Persons.

No Trustee serving on the Board may be "interested persons." An "interested person" is (i) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full□ or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Trustee as Trustee, and (ii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person.

Section 22. Standard of Care.

A Trustee shall perform the duties of a Trustee, including duties as a member of any committee of the Board upon which the Trustee may serve, in good faith, in a manner such Trustee believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

i. One or more officers or employees of the corporation whom the Trustee believes to be reliable and competent in the matters presented;

ii. Counsel, independent accountants or other persons as to matters which the Trustee believes to be within such person's professional or expert competence; or

iii. A committee of the Board upon which the Trustee does not serve as to matters within its designated authority, provided the Trustee believes merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section 23. Corporate Loans and Advances.

The corporation shall not make any loan of money or property to or guarantee the obligation of any Trustee or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a Trustee or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Trustee, if, in the absence of such advance, such Trustee or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

Section 24. Annual Report.

Pursuant to Section 6321 of the California Nonprofit Public Benefit Corporation Law, the chief financial officer shall cause an annual report to be prepared and sent to each Trustee not later than 120 days after the close of the fiscal year. Such annual report shall be prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time.

Section 25. Annual Statement of Certain Transactions and Indemnifications.

Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the Trustees no later than 120 days after the close of the fiscal year. If the corporation issues an annual report as set forth in Section 24 of this Article above, this requirement shall be satisfied by including the required information, as set forth below, in such report. Such annual statement shall describe:

i. Any "covered transaction" (defined below) during the previous fiscal year. of the corporation involving (a) more than Fifty Thousand Dollars ($50,000) or, (b) which was one of a number of "covered transactions" in which the same "interested person" (defined

below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars ($50,000). The statement shall describe the names of any "interested persons" involved in such covered transactions, including such "interested persons" relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the "interested person" is only a partner, only the interest of the partnership need be stated.

ii. For the purposes of this Section, a "covered transaction" is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

(a) Any Trustee or officer of the corporation, or its parent or subsidiary;

or

(b) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

iii. The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars ($10,000) paid during the fiscal year of the corporation to any officer or Trustee of the corporation.

For purposes of this Section, any person described in either paragraph (a) or (b) of subsection ii. above is an "interested person. "

ARTICLE V
Officers

Section 1. Officers.

The officers of this corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the Board, a chair of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer my serve concurrently as the president or chair of the Board.

Section 2. Appointment of Officers.

Except as otherwise specified in Sections 3 and 10 of this Article, the officers of the corporation shall be chosen annually by the Board and each shall hold office until he or she shall resign or shall be removed or otherwise disqualified to serve, or his or her successor shall be elected and qualified.

Section 3. Subordinate Officers.

The Board may appoint and may empower the president to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such

period, have such authority, and perform such duties as are provided in the Bylaws or as the Board may from time to time determine.

Section 4. Chair of the Board.

The chair of the Board, if there is such an officer, shall preside at all meetings of the Board and exercise and perform such other powers and duties as may from time to time be assigned by the Board.

Section 5. President.

The president is the chief executive office of the corporation, subject to the control of the Board of Trustees, and has general supervision, direction and control of the business and affairs of the corporation. The president has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Board. The president shall be an ex officio voting member of each Board committee.

Section 6. Vice President.

In the absence or disability of the president, the vice president (or if more than one (1) vice president is appointed, in order of their rank as fixed by the Board or if not ranked, the vice president designated by the Board) shall perform all the duties of the president and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the President. The vice presidents shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 7. Secretary.

The secretary shall keep or cause to be kept, at the principal office of the corporation in the State of California, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Trustees and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business; but failure to affix it shall not affect the validity of any instrument. The secretary also shall keep or cause to be kept at the principal office, or at such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are property kept or filed, except to the extent the same are to be kept or filed by the treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 8. Chief Financial Officer.

The chief financial officer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Trustee. The chief financial officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Board. The chief financial officer shall disburse the funds of the corporation as shall be ordered by the Board, shall render to the president and the Trustees, upon request, an account of all transactions as chief financial officer. The chief financial officer shall present an operating statement and report, since the last preceding board meeting, to the Board at all regular meetings. The chief financial officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 9. Removal and Resignation.

Any officer may be removed, either with or without cause, by the Board at any time. In the case of an officer appointed by the president, the president shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment. Any officer may resign at any time by giving written notice to the corporation, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 10. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

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ARTICLE VI
Indemnification

Section 1. Definitions.

For the purposes of this Article, "agent" means any person who is or was a Trustee, officer, or employee of this corporation, or is or was serving at the request of the corporation as a Trustee, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a Trustee, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; and "proceeding" means any threatened, pending completed action or proceeding, whether civil, criminal, administrative or investigative; and "expenses" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Sections 4 or 5.b. of this Article.

Section 2. Indemnification in Actions by Third Parties.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action bought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation, and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. Indemnification in Actions by or in the Right of the Corporation.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of this corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted relator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

i. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such

person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

ii. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

iii. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section 4. Indemnification Against Expenses.

To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 5. Required Determinations.

Except as provided in Section 4 of this Article, any indemnification under this Article shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article by:

a. A majority vote of a quorum consisting of Trustees who are not parties to such proceeding; or

b. The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.

Section 6. Advance of Expenses.

Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article.

Section 7. Other Indemnification.

No provision made by this corporation to indemnify its or its subsidiary's Trustees, Trustees or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, Bylaws, a resolution of members or Trustees/directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which persons other than such Trustees/directors and officers may be entitled by contract or otherwise.

Section 8. Forms of Indemnification Not Permitted.

No indemnification or advance shall be made under this Article, except as provided in Sections 4 or 5.b., in any circumstances where it appears:

a. That it would be inconsistent with a provision of the Articles of Incorporation, these Bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

b. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. Insurance.

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of this corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the California Nonprofit Public Benefit Corporation Law.

Section 10. Nonapplicability to Fiduciaries of Employee Benefit Plans.

This Article does not apply to any proceeding against any Trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the corporation as defined in Section 1 of this Article. The corporation shall have power to indemnify such Trustee, investment manager or other fiduciary to the extent permitted by subdivision (f) of Section 207 of the California General Corporation Law.

ARTICLE VII
Miscellaneous

Section 1. Fiscal Year.

The fiscal year of the corporation shall be a fiscal year ending June 30.

Section 2. Inspection of Corporate Records.

The books of account and minutes of the proceedings of members and Trustees, and of any executive committee or other committees of the Trustees, shall be open to inspection at any reasonable time upon the written demand of any member. Such inspection may be made in person or by an agent or attorney, · and shall include the right to make photocopies and extracts.

Section 3. Checks, Drafts, Etc.

All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities

owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Board or the executive committee, if any, or by the president and the chair of the Board.

Section 4. Endorsement or Execution of Documents and Contracts.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the chair of the Board, the president, certain designated vice-presidents, the secretary or the chief financial officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Board, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, or the chair of the Board, or the president. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

ARTICLE VIII
Effective Date and Amendments

Section 1. Effective Date.

These Bylaws shall become effective immediately upon their adoption. Amendments to these Bylaws shall become effective immediately upon their adoption, unless the Statutory Member of the corporation in adopting them provides that they are to become effective at a later date.

ARTICLE XIV
Conflicts

Section 1. Compliance with Conflicting Laws.

Notwithstanding any conflict in the corporation's Articles of Incorporation or these Bylaws, all business of the corporation and its Board shall comply with all laws controlling charter schools. The corporation shall comply with the Ralph M. Brown Act, Government Code Section 1090 et seq., the Political Reform Act of 1974 (Gov. Code Section 81000 et seq.) and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions, including prohibitions applicable to California non-profit corporations.

ARTICLE XV
DEDICATION OF ASSETS

Section 1. Notwithstanding any rule, regulation, provision under the Charter School's Charter, or document to the contrary, on closure of the corporation, all assets of the corporation, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and any other revenues generated exclusively through state and federal apportionment funds for the Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to a California public school. Any assets acquired from the Duarte Unified School District or District property will be promptly returned to the Duarte Unified School District upon the corporation's closure. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law. All remaining assets of the corporation will be liquidated and all creditors will be paid first.

Upon the winding up and dissolution of the corporation, after paying or adequately providing for the debts and obligations of the corporation, any capital assets, including facilities or property, purchased in whole or in part with public funds will be distributed to the California School of the Arts Foundation.

CERTIFICATE OF ADOPTION

I, the undersigned, do hereby certify:

(1) That I am the Secretary of California School of the Arts San Gabriel Valley.

(2) That the foregoing Bylaws constitute the Bylaws of such corporation as duly adopted by the Statutory Member and the Board of Trustees on July 27, 2016.

Carolyn Breeden

Attachment 5:

CSArts - SGV Articles of Incorporation

3944988

ARTICLES OF INCORPORATION
OF
CALIFORNIA SCHOOL OF THE ARTS SAN GABRIEL VALLEY

FILED
SECRETARY OF STATE
STATE OF CALIFORNIA

SEP 12 2016

I

The name of this corporation is California School of the Arts San Gabriel Valley.

II

A. This corporation is a nonprofit public benefit corporation and is not organized for private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.

B. The specific purpose of this corporation is to manage, operate, guide, direct and promote California School of the Arts San Gabriel Valley, a California public school.

III

The name and address in the State of California of this corporation's initial agent for service of process is:

Dr. Ralph Opacic
1010 N. Main Street
Santa Ana, California 92701

IV

The initial street address and mailing address of the corporation is:

1010 N. Main Street
Santa Ana, California 92701

V

A. This corporation is organized and operated exclusively for public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

VI.

The property of this corporation is irrevocably dedicated to public and educational purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member hereof or to the benefit of any private person. Upon dissolution or winding up of this corporation, its assets shall be distributed to a California public entity engaged in education and/or a nonprofit fund, foundation or corporation which is organized and operated

exclusively for public purposes or for charitable purposes, and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

Dated: 7/27/16

Ralph Opacic, Incorporator

3944988

OrangeCountySchoolofthearts

August 30, 2016

California Secretary of State
Business Programs Division
1500 11th Street, Room 390
Sacramento, California 95814

Attention: Connie R. Christensen
Corporation Assistant

Re: Consent to Proposed Corporation's Use of Name: California School of the Arts San Gabriel Valley

Dear Ms. Christensen:

I am an authorized officer of California School of Arts located at 1010 N. Main St., Santa Ana, CA 92701.

California School of Arts hereby consents to the new corporation's use of the name: California School of the Arts San Gabriel Valley.

I am the person authorized to use the name in forming the California School of the Arts San Gabriel Valley.

Sincerely,

Dr. Ralph Opacic

Attachment 6:

CSArts - SGV Board Governance

Policies and Procedures

California School of the Arts-San Gabriel Valley
Board Governance Policies and Procedures



3/2/2017

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BOARD POLICIES

Meetings-Regular

The Board's time and place of meetings shall be determined at the Board's annual organizational meeting conducted in June.

Authority to Conduct Business
No business shall be conducted by the Board except at a regular meeting or adjourned thereof, or at a duly called special meeting.

The Board will conduct its meetings pursuant to the Ralph M. Brown Act pertaining to public schools.

Consent Calendar
In consultation with the Principal, the Chair of the Board shall designate routing items of business for a "Consent Calendar". Any item any be removed from the consent calendar upon request of any member of the Board.

Public Sessions

All meetings of the Board of Trustees and of its committees shall be open and public, except as provided by law, and the records of its proceedings shall be open to public inspection.

Members of the public may place matters directly relating to the business of the California School of the Arts-San Gabriel Valley on an agenda of the Board of Trustees by submitting a summary of the item to the Principal seven working days prior to the Board meeting.

Members of the public who wish to address the Board regarding items on the Board's agenda must file such a request in writing at the Board meeting. The member of the public will then be recognized as such matter is taken up. After recognition, a speaker must identify himself or herself. Each speaker may speak for up to five minutes; however, the chair of the Board may, in the exercise of discretion, extend additional time to a speaker if warranted, or expand or limit the number of individuals to be recognized for discussion on a particular matter.

Members of the public who wish to address the Board will also be recognized immediately following the approval of the minutes as specified in the Board's agenda. After recognition, a speaker must identify himself or herself. Each speaker may speak for up to five minutes; however, the chair of the Board may, in the exercise of discretion, extend additional time to a speaker if warranted, or expand or limit the number of individuals to be recognized for discussion on a particular matter.

While freedom of speech is within the rights of the public per the First Amendment of the U.S. Constitution, the CSArts-SGV Board of Trustees prefers that critical or negative

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statements reflective on individual CSArts-SGV employees be submitted in writing to the Board of Trustees and not voiced in public session.

No action shall be taken on any item not appearing on the posted agenda. Members of the public who wish a reply, discussion, data, or study of a subject must file such a request in writing to the Principal at least seven days prior to the Board meeting. This request must state the purpose and the topic on which a Board response is desired. At the discretion of the Board, the staff will be directed to provide a reply, collect data, or study a subject as recommended by a member of the public.

Board Governance Standards

Charter schools are governed by boards, not by individual board members. While understanding their separate roles, the Board and Principal work together as a governance team. The governance team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively. In consideration of these guiding principles, the following policy identifies the role of the Board, the role of the Principal, and the role of individual Board members.

ROLE OF THE GOVERNING BOARD

The Board's primary roles include:

1. Adopting, evaluating and updating policies consistent with the law and the School vision and goals.

2. Providing direction to administration pursuant to established policies.

3. Communicating a common vision.

4. Operating openly, with trust and integrity.

5. Governing in a dignified and professional manner, treating everyone with civility and respect.

6. Involving the community, parents/guardians, students and staff in developing a common vision for the School, focused on learning and achievement, and responsive to the needs of all students.

7. Maintaining accountability for student learning by adopting the School curriculum and monitoring student progress.

8. Hiring and supporting the Principal so that the vision, goals and policies of the School can be effectively implemented.

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9. Conducting regular and timely evaluations of the Principal based on the vision, goals and performance of the School, and ensuring that the Principal holds school personnel accountable.

10. Adopting a fiscally responsible budget based on the School vision and goals, and regularly monitoring the fiscal health of the School.

11. Ensuring that a safe and appropriate educational environment is provided to all students.

12. If applicable, establishing a framework for the School collective bargaining process and adopting responsible agreements.

13. Convening as a judicial and appeals body and serving as the final decision-maker in accordance with law, board policies and negotiated agreements.

The Role of the Principal

The Principal's primary roles include:

1. Promoting the success of all students and supporting the efforts of the Board to keep the School focused on learning and achievement.

2 Valuing, advocating and supporting the School and all stakeholders.

3. Recognizing and respecting the differences of perspective and style on the Board and among staff, students, parents and the community, and ensuring that the diverse range of views inform Board decision.

4. Acting with dignity, treating everyone with civility and respect, and understanding the implications of demeanor and behavior.

5. Serving as a model for the value of lifelong learning and supporting the Board's continuous professional development.

6. Working with the Board as a governance team and assuring collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational cultural.

7. Understanding the distinction between Board and staff roles, and respecting the role of the Board as the representative of the community.

8. Understanding that authority rests with the Board as a whole; providing guidance to the Board to assist in decision-making; and providing leadership based on the direction of the Board as a whole.

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9. Communicating openly with trust and integrity including providing all members of the Board with equal access to information, and recognizing the importance of both responsive and anticipatory communications.

10. Accepting leadership responsibility and accountability for implementing the vision, goals and policies of the School.

The Role of Individual Board Members

Each individual Board member shall:

1. Keep learning and achievement for all students as the primary focus.

2. Recognize and respect differences of perspective and style on the Board and among staff, students, parents and the community.

3. Act with dignity and understand the implications of demeanor and behavior.

4. Keep confidential matters confidential.

5. Participate in professional development and commit the time and energy necessary to be an informed and effective leader.

6. Understand the distinctions between Board and administration roles, and refrain from performing management functions that are the responsibility of the Principal and staff.

7. Comply with legal responsibilities related to conflicts of interest.

8. Understand that authority rests with the Board as a whole and not with individuals.

Powers and Duties of the Board of Trustees

The Board shall not be bound in any way by any statement or action on the part of individual members or employees, except when such statement or action is pursuant to specific instructions of the Board of Trustees.

The primary powers and duties of the Board are as follows:

General Administration

A. Chief Executive Officer

1. The Board selects and evaluates the chief executive officer (per the applicable employment contract or other agreement), hereinafter

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referred to as the Principal, and supports the Principal in the discharge of all primary duties.

2. The Board consults with the Principal on his or her recommendations and acts upon them.

B. Control

The Board exercises control of the School in accordance with the constitution and applicable laws and regulations.

C. Policies

The Board establishes policies and appraises the effectiveness of the execution of such policies.

D. Calendar

The Board of Trustees approves the annual calendar.

Business

A. Budget

The Board considers the annual budget prepared by the Principal and his/her assistants and approves the annual operating budget resulting from such consideration.

B. Accounting

The Board provides for the establishment of necessary procedures to assure proper accounting of receipts, disbursements and balances and considers reports on the financial condition of the School.

C. Audit

The Board provides for periodic audits of funds of the School as required by law, including funds of student body organizations, cafeterias, and all other food handled under the supervision of the School.

D. Expenditures

The Board authorizes commitments of funds of the School and authorizes expenditures of funds in payment of obligations.

Curriculum

A. Course of study

The Board approves courses of study within the School upon consideration of the recommendations of the Principal.

B. Progress Reports

The Board requires and discusses reports of the Principal concerning the educational progress of the school.

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Personnel

A. Appointment
The Board hires and terminates, upon nomination and recommendation of the Principal all personnel. When the Board does not agree with a personnel recommendation by the Principal, further actions will be requested.

B. Salaries
The Board has the final authority to set the salaries for all personnel of the School in compliance with any applicable state laws, local Board policies, and collective bargaining procedures. In the case of confidential and management personnel, the Principal shall represent the Board of Trustees in consultation with these employees, and shall submit recommendations to the Board regarding salaries.

C. Grievances and Complaints
The Board shall follow the adopted grievance procedures contained in School policy to handle employee grievances and/or complaints relating to their employment.

Plant Facilities

A. Adequacy of Facilities
The Board is responsible for providing adequate buildings, equipment, supplies and other facilities for the operation of the School.

B. Capital Outlay
The Board confers with the administration, architects, consultants and staff to make final determination relative to matters of capital outlay with special reference to buildings, sites, major improvements and equipment, upon recommendation of the Principal.

Public Relations

The Board, recognizing public relations are the result of the actions and statements of the Board and the Principal and other employees of the school, hears communications, written and/or oral, from citizens and organizations on matters of administration, finance, organization, policy and program.

Board of Trustees Appointment and Term of Office

The trustees shall be appointed to hold office for a term of (2) years with no limit.

Board of Trustees Appeal Policy

The Board of Trustees, as the governing entity of the California School of the Arts-San Gabriel Valley, will hear appeals of administrative decisions made by CSArts-SGV Staff. These appeals will

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be heard during the closed session of regularly scheduled monthly Board meetings. All appeal requests must be made using established Appeal Procedures.

BOARD PROCEDURES

Board of Trustees Appeal Process

- Request, in writing, a hearing with the Board of Trustees. This request for appeal should be addressed to William Wallace, Principal, and must be received 72 hours prior to the Board of Trustee meeting. The reason(s) for the appeal should be detailed in the request for appeal along with any relevant information you would like the Board to consider.
- The Appeal will be heard in closed session. The parent/student will have ten minutes to make their presentation. CSArts-SGV staff will then have ten minutes to present. The parent/student will have five minutes to respond to staff's presentation or present any additional information. CSArts-SGV staff will then have five additional minutes to present. Trustee members may then ask questions of either party.
- The Board of Trustees will meet in closed session to render their decision. Unless otherwise indicated, the Board will render their decision within 72 hours of the hearing.
- If the student has been expelled or his/her inter-district transfer has been revoked the student should enroll in his/her home school district during the appeal process.

Conflict of Interest

It is the policy of the Board to comply with the terms of Title 2 California Code of Regulations, Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission.

Board members and designated employees shall file statements of economic interests with the Principal or designee, who will make public, file and disseminate the statements according to government codes and local requirements. The Principal will maintain an administrative regulation identifying its procedures for such statements and the designations for employees.

Board members and designated employees shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as board members.

Board members and designated employees shall not be considered to be financially interested in contract if his or her interest is limited to those interests defined as remote under Government Code Section 1091 or is limited to interests defined by Government Code Section 1091.5.

Board members who have a remote interest in any contract considered by the Board shall disclose his or her interest during a board meeting and have the disclosure noted in the official board minutes. The board member shall not vote or debate on the matter or attempt to influence any other board member to enter into the contract.

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Board members and designated employees shall not engage in any employment or activity that is inconsistent with, incompatible with, or in conflict with his or her duties as an officer of the district.

Legal Reference:
Government Code Sections 1090, et seq.; 1126, 87200, et seq.
Title 2, California Code, Sections 18730 et seq.

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California School of the Arts-San Gabriel Valley
Board of Trustees
Request to Speak in Open Session

Please complete the following information:

Name:_____

Address, city, zip _____

Phone number:_____

Email address: _____

Topic: _____

_____

_____

_____

_____

_____

_____

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Attachment 7:

CSArts - SGV Board of Trustees

Conflict of Interest Policy

Conflict of Interest Policy
CSArts-SGV Board of Trustees Conflict of Interest Policy
Approved by BOT at 5/17/2017 meeting
Updated 6/17/2020

Conflict of Interest
It is the policy of the Board to comply with the terms of Title 2 California Code of Regulations, Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission.

Board members and designated employees shall file statements of economic interests with the Principal or designee, who will make public, file and disseminate the statements according to government codes and local requirements. The Principal will maintain an administrative regulation identifying its procedures for such statements and the designations for employees. Board members and designated employees shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as board members.

Board members and designated employees shall not be considered to be financially interested in contract if his or her interest is limited to those interests defined as remote under Government Code Section 1091 or is limited to interests defined by Government Code Section 1091.5. Board members who have a remote interest in any contract considered by the Board shall disclose his or her interest during a board meeting and have the disclosure noted in the official board minutes. The board member shall not vote or debate on the matter or attempt to influence any other board member to enter into the contract.

Board members and designated employees shall not engage in any employment or activity that is inconsistent with, incompatible with, or in conflict with his or her duties as an officer of the district.

The following Appendices to the Conflict of Interest Policy are board-approved as of 6/17/20.

APPENDIX A
DESIGNATED POSITIONS
Designated Positions Disclosure Category
Principal 1, 2
Financial Consultant 1, 2
Members of the Board of Trustees 1, 2
Legal Counsel 1, 2
Consultants/New positions *

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The President of the Board of Trustees, Principal or their designee may determine in writing that a particular consultant/new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s/new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The President of the Board of Trustees, Executive Director or their designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Government Code §81008.)

An individual holding one of the above listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations if they believe their position has been categorized incorrectly. The Fair Political Practices Commission makes the final determination whether a position is covered by Government Code §87200.

APPENDIX B
DISCLOSURE CATEGORIES

Category 1
Designated positions assigned to this category must report:

a. Interests in real property which are located in whole or in part within two (2) miles of any facility utilized by CSArts-SGV charter school, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

b. Investments and business positions in business entities or income (including gifts, loans, and travel payments) from sources which engage in the acquisition or disposal of real property or are engaged in building construction or design.

Category 2
Designated positions assigned to this category must report:

Investments and business positions in business entities or income (including gifts, loans, and travel payments) from sources which are contractors engaged in the performance of work or services or sources which manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment of the type to be utilized by CSArts-SGV charter school.

Category 3
Designated positions assigned to this category must report:

Investments and business positions in business entities or income (including gifts, loans, and travel payments) from sources which are contractors engaged in the performance of work or services or sources with manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

Attachment 8:

CSArts - SGV 2023-2024 School Safety Plan

COMPREHENSIVE SCHOOL SAFETY PLAN – EXECUTIVE SUMMARY

SCHOOL	California School of the Arts - San Gabriel Valley
SCHOOL YEAR	2023/2024
PRINCIPAL	Dr. Gregory Endelman

In compliance with State law and Board policy, stakeholders at our school engaged in a systematic planning process for the purpose of reviewing and updating our comprehensive school safety plan. This process included gathering and analyzing crime and safety data in order to develop reasonable safety goals relevant to the needs and resources of our campus. This Executive Summary details the two data-driven safety goals that resulted from our planning process. The entire plan can be viewed by making an appointment with the Principal.

GOAL - 1

Improve training and education around identifying, intervening, and reporting bullying behavior and harassment.

Improve school culture and students' sense of safety by making all school spaces drug-free, kind, and welcoming, consistent with our school pillars of culture.

Continue efforts to educate and train all stakeholders on Title IX complaint procedures.

GOAL - 2

Improve and secure campus border and ingress/egress access points.

Use improved safety procedures to expand the kinds of emergency drills we practice, including reunification plans and necessary supplies.

FOR ADMINISTRATIVE USE ONLY

Procedure for Comprehensive Safe School Plans	See Policy #0450
Plan adopted on	2/27/23
Plan approved on	2/27/23

(c) 2022 Campus Safety Group CSSP Template

SECTION ONE

This section details our systematic planning process, procedures for complying with safety laws, and safety goals for the upcoming school year.

(c) 2022 Campus Safety Group CSSP Template

ABOUT THIS TEMPLATE
"Safety" is a Process!"

The Law

California Ed Codes 32280-32289.5, require every school in a district with more than 2501 average daily attendance to develop and maintain plans designed to address campus risks. The law also requires designated stakeholders at each school, along with local law enforcement, fire department, and other first responder agencies, to annually engage in a systematic planning process for the purpose of developing strategies to prevent and respond to potential incidents involving crimes and violence on campus.

Ed Code 32280
A "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

The Template

This template was created by the Campus Safety Group on behalf of the Los Angeles County Office of Education, the California Department of Education, and the California Department of Justice.

Planning Due Dates

There are two mandatory due dates in Education Code:

- March 1 - The School must have "adopted" their school safety plan by March 1, and have forwarded it to the District for "approval."
- October 15 – The District must approve the school's plan by October 15. The District is required to report to CDE any individual schools that do not have approved plans by October 15. Non-compliance must be indicated on that schools' SARC.

Planning Timeline

Schools should create a timeline to ensure compliance with the March 1st adoption date.
An example of a compliance timeline:

- September/October
  - Step 1 - Identify Collaborative Comprehensive Safe School Planning Committee.
  - Step 2 - Create a vision of school as a safe place to learn.
  - Step 3 - Gather and assess school related crime and safety data.
- November/December
  - Step 4 – Identify data driven areas for desired change.
  - Step 5 – Select and implement strategies for safe and orderly environment.
- January/February
  - Step 6 – Share and then adopt the plan. Forward the adopted plan to the District.
- March through June
  - Step 7 – Implement the plan by achieving your data driven safety goals.

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COMPREHENSIVE SCHOOL SAFETY PLAN

School Name	California School of the Arts - San Gabriel Valley
Principal	Dr. Gregory Endelman
School year Plan is for the upcoming school year	2023/2024

Our school engaged in the systematic planning process recommended in the law: **Step One** We identified our safety committee

Step Two We created a vision of a school as a safe place to learn.
- Our Mission Statement and existing safety practices.

Step Three We gathered and assessed school related crime and safety data.
- Specific data known to have an impact on campus safety.

Step Four We identified areas of desired change.
- Data driven analysis towards improvement.

Step Five We developed strategies to maintain a safe and orderly environment.
- Two data driven safety goals that are meaningful to our unique campus circumstances and achievable through existing resources.

Step Six We shared and adopted the plan.
- A public meeting was held with invitations extended to campus and community stakeholders.

Step Seven We will continue to evaluate and revise the plan
- Stakeholders at our school will continue to monitor progress toward achieving our goals and revise strategies as necessary.

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COMPREHENSIVE SCHOOL SAFETY PLAN

Step 1 – Identify the committee

Ed Codes 32280 & 32281 "In cooperation with local law enforcement, fire department, and other first responder agencies." "The schoolsite council…shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school."

	Name	Agency
Local Law Enforcement	Art Valenzuela	LASD
Local Fire Department	Scott Tolcher	Fire Inspector
American Red Cross contact, (if any)	Daniel D'Angelo	

Schoolsite Council / Safety Planning Committee Members	
Name	**Title**
Gregory Endelman	Principal
Kristie Martinez	Certificated English teacher
TBD	Classified Office Manager
Richard Hirsch	Parent
Jaden Grubb & Audrey Cheng	Student (If applicable) Student leaders
Martha Razo-Gonzalez & Sandra Salgado	Medical Team Leader LVNs
Michael Turf	S&R Team Leader Teacher
Jean Near-Ansari - Registrar	Reunification Team Leader
Debbie Peurrung	Property Manager
Nicole Read	Assistant Principal
Abbe Levine	Assistant Principal
Adam Williams	Teacher
Emily Christy	School Counselor

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COMPREHENSIVE SCHOOL SAFETY PLAN

Step Three – Gather & assess school crime and safety data

3.1 - Safety Policies and Procedures

Ed Code 32282 establishes a list of required and recommended safety policies and procedures that must be included in the safety planning process. Check "included" indicating that you have attached a current PDF version of applicable policies and procedures to this plan. Remember, you can include other safety practices in your planning process that may not be mentioned in the law.

Required Safety Policies/Procedures	
Policy/Procedure	**BP / AR**
Child Abuse Reporting	Included EH
Disaster Response Procedures	Included EM
Suspension & Expulsion Policies	Included
Procedure to notify teachers of dangerous pupils	Aeries
Anti-Discrimination/Harassment Policy	Included SH
Anti-Bullying Policy	Included
School Dress Code re "anti-gang" apparel *	Included Multi
Procedure for safe ingress/egress	Vague SH
Rules for school discipline	Included Multi
Lockdown procedure	Included EM
Tactical response procedure	LASD, EM
Other Safety Policies/Procedures	
Haz-Mat within ¼ mile of campus *	Included EM
Building evacuation plan	Included EM
Campus evacuation plan	Included EM
Bomb threat	Included EM
Visitors on campus	Included SH
Anti-sex abuse/trafficking procedures *	Included SH
Guidelines for mental health and law enforcement contacts at school *	Scattered &
Procedures to address the mental health of students who have witnessed a violent act on campus, going to or from school, or at any other school related event *.	No

* Not required but HIGHLY recommended in law

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Step Two – Our schools vision of a safe place to learn

School Mission Statement

We provide an unparalleled arts and academic education in a creative, challenging, and nurturing environment to a diverse student body passionate about the arts, preparing them to reach their highest potential.

About our school, a safe place to learn

A brief description of our school's existing safety related programs, drills, staff, and partnerships, etc.

Campus security is an important aspect of daily operations at school. Security personnel are present to help ensure student, staff, and visitor safety, as well as to support the School-Wide Behavior Standards. Security officers are on duty Monday-Friday from 7:30 AM until 9:30 PM, and are also on duty for evening and weekend performances. They are responsible for patrolling the CSArts-SGV campus, traffic control, and supporting the School-Wide Behavior Standards. These officers are present to act as the eyes and ears during school hours and performances so that students and staff can stay focused on their studies and duties.

CSarts-SGV utilizes access control on some campus buildings and gates to monitor who is accessing the facility throughout the day. To support a safe and secure environment, CSArts-SGV utilizes video and audio surveillance equipment throughout the campus.

CSArts-SGV is a "closed campus." Students may not leave the campus for any reason without signed parent permission. Lunch passes are not issued at CSArts-SGV. The CSArts-SGV campus is not open to the public. All visitors who have legitimate school-related business must sign in and obtain a Visitor's Pass from the Reception Desk located in the lobby.

CSArts-SGV has a close relationship with LASD Transit Services Bureau and hosts several safety trainings for students and parents each year. Metro pays visits during the school day and presents during morning announcements.

CSArts-SGV utilizes a reporting number for students, staff, and parents to communicate concerning behavior or suspicious and dangerous activities. All messages sent to the CSArts-SGV Text-to-Tip Line are received by the CSArts-SGV Administrative Team and are reviewed and evaluated for additional investigation.

Students mental health concerns are addressed by our School Counseling Team as well as our Wellness Center. Trainings around suicide prevention, stress reduction, time management, consent, and mental health occur annually on a rotation.

Additional policies and resources are availalbe in our Student-Parent Handbook, Emergency Manual, and Employee Handbook

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Section 3.2 – Step Three Task Log.
Red numbers indicate the task is for the principal or designee.

Form#	Primary Person Tasked
3.3 Crime assessment	Abbe Levine
3.4 Tactical response Nicole Read	Plan Handled at District Level Lockdown & evacuation procedures are school's response
3.5 Lockdown procedure	Nicole Read
3.6 Disaster plan, incident commander	Gregory Endelman
3.7 Disaster plan, general	Nicole Read
3.8 Disaster plan, medical team	Martha Razo-Gonzalez & Sandra Salgadc
3.9 Disaster plan, search & rescue	Michael Turf
3.10 Disaster plan, reunification	Jean Near-Ansari
3.11 Anti-Bullying	Abbe Levine
3.12 Expulsion/Suspension/Discipline	Abbe Levine
3.13 Notify teachers of dangerous pupils	Nicole Read
3.14 Pesticide & harmful materials plan	Debbie Peurrung
3.15 Visitors on campus	Nicole Read
3.16 Safe ingress/egress	Gregory Endelman
3.17 Anti-Harassment procedure	Abbe Levine
3.18 Dress code, gang related apparel	Jayden Grubb & Audrey Cheng
3.19 Child abuse reporting procedures	Emily Amsler
3.20 Existing resources	Richard Hirsch

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3.3 – Assessment of Campus Crime

This assessment to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Abbe Levine	12/23/22

The purpose of this assessment is to assure the school is aware of criminal behavior or dangerous trends occurring on campus or at school related functions. Consult with local law enforcement to be certain all relevant information is gathered.

Number of crimes reported on campus or at school related events.
These numbers are from the previous school year and will come from your local law enforcement agency as well as crimes that might not have been reported to the police such as significant vandalism or reported thefts. Internal data sources include work orders and insurance claims.

Type of crime
Avoid using code sections. For example, enter vandalism instead of 594 PC.

Type	Number	Type	Number
Vandalism	3		
Teft	2		
Illegal Drug/Alcohol Use	16		
Illegal Sale of Con. Sub.	2		
Harassment/Bullying	3		

Assets/Suggested action plan(s)
A brief statement to highlight assets and/or area of desired change.

Assets:
-We have a SRO to support
-We have three school secuity officers and limited entry points to campus
-We meet regularly with the community safety group to discuss local trends and share
Areas of desired change:
-We don't have a way of accounting for crime when it goes unsolved
-We need to get better at documenting victim information in Aeries more Aeries trainin

3.4 – Tactical Response Plan

This assessment to be completed by the school principal or designee.

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

Assessment performed by The listed name must be the person who does the assessment.	**Date**
Nicole Read	12/9/2022

The purpose of this assessment is to assure that the campus has a "Tactical Response Plan" for dangerous criminal incidents occurring on campus, including incidents involving firearms, and that those plans support first responder efforts.

Does your local law enforcement agency have a "tactical response" plan for your school? Most modern first responder agencies do have tactical response plans in place for schools within their jurisdiction. If you do not know, it is your job to make sure.	Yes
Does your school have a plan for responding to dangerous criminal events on campus, including events involving firearms? Generally, such plans involve preparing for, initiating, maintaining, ending, and recovering from a lock down or rapid evacuation. If you do not have this plan, skip the next question and add "Develop a Tactical Response Plan" as a suggested action plan.	Yes
Is your school plan coordinated with the law enforcement plan? The purpose of this assessment is to facilitate continual communications between the school and local first responder agencies. DON'T accept a District level "we're working with local law enforcement" statement. It's your job ensure the school's efforts are coordinated with responder efforts.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.



Assets:
-Plans exist and local agencies are aware of the tactical response of others

Areas of desired change:
-Need for desktop drills to review with all stakeholders
-Training regarding ICS, advanced CPR and First Aide
-Secure agreements with off-site evacuation locations

(c) 2022 Campus Safety Group CSSP Template

3.5 – Lockdown Plan

This assessment to be completed by the school principal or designee.

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

Assessment performed by The listed name must be the person who does the assessment.	Date
Nicole Read	11/18/22

The purpose of this assessment is to assure the school is taking all reasonable steps to be prepared for a lockdown scenario.

Does the school have a lockdown procedure? If no, add "create procedure" as a suggested action plan. If yes, review the procedure and proceed to the next questions.	Yes
Does the procedure include redundant announcements? Redundant announcements refer to multiple ways of signaling a lockdown, such as bells, PA systems, flashing lights, and any other means of campus mass communications. If the answer is no, suggest adding redundant announcements as an action plan.	Yes
Does the procedure include documentation and reviews of the drills? Dates/times of drills must be documented. A drill review would include information from staff visitors, and when age-appropriate, from students and include information related on how effective the drill was. If the answer is no, suggest adding an after-drill review.	No

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

Assets:
-Detailed Emergency Manual and Emergency Posters easily accessible
-Regular drills and safety presentations
-Upgrades to gates, secuirty
Areas of desired change :
-More professional training for teachers
-Need to document drills and develop post-drill debriefing process

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3.6 - Disaster Plan – Incident Commander

This form to be completed by the school principal or designated Incident Commander

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

Assessment performed by The listed name must be the person who does the assessment.	Date
Gregory Endelman	11/18/22

The purpose of this assessment is to assure the Campus Incident Commander (IC) has the requisite training and supplies to manage the school during a disaster or other unusual occurrence requiring an Incident Command Post.

Do the IC & alternate IC have NIMS/SEMS training? This includes ICS 100 & NIMS 700. You can check training requirements here. If no, add training as a suggested action plan.	No
Is there a list of IC forms & supplies? If no, add "creating a list" as a suggested action plan.	No
Are all required forms & supplies in place and serviceable? If no, add "updating forms & supplies" to suggested action plans.	No

Assets/Suggested action plan(s)
A brief statement to highlight assets and/or area of desired change.

Assets
-Roles and directives in our Emergency Manual for all various kinds of disasters
-Locations (on site and off site) well determined

Areas of desired change:
-Need to flush out Emergency Manual to include all required forms and list of supplies
-Need to make a master binder/backpack that is easily accessible to all administrative

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3.7 - Disaster Plan – General

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

Assessment performed by The listed name must be the person who does the assessment.	Date
Nicole Read	11/18/22

The purpose of this assessment is to assure the school is taking all reasonable steps to be prepared for a disaster.

Is there an earthquake procedure in compliance with state law? (See Ed Code 32282 B(i)-(IV)(ii)) If no, add "create procedures" as a suggested action plan.	Yes
Is there a map of the school showing the location of gas and water meters? If no, add "create maps" as a suggested action plan. If yes, when was it last updated?	Yes
Is there a list of classroom disaster supplies? If no, add "create a list of classroom disaster supplies" as a suggested action plan. If yes, answer the next questions.	No
Are classroom supplies in place and serviceable? If no, add "update supplies" as a suggested action plan.	No
Is there a procedure to routinely check for non-structural dangers? Non-structural dangers include, but are not limited to, heavy objects in high places, untethered bookcases/shelving, and other situations presenting otherwise avoidable injuries.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

Assets:
-Detailed plan in Emergency Manual
-Regular drills and safety presentations
Areas of desired change:
-CPR/First Aid training for all staff
-Create a list of classroom disaster supplies
-Fund the development of emergency kits for each classroom

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3.8 - Disaster Plan – Medical Team

This form should be completed by the school Medical Unit Leader. If no such position exists, consider the school nurse or other person who would be assigned to the Medical Unit in a disaster.

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

Assessment performed by The listed name must be the person who does the assessment.	**Date**
Martha Razo-Gonzalez & Sandra Salgad	12/19/22

The purpose of this assessment is to assure the campus medical team is prepared for a disaster.

Is there a written procedure for the campus medical team? If no, add "prepare written medical team procedure" as suggested action plan. If yes, go to the next question.	No
Are there training requirements in the procedure? If no, add "training requirements" to the suggested action plans. If yes, go to the next question	No
Are medical team members trained to the procedure? If no, add "training" to suggested action plans.	No
Is there a list of medical team forms and supplies? If no, add "create a list of medical team forms and supplies" as a suggested action plan. If yes, go to the next question.	No
Are all forms and supplies in place and serviceable? If no, add "obtain required forms and supplies" as a suggested action plan.	No

Assets/Suggested action plan(s)
A brief statement to highlight assets and/or area of desired change.

	Assets: We do have procedures for how the health staff will assist during a disaster in our Emergency Manual Areas of desired change: -Prepare written medical team procedure -Define training requirements -Complete training -Create a list of medical team forms and supplies -Obtain required forms and supplies

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3.9 – Disaster Plan – Search and Rescue

This form should be completed by the school Search & Rescue Team Leader. If no such position exists, consider a person who would be assigned to the Search & Rescue Unit in a disaster. Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

Assessment performed by The listed name must be the person who does the assessment.	**Date**
Michael Turf	2/3/23

The purpose of this assessment is to ensure the Campus Search & Rescue Team (S&R) has the requisite training and supplies to manage the school during a disaster.

Are there written procedures for the S&R unit? If no, add, "Create Search & Rescue procedures" as a suggested action plan. If yes, answer the next question.	No
Are there training recommendations? If no, add "create training recommendations" to the suggested action plans. If yes, answer the next question.	No
Are S&R team members trained? If no, add "obtain training" to the suggested action plans.	No
Is there a list of S&R forms & supplies? If no, add "create a list" to the suggested action plans. If yes, answer the next questions.	No
Are forms and supplies in place and serviceable? If no, add "search & rescue supplies" to the suggested action plans.	No

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

Areas of Desired Change:
-Create Search & Rescue procedures for the S&R Unit
-Create training recommendations for the S&R Unit and train S&R team members
-Create a list of S&R forms and supplies
-Ensure that search and rescue supplies are put in place and are servicable

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3.10 – Disaster Plan – Reunification Team

This form should be completed by the school Reunification Team Leader. If no such position exists, consider a person who would be assigned to the Reunification Unit in a disaster. Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

Assessment performed by The listed name must be the person who does the assessment.	**Date**
Jean Near-Ansari	12/8/22

The purpose of this assessment is to assure the Reunification Team has the requisite training and supplies to manage the school during a disaster or other unusual occurrence.

Is there a procedure for reunification? If no, add, "create reunification procedures" as a suggested action plan. If yes, answer the next question.	No
Is there a list of reunification forms & supplies? If no, add "create a list" to the suggested action plans. If yes, answer the next question.	No
Are all forms & supplies in place and serviceable? If no, add "reunification supplies" to the suggested action plans.	No

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.



Assets:
-We have an updated list and clipboards ready, along with taskforce assignments
-We know where we are evacuating to in various scenarios
Areas of desired change:
-Single backpack with all materials for office admin
-Create list of supplies, lists for various scenarios
-Work with LASD on determining a off-site reunification plan

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3.11 – Anti-Bullying Procedure

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	**Date**
Abbe Levine	12/23/22

The purpose of this assessment is to assure all staff have met minimum training requirements and to look for trends. Prior to this assessment, review school procedures and school district policy on bullying. Also, when was the last time the school/school district performed a bullying survey? Is it time for a new one?

Is staff sufficiently trained in recognizing/responding to bullying? If "no," suggest training as an action plan.	No
Compare the numbers for the previous three years of bullying reports. Compare reports against survey bullying numbers (if any).	
Is there an identified trend in bullying reports? Identify trends and consider action plans designed to promote what is working or where improvements can be made.	Mostly broken friend groups

Assets/Suggested action plan(s)
A brief statement to highlight assets and/or area of desired change.



Assets:
-New asset from last year is our Restorative Practices (RP) TOSA and new documentation system
-We have multiple pathways to address bullying through discipline, no contact contracts, counseling services, and RP
Areas of desired change:
-Better document victim information in Aeries to better understand trends

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3.12 –Procedures for Expulsion, Suspension, and School Discipline

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Abbe Levine	12/23/22

Review the numbers/reasons for the previous two years of expulsions. 0
Review the numbers/reasons for the previous two years of suspensions. 64 suspensable violations (16 were possess/sold/under drug influence; 17 were disruption of school act.)
Review the numbers/reasons for the previous two years of disciplinary office referrals. 90 office referrals (34 due to being out of class without authorization; 6 due to cell phone use)
Do any of these comparisons suggest a trend? If so, assess what you are doing well or what the challenges are and consider an action plan(s) to promote what working or address the challenges.

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

Assets:
-Current year RP TOSA is an asset
-Minimal exclusionary discipline, and even less this year
Areas of desired change:
-Teachers refer students with disabilities twice as much as general education students, but that does not impact suspensions - teachers need additional training and support
-Vape detectors in bathrooms

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Section 3.13 – Procedure to Notify Teachers of Dangerous Students

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	**Date**
Nicole Read	12/7/22

State law requires teachers of record be notified of students who have been suspended or convicted of any felony and certain misdemeanors. This assessment is to assure you are complying with that law. Review the law here. (Link to law)

Is your school compliant with the law? If these notifications are not happening it is likely that the "fix" needs to come from a level above the school. If you are not making these notifications you should be specific that the District office has been made aware of the matter.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

Assets:
-Admin does have this set up in Aeries to show on teacher rosters
-Admin notifies all current teachers when a student is issued a suspension
Areas of Desired Change:
-Need to notify teachers and regularly remind them of how to print the rosters to show this indication
-Add procedure to the Employee Handbook and Teacher Resource Site

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Section 3.14 – Procedures for Pesticide or Other Harmful Material Spill

All related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

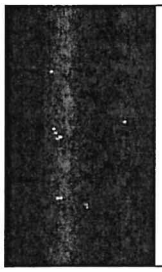
Assessment performed by The listed name must be the person who does the assessment.	Date
Debbie Peurrung	2/2/23

The purpose of this assessment is to assure the school is aware of, and taking all reasonable steps to be prepared for, a Hazardous Materials (HAZMAT) incident.

Is there a potential pesticide or harmful material concern within ¼ mile of the school? This information should be provided by the local fire department. Response procedures generally follow evacuation plans or shelter in place plans.	Yes
Does the school have a shelter in place procedure? Shelter-in-place is similar to, but different to a lockdown. You can read about shelter in place here. If you do not have a shelter-in-place procedure, include creating one as a suggested action plan item. If you do have a procedure, answer the following questions.	Yes
Are staff aware of shelter in place and evacuation plans? This requires a simple survey of staff asking if they are aware of the plan?	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.



Assets:
-Plans and procedures are in place
-Fire Deparment audits us regularly

Desired areas of change:
-Bring environmental strategist to campus to give us a check-list for regular self assessments

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Section 3.15 – Procedures for Visitors on Campus

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

Assessment performed by The listed name must be the person who does the assessment. This can be a group project.	**Date**
Nicole Read	2/2/23

Are there written guidelines for visitors on campus? If no, add "prepare written guidelines for visitors on campus" to action plans.	Yes
Is there sufficient signage guiding visitors? Best practice is to have multilingual signs directing visitors to check in location(s). Additionally, signage should be clear that failing to check in could result in law enforcement being called.	No
Are staff and students (age appropriate) trained how to report unidentified visitors on campus? Best practice is to establish a "culture of compliance" related to visitors. Staff and students should instinctively know how to direct or report unidentified visitors	Yes
Conduct a survey Pick a random week and survey the campus to determine if any visitors are on campus that did not follow the procedure. You can use other safety committee members to assist you.	2/8/23: No visitors without auth

Assets/Suggested action plan(s)
A brief statement to highlight assets and/or area of desired change.

Assets:
-Clear procedures in place
-We use Raptor to verify visators
Areas of desired change:
-Few locations where doors get propped open, need more signage
-Need to train students and staff on how to report unidentified visitors on campus

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Section 3.16 – Plan for Safe Ingress and Egress

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

Assessment performed by The listed name must be the person who does the assessment. This can be a group project.	Date
Gregory Endelman	2/2/23

An ingress/egress plan is generally a map of the school, created in cooperation with law enforcement, fire department, and neighbors, designating "routine" arrival and departure points as well as emergency departure paths (showing both building evacuation paths, campus evacuation paths, as well as assembly areas.) Although it is not always possible, the ideal arrival plan limits points of access to only those areas that can be monitored by staff and/or cameras that are monitored by staff. An emergency egress plan must take into consideration how locked gates might be opened during an emergency.

Does the school have a written ingress/egress plan? If no, add "create ingress/egress plan" to the suggested action plans.	No
Does the school have a plan to assure exterior gates and doors are locked during school hours? The plan should go beyond requiring gates doors to be locked to include some sort of daily check.	Yes
Is there a plan to assure designated gates can be unlocked to facilitate emergency egress? Check for redundancy in opening locked gates. What if the primary "key holder" was not available?	Yes
Is there sufficient signage directing visitors? If no, add "consider exterior/interior signage" to suggested action plans.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

Assets:
-Most all exits are crash gates and FOB controlled, written security orders, weekly mtgs
Areas of desired change:
-Crash gates to field
-Further developing a written safe ingress/egress plan
-Diagon Alley as a vulnerable entrance - need monitoring or security gate

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3.17 Anti-Harassment Procedure

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	**Date**
Abbe Levine	12/23/22

Are all staff members trained as required in policy? A "no" answer requires a suggested action plan that all staff meet training requirements.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

[redacted]	Assets: -Title IX Investigation practices have changed a lot this year, and are much better. Documentation is clear and consistent, and that clarified practices. Areas of desired change: -Students and staff alike need to be better educated about formal complaint procedures and what harassment looks like.

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Section 3.18 – Dress Code – "Gang Related Apparel"

Assessment performed by The listed name must be the person who does the assessment.	Date
Jayden Grubb & Audrey Cheng	12/7/22

Review the current policy, specific to "gang related apparel." If the policy does not address gang related apparel, disregard this assessment. If it does, continue. It does address gang-related apparel
Conduct a survey Pick random times during a week and walk the campus specifically looking for violations of this policy. You can ask other safety team members to assist you with this survey.

Assets/Suggested action plan(s)
A brief statement to highlight assets and/or area of desired change.



Assets:
-There have been no recent or historical incidents of gang-related apparel on campus
Areas of Growth:
-This assessment gave us goals for reworking our dress code to be more specific about what qualifies as revealing or distracting dress

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3.19 – Child Abuse Reporting Procedure

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Emily Amsler	11/18/22

Review your policy, specific to mandatory training.

Are all staff members current in required training? This information should be available through Human Resources. If "no" add an action plan to have all staff current on this training.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.



Assets
-All staff go through annual training through Vector learning modules
-All staff are reminded of their mandated reporting duties each start of the school year with an official notice and packet of information
Area of desired change
-Create screencast walking staff members on how to report

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Section 3.20 – Existing Resources

Assessment performed by The listed name must be the person who does the assessment. This can be a group project.	**Date**
Richard Hirsch	12/9/22

The law requires safety goals that are specific to the "needs and resources" of that school. This form helps stakeholders accomplish this expectation by establishing a realistic understanding of resources before goals are developed.

Keep in mind "resources" include, but are not limited to funding, volunteerism, and technical support. One of your goals may be to ask parent groups and other partners to set aside funds to accomplish goals. Another goal might be to establish a list of volunteers, including volunteers with specific skill sets, and partners that might be able to furnish the supplies or non-monetary resources. Use a second or third form if needed.

In the "Type" column, "funding" means the group can provide money. "Time" means the group/person can pride time that might be needed for safety projects/programs. An example of "Time" would be parent or other volunteers who agree to walk the exterior of the school from time to time to assure gates and exterior doors are shut and locked.

RESOURCE	TYPE	DESCRIPTION
School Safety Budget	FUNDING ELO Grant	EST $ 48,000
Parent Group(s) Summer Registration Donation	FUNDING Parent Donation	EST $ 9,500
Other funding sources	FUNDING	EST $

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Step Four – Assets/Suggested Action Plans

3.3 Crime On Campus Physical Social	Assets: -We have a SRO to support -We have three school secuity officers and limited entry points to campus -We meet regularly with the community safety group to discuss local trends and share Areas of desired change: -We don't have a way of accounting for crime when it goes unsolved -We need to get better at documenting victim information in Aeries,more Aeries training
3.4 Tactical Response Physical	Assets: -Plans exist and local agencies are aware of the tactical response of others Areas of desired change: -Need for desktop drills to review with all stakeholders -Training regarding ICS, advanced CPR and First Aide -Secure agreements with off-site evacuation locations
3.5 Lockdown Physical	Assets: -Detailed Emergency Manual and Emergency Posters easily accessible -Regular drills and safety presentations -Upgrades to gates, secuirty Areas of desired change : -More professional training for teachers -Need to document drills and develop post-drill debriefing process -Need reunification drill
3.6 Disaster Incident Commander Physical	Assets -Roles and directives in our Emergency Manual for all various kinds of disasters -Locations (on site and off site) well determined Areas of desired change: -Need to flush out Emergency Manual to include all required forms and list of supplies -Need to make a master binder/backpack that is easily accessible to all administrative staff
3.7 Disaster General Physical	Assets: -Detailed plan in Emergency Manual -Regular drills and safety presentations Areas of desired change: -CPR/First Aid training for all staff -Create a list of classroom disaster supplies -Fund the development of emergency kits for each classroom
3.8 Disaster Medical Physical	Assets: We do have procedures for how the health staff will assist during a disaster in our Emergency Manual Areas of desired change: -Prepare written medical team procedure -Define training requirements -Complete training -Create a list of medical team forms and supplies -Obtain required forms and supplies

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3.9 Disaster S&R Physical	Areas of Desired Change: -Create Search & Rescue procedures for the S&R Unit -Create training recommendations for the S&R Unit and train S&R team members -Create a list of S&R forms and supplies -Ensure that search and rescue supplies are put in place and are servicable
3.10 Disaster Reunify Physical	Assets: -We have an updated list and clipboards ready, along with taskforce assignments -We know where we are evacuating to in various scenarios Areas of desired change: -Single backpack with all materials for office admin -Create list of supplies, lists for various scenarios -Work with LASD on determining a off-site reunification plan -Update a master student cell phone list
3.11 Anti Bullying Social	Assets: -New asset from last year is our Restorative Practices (RP) TOSA and new documentation system -We have multiple pathways to address bullying through discipline, no contact contracts, counseling services, and RP Areas of desired change: -Better document victim information in Aeries to better understand trends -Better train staff and students about bullying identification and prevention
3.12 Expulsion Susp Discipline Social	Assets: -Current year RP TOSA is an asset -Minimal exclusionary discipline, and even less this year Areas of desired change: -Teachers refer students with disabilities twice as much as general education students, but that does not impact suspensions - teachers need additional training and support -Vape detectors in bathrooms -More campus supervision to usher students back to class, less loitering
3.13 Notify of Dangerous Pupils Social	Assets: -Admin does have this set up in Aeries to show on teacher rosters -Admin notifies all current teachers when a student is issued a suspension Areas of Desired Change: -Need to notify teachers and regularly remind them of how to print the rosters to show this indication -Add procedure to the Employee Handbook and Teacher Resource Site
3.14 Pesticide Harmful Material Physical	Assets: -Plans and procedures are in place -Fire Deparment audits us regularly Desired areas of change: -Bring environmental strategist to campus to give us a check-list for regular self assessments

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3.15 Visitors on Campus Social	Assets: -Clear procedures in place -We use Raptor to verify visators Areas of desired change: -Few locations where doors get propped open, need more signage -Need to train students and staff on how to report unidentified visitors on campus
3.16 Safe ingress Egress Physical	Assets: -Most all exits are crash gates and FOB controlled, written security orders, weekly mtgs Areas of desired change: -Crash gates to field -Further developing a written safe ingress/egress plan -Diagon Alley as a vulnerable entrance - need monitoring or security gate
3.17 Anti Harassment Social	Assets: -Title IX Investigation practices have changed a lot this year, and are much better. Documentation is clear and consistent, and that clarified practices. Areas of desired change: -Students and staff alike need to be better educated about formal complaint procedures and what harassment looks like.
3.18 Gang Apparel Social	Assets: -There have been no recent or historical incidents of gang-related apparel on campus Areas of Growth: -This assessment gave us goals for reworking our dress code to be more specific about what qualifies as revealing or distracting dress
3.19 Child Abuse Reporting Social	Assets -All staff go through annual training through Vector learning modules -All staff are reminded of their mandated reporting duties each start of the school year with an official notice and packet of information Area of desired change -Create screencast walking staff members on how to report
3.20 Existing Resources Physical Social	Assets -Funding has been prioritized due to recent lockdowns and newly established School Safety Committee Areas of desire change -Establish ongoing funding stream

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COMPREHENSIVE SCHOOL SAFETY PLAN

Step Five - Select and implement strategies for a safe and orderly environment.

Prioritizing the information gathered in Step Four, our team has developed the following goals designed to enhance our efforts at maintaining a safe and orderly environment

Section 5.1 - Component 1 Goal - "People."
The social climate, people and programs.
Ed Code 32281(b)(1) "Relevant to the needs and resources of that particular school."

Improve training and education around identifying, intervening, and reporting bullying behavior and harassment.

Improve school culture and students' sense of safety by making all school spaces drug-free, kind, and welcoming, consistent with our school pillars of culture.

Continue efforts to educate and train all stakeholders on Title IX complaint procedures.

This goal pertains to the school's social climate, considering assets and challenges. Based on our assessment, achieving this goal should assist in improving the overall safety of students, staff, and visitors on our campus.

Section 5.1.1 - Action Plans for "People" Goal

Task	Person	Due Date
Bullying Training for all Stakeholders	Nicole Read	October, 2023
Harrassment & Title IX Assembly/Trainin	Abbe Levine	May, 2024
Increase supervision in bathrooms	Greg Endelman	August, 2023
Increase drug education / health efforts	Abbe Levine	May, 2024
No Place for Hate school	Nicole Read	May, 2024

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Section 5.2 - Component 2 Goal - "Place."
The physical environment.
Ed Code 32281(b)(1) "Relevant to the needs and resources of that particular school."

Improve and secure campus border and ingress/egress access points.

Use improved safety procedures to expand the kinds of emergency drills we practice, including reunification plans and necessary supplies.

This goal pertains to the physical school grounds, considering assets and challenges. Based on our assessment, achieving this goal should assist in improving the overall safety of students, staff, and visitors on our campus.

Section 5.2.1 Action Plans for "Place" Goal

Task	Person	Due Date
Add crash gates to Northview Park	Debbie Peurrung	August, 2023
Research and propose solution to alley	Greg Endelman	August, 2023
Expand drills to lockdown scenarios	Nicole Read	October, 2023
Finalize materials and disaster supplies	Jean Near-Ansari	August, 2023
Practice reunification drill with admin	Nicole Read	October, 2023

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Step Six – Share & adopt the plan

Section 6.1 - Public Meeting

Ed Code 32288 (2) (b) (1) - Before adopting its comprehensive school safety plan, the schoolsite council or school safety planning committee shall hold a public meeting at the schoolsite in order to allow members of the public the opportunity to express an opinion about the school safety plan.

On the indicated date, we shared our plan at a public meeting. The notice of the meeting as well as a list of required invitees is attached to this plan.	Date February 27, 2023

Section 6.2 - Adoption of School Safety Plan

Ed Code 32286(a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter.

On the indicated date our Committee met and voted to adopt our school safety plan. The minutes from this meeting are attached to this plan. The plan was then forwarded to the District Officer for approval.	Date February 27, 2023

Step Seven – Revise and evaluate

This plan represents a continual safety process. Stakeholders at our school will continue to evaluate the progress and impact of the listed goals while, at the same time, starting the systematic planning process over again at the beginning of the next school year.

Safety is a process!!

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Attachment 9:

CSArts - SGV Grounds for Suspension and Expulsion

Education Code 48900: Grounds for suspension of expulsion

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a)

(1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil’s own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k)

(1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

(4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

(5)

(A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).

(B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.

(D) Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2)

(A) “Electronic act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network internet website, including, but not limited to:

(I) Posting to or creating a burn page. “Burn page” means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “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.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “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.

(iii)

(I) An act of cyber sexual bullying.

(II) For purposes of this clause, “cyber sexual bullying” means 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 subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, 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.

(III) For purposes of this clause, “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.

(B) Notwithstanding paragraph (1) and subparagraph (A), 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.

(3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w)

(1) A suspension or expulsion shall not be imposed against a pupil based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

(2) It is the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Education Code § 48900.2: Sexual harassment as ground for suspension or recommendation for expulsion

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

Education Code § 48900.3: Participation in act of hate violence as grounds for suspension or expulsion

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

Education Code § 48900.4: Engaging in harassment or intimidation as grounds for suspension or expulsion

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

Education Code § 48900.7: Making terroristic threats as grounds for suspension or expulsion

(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will

result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Education Code § 48901.1. Charter school; Suspension on basis of disrupting school activities; Grounds for expulsion

Notwithstanding Section 47610 or any other law, the following provisions apply to charter schools:

(a) A pupil enrolled in a charter school in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended on the basis of having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, and those acts shall not constitute grounds for a pupil enrolled in a charter school in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(b) A pupil enrolled in a charter school in any of grades 6 to 8, inclusive, shall not be suspended on the basis of having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. This subdivision is inoperative on July 1, 2029.

(c) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in a charter school in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in subdivision (a). This subdivision is inoperative on July 1, 2029.

(d)

(1) A certificated or noncertificated employee may refer a pupil to charter school administrators for appropriate and timely in-school interventions or supports from the list specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in subdivision (a).

(2) A charter school administrator shall, within five business days, document the actions taken pursuant to paragraph (1) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The charter school administrator shall, by the end of the fifth business day, also inform the referring certificated or noncertificated

employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

Education Code § 48915: Grounds for expulsion; Recommendation; Order by Governing Board

(a)

(1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

(A) Causing serious physical injury to another person, except in self-defense.

(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.

(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:

(i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

(ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

(D) Robbery or extortion.

(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

(b) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.

(2) Brandishing a knife at another person.

(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

(5) Possession of an explosive.

(d) The governing board of a school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

(1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.

(2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.

(3) Is not housed at the schoolsite attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

(1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(f) The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

(g) As used in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

(h) As used in this section, the term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.

Attachment 9: Grounds for Student Suspension and Expulsion

Mandatory Suspension/Expulsion Offenses (Education Code Section 48915)	Discretionary Expulsion Offenses (Education Code Section 48915)	Discretionary Suspension/Expulsion Offenses (Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7)
CSArts – SGV's Principal or designee shall immediately suspend and recommend expulsion for any of the following acts committed at school or at a school activity off campus.	CSArts – SGV's Principal or designee shall recommend expulsion for any of the following acts committed at school or at a school activity off campus unless the Principal or designee determines the expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.	CSArts – SGV's Principal or designee may suspend and recommend expulsion when the Principal or designee determines a CSArts - SGV student has committed the following acts at school, a school activity, or on the way to/from school or a school activity.
1. Possessing, selling, or otherwise furnishing a firearm. This offense does not apply to an act of possessing a firearm if the student had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the Principal or the designee of the Principal. This applies to an act of possessing a firearm only if the possession is verified	1. Causing serious physical injury to another person, except in self-defense. 2. Possession of any knife or other dangerous object of no reasonable use to the student. 3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: (i) the first offense for the possession of not more than one avoirdupois ounce of marijuana other than	1. Caused, attempted to cause, or threatened to cause physical injury to another person. 2. Willfully used force or violence upon the person of another, except in self-defense. 3. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or designee. 4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. 5. Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health

Attachment 9: Grounds for Student Suspension and Expulsion

Mandatory Suspension/Expulsion Offenses (Education Code Section 48915)	Discretionary Expulsion Offenses (Education Code Section 48915)	Discretionary Suspension/Expulsion Offenses (Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7)
by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision Education Code section 48900(m), is not an offense for which suspension or expulsion is mandatory, but it is an offense for which suspension or expulsion may be imposed. 2. Brandishing a knife at another person. 3. Unlawfully selling a controlled substance listed in Health and Safety Code section 11053 et seq. 4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code section	concentrated cannabis; (ii) the possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician. 4. Robbery or extortion. 5. Assault or battery, as defined in sections 240 and 242 of the Penal Code, upon any school employee.	and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. 6. Committed or attempted to commit robbery or extortion. 7. Caused or attempted damage to school or private property. 8. Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a student of his or her own prescription products. 9. Committed an obscene act or engaged in habitual profanity or vulgarity. 10. Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. 11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, except as prohibited by Education Code sections 48900(k) and 48901.1. 12. Knowingly received stolen school or private property.

Attachment 9: Grounds for Student Suspension and Expulsion

Mandatory Suspension/Expulsion Offenses (Education Code Section 48915)	Discretionary Expulsion Offenses (Education Code Section 48915)	Discretionary Suspension/Expulsion Offenses (Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7)
48900(n). 5. Possession of an explosive.		13. Possessed an imitation firearm. "Imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. 14. Committed or attempted to commit sexual assault as defined in Section 261, 266c, 286, 287, 288, 289, or former section 288a of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. 15. Harassed, threatened or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness or retaliating against that student for being a witness, or both. 16. Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drug Soma. 17. Engaged in, or attempted to engage in, an act of hazing. "Hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. 18. Engaged in an act of bullying. The following terms have the following meanings: (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an

Attachment 9: Grounds for Student Suspension and Expulsion

Mandatory Suspension/Expulsion Offenses (Education Code Section 48915)	Discretionary Expulsion Offenses (Education Code Section 48915)	Discretionary Suspension/Expulsion Offenses (Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7)
		electronic act, and including one or more acts committed by a student or group of students as defined in Education Code sections 48900.2, 48900.3, or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (A) Placing a reasonable student or students in fear of harm to that student's or those students' person or property. (B) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. (C) Causing a reasonable student to experience substantial interference with his or her academic performance. (D) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school. (2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following: (i) A message, text, sound, video, or image. (ii) A post on a social network Internet Web site, including, but not limited to:

Attachment 9: Grounds for Student Suspension and Expulsion

Mandatory Suspension/Expulsion Offenses (Education Code Section 48915)	Discretionary Expulsion Offenses (Education Code Section 48915)	Discretionary Suspension/Expulsion Offenses (Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7)
		(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1). (II) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile. (iii) (I) An act of cyber sexual bullying. (II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is

Attachment 9: Grounds for Student Suspension and Expulsion

Mandatory Suspension/Expulsion Offenses (Education Code Section 48915)	Discretionary Expulsion Offenses (Education Code Section 48915)	Discretionary Suspension/Expulsion Offenses (Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7)
		identifiable from the photograph, visual recording, or other electronic act. (III) For purposes of this clause, "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. (B) Notwithstanding paragraph (1) and subparagraph (A), 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. (3) "Reasonable student" means a student, including, but not limited to, an exceptional needs student, who exercises average 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. 19. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury will be subject to discipline pursuant to Education Code 48900(a). 20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Education Code Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact

Attachment 9: Grounds for Student Suspension and Expulsion

Mandatory Suspension/Expulsion Offenses (Education Code Section 48915)	Discretionary Expulsion Offenses (Education Code Section 48915)	Discretionary Suspension/Expulsion Offenses (Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7)
		upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. 21. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code 233(e). 22. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. 23. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

Attachment 10:

CSArts - SGV Independent Auditor’s Reports

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY

CHARTER SCHOOL NUMBER: 1838

CONSOLIDATED FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2021



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CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
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INDEPENDENT AUDITORS' REPORT

Board of Directors
California School of the Arts - San Gabriel Valley
Duarte, California

Report on the Financial Statements

We have audited the accompanying consolidated financial statements of California School of the Arts - San Gabriel Valley (the Organization), a California nonprofit public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2021, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated 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.

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated 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 consolidated financial statements are free of 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 auditors' 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.

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Opinion

In our opinion, the consolidated financial statements referred to on page 1 present fairly, in all material respects, the financial position of the Organization as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the Organization's consolidated financial statements as a whole. The California School of the Arts – San Gabriel Valley, SMG Arts Property, LLC, and eliminations columns in the consolidated statements of financial position, activities, and cash flows as well as the accompanying supplementary schedules as identified in the table of contents are presented for purposes of additional analysis and are not a required part of the basic 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 consolidated 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 consolidated 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 consolidated financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated December 7, 2021 on our consideration of the Organization's 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 on the Organization'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 Organization's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
December 7, 2021

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2021

	CA School of the Arts - SGV	SMG Arts Property LLC	Total
ASSETS			
CURRENT ASSETS			
Cash and Cash Equivalents	$ 158,135	$ 405,733	$ 563,868
Accounts Receivable - Federal and State	4,213,818	-	4,213,818
Accounts Receivable - Other	250	-	250
Intercompany receivable	-	-	-
Prepaid Expenses and Other Assets	112,113	126,000	238,113
Total Current Assets	4,484,316	531,733	5,016,049
LONG-TERM ASSETS			
Restricted Cash and Cash Equivalents	200,000	-	200,000
Property, Plant, and Equipment, Net	432,133	5,564,572	5,996,705
Deposits	12,801	48,000	60,801
Total Long-Term Assets	644,934	5,612,572	6,257,506
Total Assets	$ 5,129,250	$ 6,144,305	$ 11,273,555
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES			
Accounts Payable and Accrued Liabilities	$ 293,197	$ 24,531	$ 317,728
Due to OCSA	263,538	-	263,538
Due to OCSA Foundation	1,708	-	1,708
Due to CASA Foundation	256,317	-	256,317
Accrued Interest Payable - Related Parties	224,714	-	224,714
Notes Payable - Related Parties, Current Portion	131,250	-	131,250
Notes Payable, Current Portion	345,008	317,982	662,990
Total Current Liabilities	1,515,732	342,513	1,858,245
LONG-TERM LIABILITIES			
Line of Credit	500,000	-	500,000
Notes Payable - Related Parties	2,207,188	-	2,207,188
Notes Payable, Net of Current Portion and Issuance Costs	1,202,367	6,284,979	7,487,346
Total Long-Term Liabilities	3,909,555	6,284,979	10,194,534
NET ASSETS			
Without Donor Restriction	(474,124)	(483,187)	(957,311)
With Donor Restriction	178,087	-	178,087
Total Net Assets	(296,037)	(483,187)	(779,224)
Total Liabilities and Net Assets	$ 5,129,250	$ 6,144,305	$ 11,273,555

See accompanying Notes to Consolidated Financial Statements.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
CONSOLIDATED STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2021

	CA School of the Arts - SGV	SMG Arts Property LLC	Eliminations	Total
REVENUES, WITHOUT DONOR RESTRICTIONS				
State Revenue:				
State Aid	$ 7,849,952	$ -	$ -	$ 7,849,952
Other State Revenue	2,243,721	-	-	2,243,721
Federal Revenue:				
Grants and Entitlements	455,564	-	-	455,564
Local Revenue:				
In-Lieu Property Tax Revenue	1,144,083	-	-	1,144,083
Duarte Unified School District ADA Contribution	147,772	-	-	147,772
Contributions	2,273,708	-	-	2,273,708
Investment Income	19	-	-	19
Other Revenue	119,264	1,300,000	(1,300,000)	119,264
Net Assets Released from Restrictions	74,677	-	-	74,677
Total Revenues	14,308,760	1,300,000	(1,300,000)	14,308,760
EXPENSES				
Program Services	11,077,638	766,595	(1,170,000)	10,674,233
Management and General	1,792,183	570,354	(130,000)	2,232,537
Fundraising	68,054	-	-	68,054
Total Expenses	12,937,875	1,336,949	(1,300,000)	12,974,824
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	1,370,885	(36,949)	-	1,333,936
NET ASSETS WITH DONOR RESTRICTIONS				
Contributions	178,087	-	-	178,087
Net Assets Released from Restrictions	(74,677)	-	-	(74,677)
CHANGE IN NET ASSETS WITH DONOR RESTRICTIONS	103,410	-	-	103,410
CHANGE IN TOTAL NET ASSETS	1,474,295	(36,949)	-	1,437,346
Net Assets - Beginning of Year	(1,770,332)	(446,238)	-	(2,216,570)
NET ASSETS - END OF YEAR	$ (296,037)	$ (483,187)	$ -	$ (779,224)

See accompanying Notes to Consolidated Financial Statements.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2021

	CA School of the Arts - SGV	SMG Arts Property LLC	Eliminations	Total
CASH FLOWS FROM OPERATING ACTIVITIES	$ 1,474,295	$ (36,949)	$ -	$ 1,437,346
Change in Net Assets				
Adjustments to Reconcile Change in Net Assets to Net Cash Flows from Operating Activities:				
Depreciation and Amortization	87,611	544,941	-	632,552
Change in Operating Assets:				
Accounts Receivable - Federal and State	(2,619,091)	-	-	(2,619,091)
Accounts Receivable - Other	(250)	-	-	(250)
Prepaid Expenses and Other Assets	(34,946)	-	-	(34,946)
Other Long-Term Assets	(1,102)	-	-	(1,102)
Change in Operating Liabilities:				
Accounts Payable and Accrued Liabilities	82,240	2,279	-	84,519
Due to OCSA	9,185	-	-	9,185
Due to OCSA Foundation	1,248	-	-	1,248
Due to CASA Foundation	39,344	-	-	39,344
Accrued Interest Payable - Related Parties	54,052	-	-	54,052
Net Cash Flows from Operating Activities	(907,414)	510,271	-	(397,143)
CASH FLOWS FROM INVESTING ACTIVITIES				
Purchases of Property, Plant, and Equipment	(4,651)	-	-	(4,651)
Net Cash Flows from Investing Activities	(4,651)	-	-	(4,651)
CASH FLOWS FROM FINANCING ACTIVITIES				
Net Proceeds from/(Payments on) Line of Credit	(50,000)	-	-	(50,000)
Repayments of Notes Payable	(126,560)	(308,000)	-	(434,560)
Net Cash Flows from Financing Activities	(176,560)	(308,000)	-	(484,560)
CHANGE IN CASH AND CASH EQUIVALENTS	(1,088,625)	202,271	-	(886,354)
Cash and Cash Equivalents - Beginning of Year	1,446,760	203,462	-	1,650,222
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 358,135	$ 405,733	$ -	$ 763,868
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION				
Cash Paid for Interest	$ (54,052)	$ -	$ -	$ (54,052)
RECONCILIATION OF CASH AND CASH EQUIVALENTS				
Cash and Cash Equivalents	$ 158,135	$ 405,733	$ -	$ 563,868
Restricted Cash and Cash Equivalents	200,000	-	-	200,000
Total Cash and Cash Equivalents	$ 358,135	$ 405,733	$ -	$ 763,868

See accompanying Notes to Consolidated Financial Statements.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2021

	Program Services	Management and General	Fundraising	Total Expenses
Salaries and Wages	$ 5,254,073	$ 546,393	$ -	$ 6,432,599
Pension Expense	885,721	42,914	-	928,635
Other Employee Benefits	526,239	58,471	-	584,710
Payroll Taxes	165,020	18,335	-	183,355
Management Fees	-	290,000	-	290,000
Legal Expenses	-	15,051	-	15,051
Accounting Expenses	-	27,551	-	27,551
Instructional Materials	417,286	-	4,648	421,934
Other Fees for Services	324,506	48,056	-	372,562
Advertising and Promotion Expenses	37,358	21,292	-	58,650
Office Expenses	109,072	294,632	5,349	409,053
Information Technology Expenses	172,349	92,638	-	264,987
Occupancy Expenses	1,705,886	459,891	-	2,165,777
Travel Expenses	3,755	-	-	3,755
Interest Expense	221,654	110,195	-	331,849
Depreciation and Amortization Expense	623,791	8,761	-	632,552
Insurance Expense	91,282	10,142	-	101,424
District Services	-	269,821	-	269,821
Special Education Expenses	499,338	-	-	499,338
Other Expenses	806,903	48,394	58,057	281,221
Subtotal	11,844,233	2,362,537	68,054	14,274,824
Eliminations	(1,170,000)	(130,000)	-	(1,300,000)
Total	$ 10,674,233	$ 2,232,537	$ 68,054	$ 12,974,824

See accompanying Notes to Consolidated Financial Statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

California School of the Arts - San Gabriel Valley (the Organization) is a California nonprofit public benefit corporation under the laws of the state of California. The Organization consists of a charter school (the School or CASA-SGV) sponsored by the Duarte Unified School District according to the conditions and requirements of AB 544 and applicable California charter school laws, and SMG Arts Properties, LLC (the School), a limited liability company of which the School is the sole member. SMG Arts Properties, LLC was formed to purchase and manage properties to be rented to the School. The School's student population is students grades 9-12 who have demonstrated talents and interest in the arts. The organization is economically dependent on state and federal funding.

The charter may be revoked by the Duarte Unified School District for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Basis of Accounting

The consolidated financial statements have been prepared on the accrual method of accounting, and accordingly, reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying consolidated financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the Organization's programs and other activities have been presented in the consolidated statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Cash and Cash Equivalents

The Organization defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

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. Gifts of long-lived assets and gifts of cash restricted for the acquisition of long-lived assets are recognized as restricted revenue when received and released from restrictions when the assets are placed in service 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.

Contributions restricted by donors are reported as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the consolidated statements of activities as Net Assets Released from Restrictions.

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2021. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

Property, Plant, and Equipment

Property, plant, and equipment are stated at cost, if purchased or at estimated fair market value, if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset.

Buildings	35 Years
Furniture, Fixtures, and Furnishings	7 Years
School Equipment	5 to 10 Years

The Organization capitalizes all expenditures for land, buildings, and equipment in excess of $500.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the Organization based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

Production Income

Production income revenue is made up of ticket sales made for music and theater events throughout the year. These are reported at the amount that reflects the consideration to which the Organization is paid in exchange for admission per event. These amounts are charged upon a per-event basis as purchased. Revenue is recognized at the point of sale.

Services to Students

Student service revenue is made up of fees for field trips, graduation ceremonies, food services, locker rentals, and other services provided for students. These are reported at the amount that reflects the consideration to which the Organization expects to be entitled in exchange for providing services to the students. These amounts are due from students, who are billed upon receipt of the service. Revenue is recognized as the performance obligations are satisfied at a point in time.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the consolidated statement of financial position. As of June 30, 2021, the School has conditional grants of $590,358.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the Organization is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Compensated Absences

The Organization does not allow employees to carry over unused vacation. Accordingly, there were no accumulated compensated absence benefits at June 30, 2021.

Income Taxes

The Organization is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The Organization is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The Organization files an exempt informational return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Principles of Consolidation

The accompanying consolidated financial statements include the accounts of CASA-SGV and the LLC. All significant intercompany accounts and transactions between these entities have been eliminated in the consolidated financial statements. Unless otherwise noted, these consolidated entities are hereinafter referred to as “the Organization.”

Contributed Assets and Services

Contributions of donated noncash assets are recorded at fair value in the period received.

Evaluation of Subsequent Events

The Organization has evaluated subsequent events through December 7, 2021, the date these consolidated financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the consolidated statement of financial position date. Financial assets available for general expenditures are comprised of the following as of June 30, 2021:

Cash and Cash Equivalents	$ 763,868
Accounts Receivable	4,214,068
Less: Restricted Cash	(200,000)
Less: Donor Restricted Net Assets	(178,087)
Total	$ 4,599,849

As part of its liquidity management plan, the Organization monitors liquidity required and cash flows to meet operating needs on a monthly basis. The Organization structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

NOTE 3 CONCENTRATION OF CREDIT RISK

The Organization also maintains cash balances held in banks and revolving funds which are insured up to $250,000 by the Federal Deposit Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The Organization has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 4 PROPERTY, PLANT AND EQUIPMENT

Property, plant, and equipment in the accompanying consolidated financial statements are presented net of accumulated depreciation. Depreciation expense was $87,611 for the School and $526,958 for the LLC as of June 30, 2021.

The components of property, plant, and equipment as of June 30, 2021 are as follows:

	California School of the Arts - SGV	SMG Arts Properties, LLC	Total
Buildings and Improvements	$ 91,558	$ 6,120,349	$ 6,211,907
Equipment and Computers	553,735	1,356,311	1,910,046
Total	645,293	7,476,660	8,121,953
Less: Accumulated Depreciation	(213,160)	(1,912,088)	(2,125,248)
Total Property, Plant, and Equipment	$ 432,133	$ 5,564,572	$ 5,996,705

NOTE 5 LINE OF CREDIT

The Organization has an unsecured line of credit from Pacific Premier Bank for up to $1,300,000. The line of credit bears a variable interest rate (4.25% as of June 30, 2021 and expires on February 1, 2022). As of June 30, 2021, the School had a total outstanding balance of $500,000 on this line of credit.

NOTE 6 LONG-TERM DEBT

In May 2017, CASA-SGV obtained a $250,000 revolving loan from the California School Finance Authority (SCFA). The loan bears an interest rate of 0.95% and matures in 2022. The outstanding balance of this loan at June 30, 2021 was $50,008.

In December 2017, the LLC refinanced all outstanding Farmers & Merchants Bank debt with a loan from Pacific Premier for $6,349,888. The note carries an interest rate of 3.15%. Principal and interest payments of $44,205 are due monthly until maturity in December 2027. This note is reported net of unamortized debt issuance costs of $192,532. Amortization of debt issuance costs recorded to interest expense for the year ended June 30, 2021 was $17,983. As of June 30, 2021, the School was in violation of the covenant to maintain a minimum Middle School ADA of 230; however, Pacific Premier Bank waived that particular covenant for the year ended June 30, 2021.

In June 2020, the Organization received a loan from Farmers & Merchants Bank in the amount of $1,497,367 to fund payroll, rent, utilities, and interest on mortgages and existing debt through the Paycheck Protection Program (the PPP Loan). The PPP Loan bears interest at a fixed rate of 1.0% per annum, with the first six months of interest deferred, has a term of two years, and is unsecured and guaranteed by the U.S. Small Business Administration. Payment of principal and interest is deferred until the date on which the amount of forgiveness is remitted to the lender or, if the Organization fails to apply for forgiveness within 10 months after the covered period, then payment of principal and interest shall begin on that date. These amounts may be forgiven subject to compliance and approval based on the timing and use of these funds in accordance with the program. To the extent that all or part of the PPP Loan is not forgiven, the School will be required to pay interest on the PPP Loan at a rate of 1.0% per annum and commencing in October 2021 principal and interest payments will be required through the maturity date in June 2025.

The SBA may review funding eligibility and usage of funds for compliance with program requirements based on dollar thresholds and other factors. The amount of liability, if any, from potential noncompliance cannot be determined with certainty; however, management is of the opinion that any review will not have a material adverse impact on the Company’s financial position.

NOTE 6 LONG-TERM DEBT (CONTINUED)

Future maturities for long term debt are as follows:

Year Ending June 30,	California School of the	SMG Arts Properties, LLC	Total
2022	$ 345,008	$ 317,982	$ 662,990
2023	396,789	328,288	725,077
2024	400,776	338,405	739,181
2025	404,802	347,895	752,697
2026	-	361,235	361,235
Thereafter	-	5,101,688	5,101,688
Total	1,547,375	6,795,493	8,342,868
Debt Issuance Costs	-	(192,532)	(192,532)
Total Debt, Net of Issuance Costs	$ 1,547,375	$ 6,602,961	$ 8,150,336

The Organization has long-term debt obtained from related parties. In December 2017, the Organization obtained a loan from the Legacy Fund for the amount of $750,000. The loan carries an interest rate of 3.15% and matures on June 30, 2027. Payments of accrued interest begin in June 2022, and payments of principal of $150,000 annually begin in June 2023.

In October 2019, the Organization obtained a second loan from the Legacy Fund for the amount of $365,000. The loan carries an interest rate of 3% and matures on June 30, 2027. Payments of principal and accrued interest begin in June 2023.

In June 2017, the Organization obtained a loan from the OCSA Foundation for $950,000. The loan carries an interest rate of 3.15%. Principal and accrued interest are due upon maturity on July 1, 2022.

In July 2019, the Organization obtained a loan from OCSA for $350,000. The loan carries an interest rate of 3% and matures in July 2023. Payments principal and accrued interest begin in November 2020.

Future maturities for long term debt from related parties are as follows:

Year Ending June 30,	CSA - San Gabriel Valley
2022	$ 131,250
2023	1,304,250
2024	233,938
2025	223,000
2026	223,000
Thereafter	223,000
Total	$ 2,338,438

NOTE 7 EMPLOYEE RETIREMENT

Multi-Employer Defined Benefit Pension Plans

Qualified employees are covered under multi-employer defined benefit pension plans maintained by agencies of the state of California.

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the Organization chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Organization has no plans to withdraw from this multi-employer plan.

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2020 total STRS plan net assets are $283 billion, the total actuarial present value of accumulated plan benefits is $705 billion, contributions from all employers totaled $6.1 billion, and the plan is 67.1% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.21% of their salary. The Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2021 was 19.1% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The Organization's contributions to STRS are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2019	$ 679,286	100%
2020	829,270	100%
2021	842,807	100%

NOTE 7 EMPLOYEE RETIREMENT (CONTINUED)

Public Employee's Retirement System (PERS)

Plan Description

The Organization contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multi-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, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2020, the School Employer Pool total plan assets are $72 billion, the present value of accumulated plan benefits is $102 billion, contributions from all employers totaled $2.9 billion, and the plan is 70% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the CalPERS' annual financial reports may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95814 and www.calpers.ca.gov.

Funding Policy

Active plan members brought into PERS membership prior to January 1, 2013 are required to contribute 7.0% of their salary while new members after January 1, 2013 are required to contribute 7.0% of their salary. The Organization is required to contribute an actually determined rate. The actuarial methods and assumptions used for determining the rate at those adopted by the CalPERS Board of Administration. The required employer contribution rate for year ended June 30, 2021 was 20.7%. The contribution requirements of the plan members are established and may be amended by state statute.

The Organization's contributions to PERS are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2019	$ 46,138	100%
2020	85,638	100%
2021	85,828	100%

NOTE 8 OPERATING LEASES

In November 2017, the School entered into a lease agreement for property in the city of Duarte, California, with SMG Arts Properties, LLC. This lease requires monthly payments of $108,333. Lease expense paid by the School to the LLC for this lease was $1,300,000, which is eliminated in the consolidated financial statements. Future minimum lease payments are $1,300,000 in the year ended June 30, 2022.

NOTE 9 COMMITMENTS

In July 2017, the LLC entered into a facility agreement with the Duarte Unified School District (DUSD) for property in the city of Duarte, California. This agreement has a term that coincides with the length of the School's charter agreement. The agreement does not require the LLC to pay a lease amount for the use of the sites, but instead charges the LLC an annual fee of $1 and requires that the LLC operate a charter school on the premises. Additionally, the agreement requires the LLC to construct improvements and install portable facilities to the property.

NOTE 10 RELATED PARTY TRANSACTIONS

Orange County School of the Arts

Orange County School of the Arts (OCSA) is a California nonprofit public benefit corporation founded as a charter school under the laws of the state of California. OCSA and the Organization have an arrangement for administrative and business office support. As of June 30, 2021, the Organization owes OCSA $263,538 for expense reimbursements related to this arrangement. The Organization also has a note payable to OCSA as described in Note 6.

Orange County School of the Arts Foundation

The Orange County School of the Arts Foundation (OCSA Foundation) is a nonprofit public benefits corporation organized for the specific purpose to raise funds for the benefit of the OCSA and California School of the Arts network. As of June 30, 2021, the Organization owes OCSA Foundation $1,708 for expense reimbursements. Additionally, the Organization has a note payable to OCSA Foundation as described in Note 6. Accrued interest for this note as of June 30, 2021 was $122,192.

California School of the Arts Foundation

The California School of the Arts Foundation (CASA Foundation) is a nonprofit public benefits corporation organized for the specific purpose to raise funds for the benefit of the California School of the Arts network. During the year ended June 30, 2021, CASA Foundation donated a total of $284,937 to the Organization. As of June 30, 2021, the Organization owes CASA Foundation $256,317 for expense reimbursements.

The Legacy Fund

The Legacy Fund (the Fund) is a nonprofit public benefits corporation organized for the specific purpose to raise funds for the benefit of the OCSA and California School of the Arts network. The Organization has notes payable to the Fund as described in Note 6. Accrued interest for these notes as of June 30, 2021 was $102,522.

NOTE 11 NET ASSETS WITH DONOR RESTRICTION

As of June 30, 2021, net assets with donor restriction consisted of $178,087 for donations restricted to the subsequent fiscal year.

NOTE 12 CONTINGENCIES, RISKS, AND UNCERTAINTIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

In March 2020, the World Health Organization declared the spread of Coronavirus Disease (COVID-19) a worldwide pandemic. Subsequent to year-end, the COVID-19 pandemic continues to have significant effects on global markets, supply chains, businesses, and communities. Specific to the School, COVID-19 may impact various parts of its 2022 operations and financial results, including, but not limited to, loss of revenues, additional bad debts, costs for increased use of technology, or potential shortages of personnel. Management believes the School is taking appropriate actions to mitigate the negative impact. However, the full impact of COVID-19 is unknown and cannot be reasonably estimated as these events are still developing.

NOTE 13 FUNCTIONALIZED EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, and payroll taxes, which are allocated on the basis of estimates of time and effort. Expenses related to occupancy, interest, and depreciation are allocated on the basis of square footage.

NOTE 14 SUBSEQUENT EVENTS

in August 2021, the principal amount of $1,497,367, along with accrued interest of $16,687, was forgiven by the financial institution and U.S. Small Business Administration.

SUPPLEMENTARY INFORMATION

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2021

The California School of the Arts – San Gabriel Valley (the School or CASA-SGV) was established in 2017, when it was granted its charter through the Duarte Unified School District (the District) and its charter school status from the California Department of Education. The charter may be revoked by the District for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

The charter school number is: 1838

The Board of Directors and Administration as of the year ended June 30, 2021 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires
Carol Green	Board President	Indefinite
Karen Herrera	Secretary	Indefinite
John Vaughn	Member	Indefinite
Mary Ulrich	Member	Indefinite
Ron Green	Member	Indefinite
Marcy Ulrich	Member	Indefinite
Genevieve Spinella	Member	Indefinite

ADMINISTRATORS

William Wallace, Ed.D	Principal

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2021

	Traditional Calendar Days	Status
Grade 9	179	In Compliance
Grade 10	179	In Compliance
Grade 11	179	In Compliance
Grade 12	179	In Compliance

See Independent Auditors' Report and the accompanying Notes to Supplementary Information

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

June 30, 2020 Annual Financial Report	
Fund Balances (Net Assets)	$ (296,034)
Adjustments and Reclassifications:	
Increase (Decrease) of Fund Balance (Net Assets):	
Accounts Receivable - Federal and State	686
Accounts Receivable - Other	(686)
Property, Plant, and Equipment, Net	(3)
Accounts Payable and Accrued Liabilities	(747,635)
Notes Payable	747,635
Net Adjustments and Reclassifications	(3)
June 30, 2020 Audited Financial Statement	
Fund Balances (Net Assets)	$ (296,037)

See Independent Auditors' Report and the accompanying Notes to Supplementary Information

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of California Education Code.

NOTE 2 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited consolidated financial statements.

INDEPENDENT AUDITORS' 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*

Board of Directors
California School of the Arts - San Gabriel Valley
Duarte, 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 consolidated financial statements of California School of the Arts - San Gabriel Valley (the School), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2021, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the consolidated financial statements, and have issued our report thereon dated December 7, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered the School's 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 consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's 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 consolidated 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.

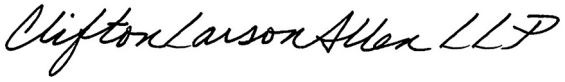
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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's 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 entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CliftonLarsonAllen LLP

Glendora, California
December 7, 2021

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
California School of the Arts - San Gabriel Valley
Duarte, California

We have audited California School of the Arts - San Gabriel Valley's (the School) compliance with the types of compliance requirements described in the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* published by the Education Audit Appeals Panel for the year ended June 30, 2021. The School's state compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the state laws and regulations as identified below.

Auditors' Responsibility

Our responsibility is to express an opinion on the School's compliance based on our audit of the types of compliance requirements referred to below. 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 *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the 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 on state compliance. Our audit does not provide a legal determination of the School's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
Local Education Agencies:	
Attendance and Distance Learning	Yes
Instructional Time	Yes
School Districts, County Office of Education, and Charter Schools:	
California Clean Energy Jobs Act	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes

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Description	Procedures Performed
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instructional/Independent Study	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Charter School Facility Grant Program	Yes

Opinion on State Compliance

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2021.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
December 7, 2021

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2021

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
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

There were no findings and questions costs related to the basic financial statements or state awards for the year ended June 30, 2021.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2021

There were no findings and questioned costs related to the basic financial statements, state or federal awards in the prior year.

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CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY

CHARTER SCHOOL NUMBER: 1838

CONSOLIDATED FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2022



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CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
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INDEPENDENT AUDITORS' REPORT

Board of Directors
California School of the Arts - San Gabriel Valley
Duarte, California

Report on the Consolidated Financial Statements

We have audited the accompanying consolidated financial statements of California School of the Arts - San Gabriel Valley (the Organization), a California nonprofit public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2022, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the consolidated financial statements.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the *Auditors' Responsibilities for the Audit of the Financial Statements* section of our report. We are required to be independent of California School of the Arts - San Gabriel Valley and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated 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 consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date the consolidated financial statements are available to be issued.

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Auditors' Responsibility for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore, is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.
- Obtain an understanding of internal control relevant to the audit 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 School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the Organization's consolidated financial statements as a whole. The California School of the Arts – San Gabriel Valley, SMG Arts Property, LLC, and eliminations columns in the consolidated statements of financial position, activities, and cash flows as well as the accompanying supplementary schedules (as identified in the table of contents) and 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* are presented for purposes of additional analysis and are not a required part of the basic consolidated financial statements.

Such information is the responsibility of management and, except for the portion marked "unaudited," was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated 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 consolidated financial statements as a whole. The Local Education Agency Organization Structure, which is marked "unaudited", has not been subjected to the auditing procedures applied in the audit of the consolidated financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated December 13, 2022 on our consideration of the Organization's 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 on the Organization'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 Organization's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
December 13, 2022

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2022

	CA School of the Arts - SGV	SMG Arts Property LLC	Total
ASSETS			
CURRENT ASSETS			
Cash and Cash Equivalents	$ 1,272,115	$ 573,730	$ 1,845,845
Accounts Receivable - Federal and State	1,985,953	-	1,985,953
Due from CASA Foundation	10,289	-	10,289
Prepaid Expenses and Other Assets	86,960	126,000	212,960
Total Current Assets	3,355,317	699,730	4,055,047
LONG-TERM ASSETS			
Restricted Cash and Cash Equivalents	200,000	-	200,000
Property, Plant, and Equipment, Net	473,135	5,037,708	5,510,843
Deposits	51,576	48,000	99,576
Total Long-Term Assets	724,711	5,085,708	5,810,419
Total Assets	$ 4,080,028	$ 5,785,438	$ 9,865,466
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES			
Accounts Payable and Accrued Liabilities	$ 794,443	$ 49,908	$ 844,351
Due to OCSA	15,623	-	15,623
Due to OCSA Foundation	1,407	-	1,407
Accrued Interest Payable - Related Parties	289,214	-	289,214
Notes Payable - Related Parties, Current Portion	1,304,250	-	1,304,250
Notes Payable, Current Portion	-	328,288	328,288
Total Current Liabilities	2,404,937	378,196	2,783,133
LONG-TERM LIABILITIES			
Notes Payable - Related Parties	902,938	-	902,938
Notes Payable, Net of Current Portion and Issuance Costs	-	5,974,674	5,974,674
Total Long-Term Liabilities	902,938	5,974,674	6,877,612
NET ASSETS			
Without Donor Restriction	601,523	(567,432)	34,091
With Donor Restriction	170,630	-	170,630
Total Net Assets	772,153	(567,432)	204,721
Total Liabilities and Net Assets	$ 4,080,028	$ 5,785,438	$ 9,865,466

See accompanying Notes to Consolidated Financial Statements.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
CONSOLIDATED STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2022

	CA School of the Arts - SGV	SMG Arts Property LLC	Eliminations	Total
REVENUES, WITHOUT DONOR RESTRICTIONS				
State Revenue:				
State Aid	$ 8,367,885	$ -	$ -	$ 8,367,885
Other State Revenue	2,062,419	-	-	2,062,419
Federal Revenue:				
Grants and Entitlements	1,240,549	-	-	1,240,549
Local Revenue:				
In-Lieu Property Tax Revenue	1,358,390	-	-	1,358,390
Duarte Unified School District ADA Contribution	134,345	-	-	134,345
Contributions	2,295,553	-	-	2,295,553
Investment Income	24	105	-	129
Other Revenue	544,168	1,300,000	(1,300,000)	544,168
PPP Loan Forgiveness	1,497,367	-	-	1,497,367
Net Assets Released from Restrictions	178,087	-	-	178,087
Total Revenues	17,678,787	1,300,105	(1,300,000)	17,678,892
EXPENSES				
Program Services	14,221,082	756,495	(1,170,000)	13,807,577
Management and General	2,273,968	627,855	(130,000)	2,771,823
Fundraising	108,090	-	-	108,090
Total Expenses	16,603,140	1,384,350	(1,300,000)	16,687,490
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	1,075,647	(84,245)	-	991,402
NET ASSETS WITH DONOR RESTRICTIONS				
Contributions	170,630	-	-	170,630
Net Assets Released from Restrictions	(178,087)	-	-	(178,087)
CHANGE IN NET ASSETS WITH DONOR RESTRICTIONS	(7,457)	-	-	(7,457)
CHANGE IN TOTAL NET ASSETS	1,068,190	(84,245)	-	983,945
Net Assets - Beginning of Year	(296,037)	(483,187)	-	(779,224)
NET ASSETS - END OF YEAR	$ 772,153	$ (567,432)	$ -	$ 204,721

See accompanying Notes to Consolidated Financial Statements.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2022

	CA School of the Arts - SGV	SMG Arts Property LLC	Eliminations	Total
CASH FLOWS FROM OPERATING ACTIVITIES	$ 1,068,190	$ (84,245)	$ -	$ 983,945
Change in Net Assets				
Adjustments to Reconcile Change in Net Assets to Net Cash Flows from Operating Activities:				
Depreciation and Amortization	95,835	544,847	-	640,682
PPP Loan Forgiveness	(1,497,367)	-	-	(1,497,367)
Change in Operating Assets:				
Accounts Receivable - Federal and State	2,227,865	-	-	2,227,865
Accounts Receivable - Other	250	-	-	250
Due from CASA Foundation	(10,289)	-	-	(10,289)
Prepaid Expenses and Other Assets	25,153	-	-	25,153
Other Long-Term Assets	(38,775)	-	-	(38,775)
Change in Operating Liabilities:				
Accounts Payable and Accrued Liabilities	501,246	25,377	-	526,623
Due to OCSA	(247,915)	-	-	(247,915)
Due to OCSA Foundation	(301)	-	-	(301)
Due to CASA Foundation	(256,317)	-	-	(256,317)
Accrued Interest Payable - Related Parties	64,500	-	-	64,500
Net Cash Provided by Operating Activities	1,932,075	485,979	-	2,418,054
CASH FLOWS FROM INVESTING ACTIVITIES				
Purchases of Property, Plant, and Equipment	(136,837)	-	-	(136,837)
Net Cash Used by Investing Activities	(136,837)	-	-	(136,837)
CASH FLOWS FROM FINANCING ACTIVITIES				
Net Proceeds from/(Payments on) Line of Credit	(500,000)	-	-	(500,000)
Repayments of Notes Payable	(181,258)	(317,982)	-	(499,240)
Net Cash Used by Financing Activities	(681,258)	(317,982)	-	(999,240)
CHANGE IN CASH AND CASH EQUIVALENTS	1,113,980	167,997	-	1,281,977
Cash and Cash Equivalents - Beginning of Year	358,135	405,733	-	763,868
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 1,472,115	$ 573,730	$ -	$ 2,045,845
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION				
Cash Paid for Interest	$ 16,646	$ 211,646	$ -	$ 228,292
Noncash Financing Activity - PPP Loan Forgiveness	$ 1,497,367	$ -	$ -	$ 1,497,367
RECONCILIATION OF CASH AND CASH EQUIVALENTS				
Cash and Cash Equivalents	$ 1,272,115	$ 573,730	$ -	$ 1,845,845
Restricted Cash and Cash Equivalents	200,000	-	-	200,000
Total Cash and Cash Equivalents	$ 1,472,115	$ 573,730	$ -	$ 2,045,845

See accompanying Notes to Consolidated Financial Statements.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2022

	Program Services	Management and General	Fundraising	Total Expenses
Salaries and Wages	$ 7,455,170	$ 681,358	$ -	$ 8,136,528
Pension Expense	1,181,549	66,827	-	1,248,376
Other Employee Benefits	721,278	80,142	-	801,420
Payroll Taxes	199,459	22,162	-	221,621
Management Fees	-	305,000	-	305,000
Legal Expenses	3,000	92,552	-	95,552
Accounting Expenses	-	30,496	-	30,496
Instructional Materials	636,339	-	4,680	641,019
Other Fees for Services	468,659	64,073	-	532,732
Advertising and Promotion Expenses	23,354	6,900	-	30,254
Office Expenses	169,932	326,061	10,669	506,662
Information Technology Expenses	362,282	257,657	-	619,939
Occupancy Expenses	1,956,512	522,305	-	2,478,817
Travel Expenses	51,669	-	-	51,669
Conference and Meeting Expenses	-	-	-	-
Interest Expense	211,646	90,646	-	302,292
Depreciation and Amortization Expense	631,098	9,584	-	640,682
Insurance Expense	111,640	12,404	-	124,044
District Services	-	288,659	-	288,659
Special Education Expenses	497,114	-	-	497,114
Other Expenses	296,876	44,997	92,741	434,614
Subtotal	14,977,577	2,901,823	108,090	17,987,490
Eliminations	(1,170,000)	(130,000)	-	(1,300,000)
Total	$ 13,807,577	$ 2,771,823	$ 108,090	$ 16,687,490

See accompanying Notes to Consolidated Financial Statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

California School of the Arts - San Gabriel Valley (the Organization) is a California nonprofit public benefit corporation under the laws of the state of California. The Organization consists of a charter school (the School or CASA-SGV) sponsored by the Duarte Unified School District according to the conditions and requirements of AB 544 and applicable California charter school laws, and SMG Arts Properties, LLC (the School), a limited liability company of which the School is the sole member. SMG Arts Properties, LLC was formed to purchase and manage properties to be rented to the School. The School's student population is students grades 9-12 who have demonstrated talents and interest in the arts. The Organization is economically dependent on state and federal funding.

The charter may be revoked by the Duarte Unified School District for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Basis of Accounting

The consolidated financial statements have been prepared on the accrual method of accounting, and accordingly, reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying consolidated financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the Organization's programs and other activities have been presented in the consolidated statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Cash and Cash Equivalents

The Organization defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

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. Gifts of long-lived assets and gifts of cash restricted for the acquisition of long-lived assets are recognized as restricted revenue when received and released from restrictions when the assets are placed in service 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.

Contributions restricted by donors are reported as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the consolidated statements of activities as Net Assets Released from Restrictions.

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2022. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

Property, Plant, and Equipment

Property, plant, and equipment are stated at cost, if purchased or at estimated fair market value, if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset.

Buildings	35 Years
Furniture, Fixtures, and Furnishings	7 Years
School Equipment	5 to 10 Years

The Organization capitalizes all expenditures for land, buildings, and equipment in excess of $500.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the Organization based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

Production Income

Production income revenue is made up of ticket sales made for music and theater events throughout the year. These are reported at the amount that reflects the consideration to which the Organization is paid in exchange for admission per event. These amounts are charged upon a per-event basis as purchased. Revenue is recognized at the point of sale.

Services to Students

Student service revenue is made up of fees for field trips, graduation ceremonies, food services, locker rentals, and other services provided for students. These are reported at the amount that reflects the consideration to which the Organization expects to be entitled in exchange for providing services to the students. These amounts are due from students, who are billed upon receipt of the service. Revenue is recognized as the performance obligations are satisfied at a point in time.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the consolidated statement of financial position. As of June 30, 2022, the School has conditional grants of $308,856.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the Organization is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Compensated Absences

The Organization does not allow employees to carry over unused vacation. Accordingly, there were no accumulated compensated absence benefits at June 30, 2022.

Income Taxes

The Organization is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The Organization is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The Organization files an exempt informational return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Principles of Consolidation

The accompanying consolidated financial statements include the accounts of CASA-SGV and the LLC. All significant intercompany accounts and transactions between these entities have been eliminated in the consolidated financial statements. Unless otherwise noted, these consolidated entities are hereinafter referred to as the Organization.

Contributed Assets and Services

Contributions of donated noncash assets are recorded at fair value in the period received.

Evaluation of Subsequent Events

The Organization has evaluated subsequent events through December 13, 2022, the date these consolidated financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the consolidated statement of financial position date. Financial assets available for general expenditures are comprised of the following as of June 30, 2022:

Cash and Cash Equivalents	$ 2,045,845
Accounts Receivable	1,985,953
Less: Restricted Cash	(200,000)
Less: Donor Restricted Net Assets	(170,630)
Total	$ 3,661,168

As part of its liquidity management plan, the Organization monitors liquidity required and cash flows to meet operating needs on a monthly basis. The Organization structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

NOTE 3 CONCENTRATION OF CREDIT RISK

The Organization also maintains cash balances held in banks and revolving funds which are insured up to $250,000 by the Federal Deposit Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The Organization has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 4 PROPERTY, PLANT AND EQUIPMENT

Property, plant, and equipment in the accompanying consolidated financial statements are presented net of accumulated depreciation. Depreciation expense was $95,835 for the School and $526,864 for the LLC as of June 30, 2022.

The components of property, plant, and equipment as of June 30, 2022 are as follows:

	California School of the Arts - SGV	SMG Arts Properties, LLC	Total
Buildings and Improvements	$ 117,303	$ 6,120,349	$ 6,237,652
Equipment and Computers	664,827	1,356,311	2,021,138
Total	782,130	7,476,660	8,258,790
Less: Accumulated Depreciation	(308,995)	(2,438,952)	(2,747,947)
Total Property, Plant, and Equipment	$ 473,135	$ 5,037,708	$ 5,510,843

NOTE 5 LINE OF CREDIT

The Organization has an unsecured line of credit from Pacific Premier Bank for up to $1,000,000. The line of credit bears a variable interest rate (4.25% as of June 30, 2022 and expires on February 1, 2023). As of June 30, 2022, the Organization had no outstanding balance on this line of credit.

NOTE 6 LONG-TERM DEBT

In December 2017, the LLC refinanced all outstanding Farmers & Merchants Bank debt with a loan from Pacific Premier for $6,349,888. The note carries an interest rate of 3.15%. Principal and interest payments of $44,205 are due monthly until maturity in December 2027. This note is reported net of unamortized debt issuance costs of $174,549. Amortization of debt issuance costs recorded to interest expense for the year ended June 30, 2022 was $17,983. As of June 30, 2022, the School was in violation of the covenant to maintain a minimum Middle School ADA of 230; however, Pacific Premier Bank waived that particular covenant for the year ended June 30, 2022.

In June 2020, the Organization received a loan from Farmers & Merchants Bank in the amount of $1,497,367 to fund payroll, rent, utilities, and interest on mortgages and existing debt through the Paycheck Protection Program (the PPP Loan). The PPP Loan bears interest at a fixed rate of 1.0% per annum, with the first six months of interest deferred, has a term of two years, and is unsecured and guaranteed by the U.S. Small Business Administration. Payment of principal and interest is deferred until the date on which the amount of forgiveness is remitted to the lender or, if the Organization fails to apply for forgiveness within 10 months after the covered period, then payment of principal and interest shall begin on that date. These amounts may be forgiven subject to compliance and approval based on the timing and use of these funds in accordance with the program. To the extent that all or part of the PPP Loan is not forgiven, the School will be required to pay interest on the PPP Loan at a rate of 1.0% per annum and commencing in October 2021 principal and interest payments will be required through the maturity date in June 2025.

In August 2021, the principal amount of $1,497,367, along with accrued interest of $16,687, was forgiven by the financial institution and U.S. Small Business Administration.

The SBA may review funding eligibility and usage of funds for compliance with program requirements based on dollar thresholds and other factors. The amount of liability, if any, from potential noncompliance cannot be determined with certainty; however, management is of the opinion that any review will not have a material adverse impact on the Organization’s financial position.

NOTE 6 LONG-TERM DEBT (CONTINUED)

Future maturities for long term debt are as follows:

Year Ending June 30,	California School of the Arts - SGV	SMG Arts Properties, LLC	Total
2023	$ -	$ 328,288	$ 328,288
2024	-	338,405	338,405
2025	-	347,895	347,895
2026	-	361,235	361,235
2027	-	372,942	372,942
Thereafter	-	4,728,746	4,728,746
Total	-	6,477,511	6,477,511
Debt Issuance Costs	-	(174,549)	(174,549)
Total Debt, Net of Issuance Costs	$ -	$ 6,302,962	$ 6,302,962

The Organization has long-term debt obtained from related parties. In December 2017, the Organization obtained a loan from the Legacy Fund for the amount of $750,000. The loan carries an interest rate of 3.15% and matures on June 30, 2027. Payments of accrued interest begin in June 2022, and payments of principal of $150,000 annually begin in June 2023.

In October 2019, the Organization obtained a second loan from the Legacy Fund for the amount of $365,000. The loan carries an interest rate of 3% and matures on June 30, 2027. Payments of principal and accrued interest begin in June 2023.

In June 2017, the Organization obtained a loan from the OCSA Foundation for $950,000. The loan carries an interest rate of 3.15%. Principal and accrued interest are due upon maturity on July 1, 2022.

In July 2019, the Organization obtained a loan from OCSA for $350,000. The loan carries an interest rate of 3% and matures in July 2023. The outstanding balance as of June 30, 2022 was $142,188.

Future maturities for long term debt from related parties are as follows:

Year Ending June 30,	CSA - San Gabriel Valley
2023	$ 1,304,250
2024	233,938
2025	223,000
2026	223,000
2027	223,000
Thereafter	-
Total	$ 2,207,188

NOTE 7 EMPLOYEE RETIREMENT

Multi-Employer Defined Benefit Pension Plans

Qualified employees are covered under multi-employer defined benefit pension plans maintained by agencies of the state of California.

The risks of participating in these multi-employer defined benefit pension plans are different from single employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the Organization chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Organization has no plans to withdraw from this multi-employer plan.

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2021 total STRS plan net assets are $310 billion, the total actuarial present value of accumulated plan benefits is $414 billion, contributions from all employers totaled $5.744 billion, and the plan is 73% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.21% of their salary. The Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2022 was 16.92% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The Organization's contributions to STRS are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2020	$ 829,270	100%
2021	842,807	100%
2022	1,114,723	100%

NOTE 7 EMPLOYEE RETIREMENT (CONTINUED)

Public Employee's Retirement System (PERS)

Plan Description

The Organization contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multi-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, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2021, the School Employer Pool total plan assets are $86.5 billion, the present value of accumulated plan benefits is $106.8 billion, contributions from all employers totaled $2.97 billion, and the plan is 81% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the CalPERS' annual financial reports may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95814 and www.calpers.ca.gov.

Funding Policy

Active plan members brought into PERS membership prior to January 1, 2013 are required to contribute 7.0% of their salary while new members after January 1, 2013 are required to contribute 7.0% of their salary. The Organization is required to contribute an actually determined rate. The actuarial methods and assumptions used for determining the rate at those adopted by the CalPERS Board of Administration. The required employer contribution rate for year ended June 30, 2022 was 22.91%. The contribution requirements of the plan members are established and may be amended by state statute.

The Organization's contributions to PERS are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2020	$ 85,638	100%
2021	85,828	100%
2022	133,653	100%

NOTE 8 COMMITMENTS

In July 2017, the LLC entered into a facility agreement with the Duarte Unified School District (DUSD) for property in the city of Duarte, California. This agreement has a term that coincides with the length of the School's charter agreement. The agreement does not require the LLC to pay a lease amount for the use of the sites, but instead charges the LLC an annual fee of $1 and requires that the LLC operate a charter school on the premises. Additionally, the agreement requires the LLC to construct improvements and install portable facilities to the property.

NOTE 9 RELATED PARTY TRANSACTIONS

Orange County School of the Arts

Orange County School of the Arts (OCSA) is a California nonprofit public benefit corporation founded as a charter school under the laws of the state of California. OCSA and the Organization have an arrangement for administrative and business office support. As of June 30, 2022, the Organization owes OCSA $15,623 for expense reimbursements related to this arrangement. The Organization also has a note payable to OCSA as described in Note 6.

Orange County School of the Arts Foundation

The Orange County School of the Arts Foundation (OCSA Foundation) is a nonprofit public benefits corporation organized for the specific purpose to raise funds for the benefit of the OCSA and California School of the Arts network. As of June 30, 2022, the Organization owes OCSA Foundation $1,407 for expense reimbursements. Additionally, the Organization has a note payable to OCSA Foundation as described in Note 6. Accrued interest for this note as of June 30, 2022 was $152,117.

California School of the Arts Foundation

The California School of the Arts Foundation (CASA Foundation) is a nonprofit public benefits corporation organized for the specific purpose to raise funds for the benefit of the California School of the Arts network. During the year ended June 30, 2022, CASA Foundation donated a total of $213,554 to the Organization. As of June 30, 2022, the Organization owes CASA Foundation $10,289 for expense reimbursements.

The Legacy Fund

The Legacy Fund (the Fund) is a nonprofit public benefits corporation organized for the specific purpose to raise funds for the benefit of the OCSA and California School of the Arts network. The Organization has notes payable to the Fund as described in Note 6. Accrued interest for these notes as of June 30, 2022 was $137,097.

NOTE 10 NET ASSETS WITH DONOR RESTRICTION

As of June 30, 2022, net assets with donor restriction consisted of $170,630 for donations restricted to the subsequent fiscal year.

NOTE 11 CONTINGENCIES, RISKS, AND UNCERTAINTIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

In March 2020, the World Health Organization declared the spread of Coronavirus Disease (COVID-19) a worldwide pandemic. Subsequent to year-end, the COVID-19 pandemic continues to have significant effects on global markets, supply chains, businesses, and communities. Specific to the School, COVID-19 may impact various parts of its 2023 operations and financial results, including, but not limited to, loss of revenues, additional bad debts, costs for increased use of technology, or potential shortages of personnel. Management believes the School is taking appropriate actions to mitigate the negative impact. However, the full impact of COVID-19 is unknown and cannot be reasonably estimated as these events are still developing.

NOTE 12 FUNCTIONALIZED EXPENSES

The consolidated financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, and payroll taxes, which are allocated on the basis of estimates of time and effort. Expenses related to occupancy, interest, and depreciation are allocated on the basis of square footage.

SUPPLEMENTARY INFORMATION

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2022
(SEE INDEPENDENT AUDITORS' REPORT)
UNAUDITED

The California School of the Arts – San Gabriel Valley (the School or CASA-SGV) was established in 2017, when it was granted its charter through the Duarte Unified School District (the District) and its charter school status from the California Department of Education. The charter may be revoked by the District for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

The charter school number is: 1838

The Board of Directors and Administration as of the year ended June 30, 2022 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires
Carol Green	Board President	Indefinite
Genevieve Spinella	Secretary	Indefinite
John Vaughn	Member	Indefinite
Mary Ulrich	Member	Indefinite
Ron Green	Member	Indefinite
Marcy Ulrich	Member	Indefinite
Karen Herrera	Member	Indefinite

ADMINISTRATORS

Gregory Endelman, Ed.D	Principal

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2022

	Instructional Minutes		Traditional Calendar	
	Requirement	Actual	Days	Status
Grade 9	64,800	71,695	181	In Compliance
Grade 10	64,800	71,695	181	In Compliance
Grade 11	64,800	71,695	181	In Compliance
Grade 12	64,800	71,695	181	In Compliance

See Independent Auditors' Report and the accompanying Notes to Supplementary Information

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2022

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grades 9-12	921.63	921.63	913.78	913.78
ADA Totals	921.63	921.63	913.78	913.78

See Independent Auditors' Report and the accompanying Notes to Supplementary Information

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

June 30, 2022 Annual Financial Report		
Fund Balances (Net Assets)	$	370,159
Adjustments and Reclassifications:		
Increase (Decrease) of Fund Balance (Net Assets):		
Accounts Receivable - Federal and State		405,240
Accounts Receivable - Other		(3,246)
Due from CASA Foundation		10,289
Notes Payable		(10,289)
Net Adjustments and Reclassifications		401,994
June 30, 2022 Audited Financial Statement Fund Balances (Net Assets)	$	772,153

See Independent Auditors' Report and the accompanying Notes to Supplementary Information

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2022

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal Asstistance Listing Number	Additional Award Information	Pass-Through Entity Identifying Number	Total
U.S. Department of Education				
Pass-Through Program from California Department of Education:				
Every Student Succeeds Act				
Title I, Part A, Basic Grants: Low-Income and Neglected	84.010		14329	$ 55,233
Title II, Part A, Supporting Effective Instruction Local Grants	84.367		14341	14,911
Special Education Cluster:				
Special Education - IDEA	84.027		13379	141,846
Total Special Education Cluster				141,846
Coronavirus Aid, Relief, and Economic Security Act (CARES Act):				
Elementary and Secondary School Emergency Relief Fund	84.425D	COVID-19	15536	49
Expanded Learning Opportunities (ELO) Grant GEER, Learning Loss Mitigation	84.425C	COVID-19	15517	16,809
Expanded Learning Opportunities (ELO) Grant GEER II	84.425C	COVID-19	15619	18,887
Elementary and Secondary School Emergency Relief Fund (ESSER II)	84.425D	COVID-19	15547	181,206
Expanded Learning Opportunities (ELO) Grant: ESSER II State Reserve, Emergency Needs	84.425D	COVID-19	15618	17,226
Elementary and Secondary School Emergency Relief Fund (ESSER III)	84.425U	COVID-19	15559	105,293
Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Emergency Needs	84.425U	COVID-19	15620	56,395
Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Learning Loss	84.425U	COVID-19	15621	102,117
Total CARES Act				497,982
Total U.S Department of Education				709,972
Federal Communications Commission				
Pass-Through Program From Universal Service Administrative Co:				
Emergency Connectivity Fund (ECF)	32.009	COVID-19	N/A	313,369
Total Federal Communications Commission				313,369
U.S. Department of Agriculture				
Pass-Through Program from California Department of Education:				
Continuing Appropriations Act and Other Extensions Act:				
Pandemic Electronic Benefit Transfer (P-EBT) Administrative Costs Grant	10.649		15644	614
Total U.S Department of Agriculture				614
Department of Health and Human Services				
Pass-Through Program From Los Angeles County Office of Education:				
Epidemiology and Laboratory Capacity for Infectious Diseases (ELC)	93.323	COVID-19	N/A	155,619
Total U.S. Department of the Treasury				155,619
Total Federal Expenditures				$ 1,179,574
Reconciliation to Federal Revenue				
Total Federal Program Expenditures				$ 1,179,574
Expenditures in Excess of Revenues Related to Federal Awards				
Elementary and Secondary School Emergency Relief Fund (ESSER II)	84.425D		15547	(18,122)
Revenue in Excess of Expenditures Related to Federal Awards				
Expanded Learning Opportunities (ELO) Grant: ESSER II State Reserve, Emergency Needs	84.425D		15618	74,860
Expanded Learning Opportunities (ELO) Grant GEER, Learning Loss Mitigation	84.425C		15517	4,237
Total Federal Revenues				$ 1,240,549

N/A - Pass-Through entity number not readily available or not applicable.

See Independent Auditors' Report and the accompanying Notes to Supplementary Information

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This Schedule presents information on the amount of instructional time offered by the Organization and whether the Organization complied with the provisions of California Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of Organization. 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.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This Schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited consolidated financial statements.

NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the Organization under programs of the federal government for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the School, it is not intended to, and does not, present the financial position, changes in net assets, or cash flows of the Organization.

NOTE 5 INDIRECT COST RATE

The Organization has elected not to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.

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INDEPENDENT AUDITORS' 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*

Board of Directors
California School of the Arts - San Gabriel Valley
Duarte, 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 consolidated financial statements of California School of the Arts - San Gabriel Valley (the School), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2022, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the consolidated financial statements, and have issued our report thereon dated December 13, 2022.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered the School's 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 consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's 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 consolidated 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.

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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's 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 entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
December 13, 2022

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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Directors
California School of the Arts - San Gabriel Valley
Duarte, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited California School of the Arts - San Gabriel Valley's compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of California School of the Arts - San Gabriel Valley's major federal programs for the year ended June 30, 2022. California School of the Arts - San Gabriel Valley's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, California School of the Arts - San Gabriel Valley complied, in all material respects, with the 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, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); 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). Our responsibilities under those standards and the Uniform Guidance are further described in the *Auditors' Responsibilities for the Audit of Compliance* section of our report.

We are required to be independent of California School of the Arts - San Gabriel Valley and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of California School of the Arts - San Gabriel Valley's compliance with the compliance requirements referred to above.

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Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to California School of the Arts - San Gabriel Valley's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on California School of the Arts - San Gabriel Valley's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore, is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about California School of the Arts - San Gabriel Valley's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- exercise professional judgment and maintain professional skepticism throughout the audit.

- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding California School of the Arts - San Gabriel Valley's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- obtain an understanding of California School of the Arts - San Gabriel Valley's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances 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 California School of the Arts - San Gabriel Valley's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on 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 *Auditors' Responsibilities for the Audit of Compliance* section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
December 13, 2022

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INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
California School of the Arts - San Gabriel Valley
Duarte, California

Opinion on State Compliance

We have audited California School of the Arts - San Gabriel Valley's (the School) compliance with the types of compliance requirements described in the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* published by the Education Audit Appeals Panel for the year ended June 30, 2022. The School's state compliance requirements are identified in the table below.

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2022.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Our responsibilities under those standards and *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel are further described in the *Auditor's Responsibilities for the Audit of Compliance* section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for the compliance with the state laws and regulations as identified below.

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Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to below occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore, is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to below and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Not Applicable
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable

Description	Procedures Performed
Immunizations	Not Applicable
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Yes
In Person Instruction Grant	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not applicable
Determination of Funding for Nonclassroom-Based Instruction	Not applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
December 13, 2022

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2022

Section I – Summary of Auditors' Results

Financial Statements

1. Type of auditors' report issued: Unmodified
2. Internal control over financial reporting:
   - Material weakness(es) identified? _____ yes ____x____ no
   - Significant deficiency(ies) identified? _____ yes ____x____ none reported
3. Noncompliance material to financial statements noted? _____ yes ____x____ no

Federal Awards

1. Internal control over major federal programs:
   - Material weakness(es) identified? _____ yes ____x____ no
   - Significant deficiency(ies) identified? _____ yes ____x____ none reported
2. Type of auditors' report issued on compliance for major federal programs: Unmodified
3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ yes ____x____ no

Identification of Major Federal Programs

Assistance Listing Number(s)	**Name of Federal Program or Cluster**
84.425C	Governor's Emergency Education Relief (GEER) Fund
84.425D	Elementary and Secondary School Emergency Relief (ESSER) Fund
84.425U	Elementary and Secondary School Emergency Relief Fund (ESSER III)

Dollar threshold used to distinguish between Type A and Type B programs: $ 750,000

Auditee qualified as low-risk auditee? _____ yes ____x____ no

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2022

Section I – Summary of Auditors' Results (Continued)

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
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

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Section III – Findings and Questioned Costs – Major Federal Programs

Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

Findings and Questioned Costs – State Compliance

There were no findings or questioned costs related to state awards for June 30, 2022.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2022

There were no findings and questioned costs related to the basic financial statements, state or federal awards in the prior year.



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CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY

CHARTER SCHOOL NUMBER: 1838

CONSOLIDATED FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2023



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CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
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INDEPENDENT AUDITORS' REPORT

Board of Directors
California School of the Arts - San Gabriel Valley
Duarte, California

Report on the Consolidated Financial Statements

We have audited the accompanying consolidated financial statements of California School of the Arts - San Gabriel Valley (the Organization), a California nonprofit public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2023, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the consolidated financial statements.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the *Auditors' Responsibilities for the Audit of the Financial Statements* section of our report. We are required to be independent of California School of the Arts - San Gabriel Valley and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Change in Accounting Principle

As discussed in Note 1 to the consolidated financial statements, in 2023 the Organization adopted new accounting guidance for leases. The guidance requires lessees to recognize a right-of-use asset and corresponding liability for all operating and finance leases with lease terms greater than one year. Our opinion is not modified with response to this matter.

Responsibilities of Management for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated 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 consolidated financial statements that are free from material misstatement, whether due to fraud or error.

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In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date the consolidated financial statements are available to be issued.

Auditors' Responsibility for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore, is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.

- Obtain an understanding of internal control relevant to the audit 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 School's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the Organization's consolidated financial statements as a whole. The consolidating information in the statements of financial position, activities, functional expenses, and cash flows is presented for purposes of additional analysis of the consolidated financial statements rather than to present financial position, activities, functional expenses or cash flow of the individual entities, and it is not a required part of the consolidated financial statements. Accordingly, we do not express an opinion on the financial position, activities, functional expenses or cash flows of the individual entities. The consolidating information as well as the accompanying supplementary schedules (as identified in the table of contents) are presented for purposes of additional analysis and are not a required part of the basic consolidated financial statements. Such information is the responsibility of management and, except for the portion marked "unaudited," was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, except for the matter described below, the information is fairly stated, in all material respects, in relation to the financial statements as a whole. The Local Education Agency Organization Structure, which is marked "unaudited", has not been subjected to the auditing procedures applied in the audit of the consolidated financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

The consolidating information in the statements of financial position, activities, functional expenses and cash flows does not include right-of-use assets and lease liabilities for material related party leases that fully eliminate upon consolidation. Management has informed us that they have not determined the effects of not including related party leases in the consolidating information.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated May 30, 2024 on our consideration of the Organization's 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 on the Organization'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 Organization's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
May 30, 2024

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2023

	CA School of the Arts - SGV	SMG Arts Property LLC	Total
ASSETS			
CURRENT ASSETS			
Cash and Cash Equivalents	$ 306,937	$ 513,008	$ 819,945
Accounts Receivable - Federal and State	1,856,589	-	1,856,589
Accounts Receivable - Other	41,163	11,500	52,663
Prepaid Expenses and Other Assets	173,256	63,000	236,256
Total Current Assets	2,377,945	587,508	2,965,453
LONG-TERM ASSETS			
Restricted Cash and Cash Equivalents	200,000	-	200,000
Property, Plant, and Equipment, Net	705,501	4,623,550	5,329,051
Right of Use Asset - Operating	134,935	111,184	246,119
Deposits and Other Long Term Assets	30,961	54,800	85,761
Total Long-Term Assets	1,071,397	4,789,534	5,860,931
Total Assets	$ 3,449,342	$ 5,377,042	$ 8,826,384
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES			
Accounts Payable and Accrued Liabilities	$ 863,596	$ 86,527	$ 950,123
Due to OCSA	10,216	-	10,216
Accrued Interest Payable - Related Parties	6,351	-	6,351
Deferred Revenue	134,618	-	134,618
Operating Lease Liability, Current Portion	50,094	20,860	70,954
Notes Payable - Related Parties, Current Portion	160,938	-	160,938
Notes Payable, Current Portion	-	338,405	338,405
Total Current Liabilities	1,225,813	445,792	1,671,605
LONG-TERM LIABILITIES			
Operating Lease Liability, Net of Current Portion	84,842	90,324	175,166
Notes Payable - Related Parties	1,550,000	-	1,550,000
Notes Payable, Net of Current Portion and Issuance Costs	-	5,686,663	5,686,663
Total Long-Term Liabilities	1,634,842	5,776,987	7,411,829
NET ASSETS			
Without Donor Restriction	433,513	(845,737)	(412,224)
With Donor Restriction	155,174	-	155,174
Total Net Assets	588,687	(845,737)	(257,050)
Total Liabilities and Net Assets	$ 3,449,342	$ 5,377,042	$ 8,826,384

See accompanying Notes to Consolidated Financial Statements.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
CONSOLIDATED STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2023

	CA School of the Arts - SGV	SMG Arts Property LLC	Eliminations	Total
REVENUES, WITHOUT DONOR RESTRICTIONS				
State Revenue:				
State Aid	$ 9,049,949	$ -	$ -	$ 9,049,949
Other State Revenue	2,805,879	-	-	2,805,879
Federal Revenue:				
Grants and Entitlements	656,121	-	-	656,121
Local Revenue:				
In-Lieu Property Tax Revenue	1,387,227	-	-	1,387,227
Duarte Unified School District ADA Contribution	157,345	-	-	157,345
Contributions	2,922,036	-	-	2,922,036
Other Revenue	621,813	1,300,000	(1,300,000)	621,813
Net Assets Released from Restrictions	170,630	-	-	170,630
Total Revenues	17,771,000	1,300,000	(1,300,000)	17,771,000
EXPENSES				
Program Services	15,300,935	950,450	(1,170,000)	15,081,385
Management and General	2,537,037	627,855	(130,000)	3,034,892
Fundraising	101,038	-	-	101,038
Total Expenses	17,939,010	1,578,305	(1,300,000)	18,217,315
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	(168,010)	(278,305)	-	(446,315)
NET ASSETS WITH DONOR RESTRICTIONS				
Contributions	155,174	-	-	155,174
Net Assets Released from Restrictions	(170,630)	-	-	(170,630)
CHANGE IN NET ASSETS WITH DONOR RESTRICTIONS	(15,456)	-	-	(15,456)
CHANGE IN TOTAL NET ASSETS	(183,466)	(278,305)	-	(461,771)
Net Assets - Beginning of Year	772,153	(567,432)	-	204,721
NET ASSETS - END OF YEAR	$ 588,687	$ (845,737)	$ -	$ (257,050)

See accompanying Notes to Consolidated Financial Statements.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2023

	CA School of the Arts - SGV	SMG Arts Property LLC	Total
CASH FLOWS FROM OPERATING ACTIVITIES	$ (183,466)	$ (278,305)	$ (461,771)
Change in Net Assets			
Adjustments to Reconcile Change in Net Assets to Net Cash Flows from Operating Activities:			
Depreciation and Amortization	140,953	448,631	589,584
Change in Operating Assets:			
Accounts Receivable - Federal and State	129,364	-	129,364
Accounts Receivable - Other	(41,163)	(11,500)	(52,663)
Due from CASA Foundation	10,289	-	10,289
Prepaid Expenses and Other Assets	(86,296)	63,000	(23,296)
Right of Use Asset - Operating	(134,935)	(111,184)	(246,119)
Deposits and Other Long-Term Assets	20,615	(6,800)	13,815
Change in Operating Liabilities:			
Accounts Payable and Accrued Liabilities	69,153	36,619	105,772
Due to OCSA	(5,407)	-	(5,407)
Due to OCSA Foundation	(1,407)	-	(1,407)
Accrued Interest Payable - Related Parties	(282,863)	-	(282,863)
Deferred Revenue	134,618	-	134,618
Operating Lease Liability	134,936	111,184	246,120
Net Cash Provided (Used) by Operating Activities	(95,609)	251,645	156,036
CASH FLOWS FROM INVESTING ACTIVITIES			
Purchases of Property, Plant, and Equipment	(373,319)	(16,490)	(389,809)
Net Cash Used by Investing Activities	(373,319)	(16,490)	(389,809)
CASH FLOWS FROM FINANCING ACTIVITIES			
Net Proceeds from/(Payments on) Line of Credit	-	-	-
Repayments of Notes Payable	(496,250)	(295,877)	(792,127)
Net Cash Used by Financing Activities	(496,250)	(295,877)	(792,127)
CHANGE IN CASH AND CASH EQUIVALENTS	(965,178)	(60,722)	(1,025,900)
Cash and Cash Equivalents - Beginning of Year	1,472,115	573,730	2,045,845
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 506,937	$ 513,008	$ 1,019,945
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION			
Cash Paid for Interest	$ 343,757	$ 294,300	$ 638,057
RECONCILIATION OF CASH AND CASH EQUIVALENTS			
Cash and Cash Equivalents	$ 306,937	$ 513,008	$ 819,945
Restricted Cash and Cash Equivalents	200,000	-	200,000
Total Cash and Cash Equivalents	$ 506,937	$ 513,008	$ 1,019,945

See accompanying Notes to Consolidated Financial Statements.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2023

	Program Services	Management and General	Fundraising	Total Expenses
Salaries and Wages	$ 8,221,785	$ 803,533	$ -	$ 9,025,318
Pension Expense	1,506,632	114,810	-	1,621,442
Other Employee Benefits	856,363	95,152	-	951,515
Payroll Taxes	217,584	24,176	-	241,760
Management Fees	-	305,001	-	305,001
Legal Expenses	-	420,620	-	420,620
Accounting Expenses	-	46,936	-	46,936
Instructional Materials	545,050	-	4,680	549,730
Other Fees for Services	552,380	69,619	-	621,999
Advertising and Promotion Expenses	44,413	9,666	-	54,079
Office Expenses	201,757	424,630	-	626,387
Information Technology Expenses	102,208	25,824	-	128,032
Occupancy Expenses	2,127,874	664,247	-	2,792,121
Travel Expenses	79,857	-	-	79,857
Interest Expense	294,300	61,327	-	355,627
Depreciation and Amortization Expense	575,489	14,095	-	589,584
Insurance Expense	127,116	14,124	-	141,240
District Services	270,716	-	-	270,716
Special Education Expenses	132,937	40,096	-	173,033
Other Expenses	394,924	31,036	96,358	522,318
Subtotal	16,251,385	3,164,892	101,038	19,517,315
Eliminations	(1,170,000)	(130,000)	-	(1,300,000)
Total	$ 15,081,385	$ 3,034,892	$ 101,038	$ 18,217,315

See accompanying Notes to Consolidated Financial Statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

California School of the Arts - San Gabriel Valley (the Organization) is a California nonprofit public benefit corporation under the laws of the state of California. The Organization consists of a charter school (the School or CASA-SGV) sponsored by the Duarte Unified School District according to the conditions and requirements of AB 544 and applicable California charter school laws, and SMG Arts Properties, LLC (the School), a limited liability company of which the School is the sole member. SMG Arts Properties, LLC was formed to purchase and manage properties to be rented to the School. The School's student population is students grades 9-12 who have demonstrated talents and interest in the arts. The Organization is economically dependent on state and federal funding.

The charter may be revoked by the Duarte Unified School District for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Basis of Accounting

The consolidated financial statements have been prepared on the accrual method of accounting, and accordingly, reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying consolidated financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the Organization's programs and other activities have been presented in the consolidated statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Cash and Cash Equivalents

The Organization defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

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. Gifts of long-lived assets and gifts of cash restricted for the acquisition of long-lived assets are recognized as restricted revenue when received and released from restrictions when the assets are placed in service 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.

Contributions restricted by donors are reported as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the consolidated statements of activities as Net Assets Released from Restrictions.

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2023. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

Property, Plant, and Equipment

Property, plant, and equipment are stated at cost, if purchased or at estimated fair market value, if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset.

Buildings	35 Years
Furniture, Fixtures, and Furnishings	7 Years
School Equipment	5 to 10 Years

The Organization capitalizes all expenditures for land, buildings, and equipment in excess of $500.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the Organization based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

Production Income

Production income revenue is made up of ticket sales made for music and theater events throughout the year. These are reported at the amount that reflects the consideration to which the Organization is paid in exchange for admission per event. These amounts are charged upon a per-event basis as purchased. Revenue is recognized at the point of sale.

Services to Students

Student service revenue is made up of fees for field trips, graduation ceremonies, food services, locker rentals, and other services provided for students. These are reported at the amount that reflects the consideration to which the Organization expects to be entitled in exchange for providing services to the students. These amounts are due from students, who are billed upon receipt of the service. Revenue is recognized as the performance obligations are satisfied at a point in time.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the consolidated statement of financial position. As of June 30, 2023, the School has conditional grants of $665,177 of which $134,618 is reported as deferred revenues.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the Organization is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Compensated Absences

The Organization does not allow employees to carry over unused vacation. Accordingly, there were no accumulated compensated absence benefits at June 30, 2023.

Income Taxes

The Organization is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The Organization is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The Organization files an exempt informational return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Principles of Consolidation

The accompanying consolidated financial statements include the accounts of CASA-SGV and the LLC. All significant intercompany accounts and transactions between these entities have been eliminated in the consolidated financial statements. Unless otherwise noted, these consolidated entities are hereinafter referred to as the Organization.

Contributed Assets and Services

Contributions of donated noncash assets are recorded at fair value in the period received.

Leases

The Organization leases equipment and determines if an arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) assets, and operating lease liabilities on the statement of financial position. Finance leases are included in financing ROU assets, and lease liabilities – financing on the statement of financial position.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Leases (Continued)

ROU assets represent the Organization's right to use an underlying asset for the lease term and lease liabilities represent the Organization's obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term. As most of leases do not provide an implicit rate, the Organization uses its a risk-free rate based on the information available at commencement date in determining the present value of lease payments. The operating lease ROU asset also includes any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that the Organization will exercise that option. The Organization has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or ROU assets on the statement of financial position.

The Organization has elected not to separate nonlease components from lease components and instead accounts for each separate lease component and the nonlease component as a single lease component.

The Organization's lease agreements do not contain any material residual value guarantees or material restrictive covenants.

In evaluating contracts to determine if they qualify as a lease, the Organization considers factors such as if the Organization has obtained substantially all of the rights to the underlying asset through exclusivity, if the Organization can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

The individual lease contracts do not provide information about the discount rate implicit in the lease. Therefore, the Organization has elected to use a risk-free rate determined using a period comparable with that of the lease term for computing the present value of lease liabilities.

Adoption of New Accounting Standards

In February 2016, the FASB issued Accounting Standards Update 2016-02, *Leases* (ASC 842). The new standard increases transparency and comparability among organizations by requiring the recognition of ROU assets and lease liabilities on the statement of financial position. Most prominent of the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases. Under the standard, disclosures are required to meet the objective of enabling users of financial statements to assess the amount, timing, and uncertainty of cash flows arising from leases.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Adoption of New Accounting Standards (Continued)

The Organization adopted the requirements of the guidance effective July 1, 2022 and has elected to apply the provisions of this standard to the beginning of the period of adoption with certain practical expedients available.

The Organization has elected to adopt the package of practical expedients available in the year of adoption. The Organization has elected to adopt the available practical expedient to use hindsight in determining the lease term and in assessing impairment of the Organization's ROU assets.

The Organization elected the available practical expedients to account for existing capital leases and operating leases as finance leases and operating leases, respectively, under the new guidance, without reassessing (a) whether the contracts contain leases under the new standard, (b) whether classification of capital leases or operating leases would be different in accordance with the new guidance, or (c) whether the unamortized initial direct costs before transition adjustments would have met the definition of initial direct costs in the new guidance at lease commencement.

In addition, the Organization elected the hindsight practical expedient to determine the lease term for existing leases.

As a result of the adoption of the new lease accounting guidance, the Organization recognized on July 1, 2022 a ROU asset at the carrying amount of the lease asset of $314,875. The Organization also recognized on July 1, 2022 a lease liability of $314,875, which represents the present value of the remaining lease payments discounted a risk free rate of 3.15%.

The standard had a material impact on the statement of financial position but did not have an impact on the statement of activities, nor the statement of cash flows. The most significant impact was the recognition of ROU assets and lease liabilities for operating leases.

Evaluation of Subsequent Events

The Organization has evaluated subsequent events through May 30, 2024, the date these consolidated financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the consolidated statement of financial position date. Financial assets available for general expenditures are comprised of the following as of June 30, 2023:

Cash and Cash Equivalents	$ 1,019,945
Accounts Receivable	1,909,252
Less: Restricted Cash	(200,000)
Less: Donor Restricted Net Assets	(155,174)
Total	$ 2,574,023

As part of its liquidity management plan, the Organization monitors liquidity required and cash flows to meet operating needs on a monthly basis. The Organization structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

NOTE 3 CONCENTRATION OF CREDIT RISK

The Organization also maintains cash balances held in banks and revolving funds which are insured up to $250,000 by the Federal Deposit Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The Organization has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 4 PROPERTY, PLANT AND EQUIPMENT

Property, plant, and equipment in the accompanying consolidated financial statements are presented net of accumulated depreciation. Depreciation expense was $140,953 for the School and $430,648 for the LLC as of June 30, 2023.

The components of property, plant, and equipment as of June 30, 2023 are as follows:

	California School of the Arts - SGV	SMG Arts Properties, LLC	Total
Buildings and Improvements	$ 117,304	$ 6,120,349	$ 6,237,653
Equipment and Computers	1,038,146	1,372,800	2,410,946
Total	1,155,450	7,493,149	8,648,599
Less: Accumulated Depreciation	(449,949)	(2,869,599)	(3,319,548)
Total Property, Plant, and Equipment	$ 705,501	$ 4,623,550	$ 5,329,051

NOTE 5 LONG-TERM DEBT

In December 2017, the LLC refinanced all outstanding Farmers & Merchants Bank debt with a loan from Pacific Premier for $6,349,888. The note carries an interest rate of 3.15%. Principal and interest payments of $44,205 are due monthly until maturity in December 2027. This note is reported net of unamortized debt issuance costs of $156,566. Amortization of debt issuance costs recorded to interest expense for the year ended June 30, 2023 was $17,983. As of June 30, 2023, the School was in violation of the debt service coverage ratio covenants; however, Pacific Premier Bank agreed to forebear enforcement of it's rights arising out of that covenant default until December 31, 2024. Future maturities for long term debt are as follows:

Year Ending June 30,	California School of the Arts - SGV	SMG Arts Properties, LLC	Total
2024	$ -	$ 338,405	$ 338,405
2025	-	347,895	347,895
2026	-	361,235	361,235
2027	-	372,942	372,942
2028	-	4,761,157	4,761,157
Total	-	6,181,634	6,181,634
Debt Issuance Costs	-	(156,566)	(156,566)
Total Debt, Net of Issuance Costs	$ -	$ 6,025,068	$ 6,025,068

The Organization has two long-term notes due to The Legacy Fund for a total of $1,115,000. The loans carry interest rates of 3.15% and 3% and mature on June 30, 2027. The outstanding balance as of June 30, 2023 was $750,000.

The Organization has a loan payable to the OCSA Foundation for $950,000. The loan carries an interest rate of 3.15%. Principal and accrued interest are due upon maturity on July 1, 2024.

The Organization has a loan payable to OCSA for $350,000. The loan carries an interest rate of 3% and matures in July 2023. The outstanding balance as of June 30, 2023 was $10,938.

Future maturities for long term debt from related parties are as follows:

Year Ending June 30,	CSA - San Gabriel Valley
2024	$ 160,938
2025	1,100,000
2026	150,000
2027	150,000
2028	150,000
Total	$ 1,710,938

NOTE 6 EMPLOYEE RETIREMENT

Multi-Employer Defined Benefit Pension Plans

Qualified employees are covered under multi-employer defined benefit pension plans maintained by agencies of the state of California.

The risks of participating in these multi-employer defined benefit pension plans are different from single employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the Organization chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Organization has no plans to withdraw from this multi-employer plan.

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2022 total STRS plan net assets are $300 billion, the total actuarial present value of accumulated plan benefits is $434 billion, contributions from all employers totaled $6.513 billion, and the plan is 74.4% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.21% of their salary. The Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2023 was 19.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The Organization's contributions to STRS are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2021	$ 842,807	100%
2022	1,114,723	100%
2023	1,391,823	100%

NOTE 6 EMPLOYEE RETIREMENT (CONTINUED)

Public Employee's Retirement System (PERS)

Plan Description

The Organization contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multi-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, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2022, the School Employer Pool total plan assets are $79.3 billion, the present value of accumulated plan benefits is $113.7 billion, contributions from all employers totaled $3.55 billion, and the plan is 69.8% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the CalPERS' annual financial reports may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95814 and www.calpers.ca.gov.

Funding Policy

Active plan members brought into PERS membership prior to January 1, 2013 are required to contribute 7.0% of their salary while new members after January 1, 2013 are required to contribute 7.0% of their salary. The Organization is required to contribute an actually determined rate. The actuarial methods and assumptions used for determining the rate at those adopted by the CalPERS Board of Administration. The required employer contribution rate for year ended June 30, 2023 was 25.37%. The contribution requirements of the plan members are established and may be amended by state statute.

The Organization's contributions to PERS are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2021	$ 85,828	100%
2022	133,653	100%
2023	229,619	100%

NOTE 7 COMMITMENTS

In July 2017, the LLC entered into a facility agreement with the Duarte Unified School District (DUSD) for property in the city of Duarte, California. This agreement has a term that coincides with the length of the School's charter agreement. The agreement does not require the LLC to pay a lease amount for the use of the sites, but instead charges the LLC an annual fee of $1 and requires that the LLC operate a charter school on the premises. Additionally, the agreement requires the LLC to construct improvements and install portable facilities to the property.

NOTE 8 LEASES – ASC 842

The Organization leases equipment as well as facilities for various terms under long-term, non-cancelable lease agreements. The leases expire at various dates through 2028. In the normal course of business, it is expected that these leases will be renewed or replaced by similar leases. Additionally, the agreements generally require the Organization to pay real estate taxes, insurance, and repairs.

The following table provides quantitative information concerning the Organization's lease for the year ended June 30, 2023:

Lease Cost		
Operating lease cost	$	77,484
Other Information		
Cash paid for amounts included in the measurement of lease liabilities:		
Operating cash flows from operating leases	$	77,484
Right-of-use assets obtained in exchange for new operating lease liabilities:	$	314,875
Weighted-average remaining lease term - operating leases		3.70 years
Weighted-average discount rate - operating leases		3.15%

The Organization classifies the total undiscounted lease payments that are due in the next 12 months as current. A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2023, is as follows:

Year Ending June 30,	Operating
2024	$ 77,484
2025	77,484
2026	57,432
2027	24,000
Thereafter	24,000
Total	260,400
(Less) Imputed Interest	(14,280)
Total Lease Liability	$ 246,120

NOTE 9 RELATED PARTY TRANSACTIONS

Orange County School of the Arts

Orange County School of the Arts (OCSA) is a California nonprofit public benefit corporation founded as a charter school under the laws of the state of California. OCSA and the Organization have an arrangement for administrative and business office support. As of June 30, 2023, the Organization owes OCSA $10,216 for expense reimbursements related to this arrangement. The Organization also has a note payable to OCSA as described in Note 5.

NOTE 9 RELATED PARTY TRANSACTIONS (CONTINUED)

Orange County School of the Arts Foundation

The Orange County School of the Arts Foundation (OCSA Foundation) is a nonprofit public benefits corporation organized for the specific purpose to raise funds for the benefit of the OCSA and California School of the Arts network. As of June 30, 2023, the Organization owes OCSA Foundation $- for expense reimbursements. Additionally, the Organization has a note payable to OCSA Foundation as described in Note 5. Accrued interest for this note as of June 30, 2023 was $6,351.

California School of the Arts Foundation

The California School of the Arts Foundation (CASA Foundation) is a nonprofit public benefits corporation organized for the specific purpose to raise funds for the benefit of the California School of the Arts network. During the year ended June 30, 2023, CASA Foundation donated a total of $247,747 to the Organization.

The Legacy Fund

The Legacy Fund (the Fund) is a nonprofit public benefits corporation organized for the specific purpose to raise funds for the benefit of the OCSA and California School of the Arts network. The Organization has notes payable to the Fund as described in Note 5.

NOTE 10 NET ASSETS WITH DONOR RESTRICTION

As of June 30, 2023, net assets with donor restriction consisted of $155,174 for donations restricted to the subsequent fiscal year.

NOTE 11 CONTINGENCIES, RISKS, AND UNCERTAINTIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

NOTE 12 FUNCTIONALIZED EXPENSES

The consolidated financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, and payroll taxes, which are allocated on the basis of estimates of time and effort. Expenses related to occupancy, interest, and depreciation are allocated on the basis of square footage.

SUPPLEMENTARY INFORMATION

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2023
(SEE INDEPENDENT AUDITORS' REPORT)
UNAUDITED

The California School of the Arts – San Gabriel Valley (the School or CASA-SGV) was established in 2017, when it was granted its charter through the Duarte Unified School District (the District) and its charter school status from the California Department of Education. The charter may be revoked by the District for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

The charter school number is: 1838

The Board of Directors and Administration as of the year ended June 30, 2023 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires
Carol Green	Board President	Indefinite
Genevieve Spinella	Secretary	Indefinite
John Vaughn	Treasurer	Indefinite
Mary Ulrich	Member	Indefinite
Ron Green	Member	Indefinite
Marcy Ulrich	Member	Indefinite
Francisco Figueroa	Member	Indefinite

ADMINISTRATOR

Gregory Endelman, Ed.D	Principal

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2023

	Instructional Minutes		Traditional Calendar	
	Requirement	Actual	Days	Status
Grade 9	64,800	71,520	180	In Compliance
Grade 10	64,800	71,520	180	In Compliance
Grade 11	64,800	71,520	180	In Compliance
Grade 12	64,800	71,520	180	In Compliance

See Independent Auditors' Report and the accompanying Notes to Supplementary Information

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2023

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grades 9-12	883.18	883.18	879.62	879.62
ADA Totals	883.18	883.18	879.62	879.62

See Independent Auditors' Report and the accompanying Notes to Supplementary Information

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

June 30, 2022 Annual Financial Report		
Fund Balances (Net Assets)	$	538,451
Adjustments and Reclassifications:		
Increase (Decrease) of Fund Balance (Net Assets):		
Accounts Receivable - Federal and State		64,115
Accounts Receivable - Other		(13,872)
Property, Plant, and Equipment, Net		(4)
Right of Use Asset - Operating		134,935
Due to OCSA		10,936
Operating Lease Liability		(134,936)
Notes Payable		(10,938)
Net Adjustments and Reclassifications		50,236
June 30, 2022 Audited Financial Statement Fund Balances (Net Assets)	$	588,687

See Independent Auditors' Report and the accompanying Notes to Supplementary Information

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This Schedule presents information on the amount of instructional time offered by the Organization and whether the Organization complied with the provisions of California Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of Organization. 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.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This Schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited consolidated financial statements.

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INDEPENDENT AUDITORS' 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*

Board of Directors
California School of the Arts - San Gabriel Valley
Duarte, 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 consolidated financial statements of California School of the Arts - San Gabriel Valley (the Organization), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2023, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the consolidated financial statements, and have issued our report thereon dated May 30, 2024.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered the Organization's 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 consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's 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 Organization's consolidated 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 or significant deficiencies may exist that have not been identified.

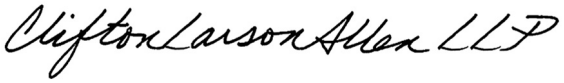
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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's 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 entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CliftonLarsonAllen LLP

Glendora, California
May 30, 2024

CliftonLarsonAllen LLP
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INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors
California School of the Arts - San Gabriel Valley
Duarte, California

Report on Compliance

Opinion on State Compliance

We have audited California School of the Arts - San Gabriel Valley's (the School) compliance with the types of compliance requirements applicable to the School described in the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* published by the Education Audit Appeals Panel for the year ended June 30, 2023. The School's applicable state compliance requirements are identified in the table below.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that are applicable to the School for the year ended June 30, 2023.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Our responsibilities under those standards and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel are further described in the *Auditor's Responsibilities for the Audit of Compliance* section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's state programs.

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Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore, is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Not Applicable[1]
After/Before School Education and Safety Program	Not Applicable[2]
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable[3]
Immunizations	Not Applicable[4]
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant (CTEIG)	Yes
Transitional Kindergarten	Not Applicable[5]
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not applicable[6]
Determination of Funding for Nonclassroom-Based Instruction	Not applicable[7]
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

Not Applicable[1]: The School did not have any expenditures for California Clean Energy Jobs Act in the year under audit or a completed project between 12 and 15 months prior to any month in the audit year.

Not Applicable[2]: The School did not operate an after or before school program component of this grant.

Not Applicable[3]: The School did not report ADA pursuant to Education Code section 51749.5.

Not Applicable[4]: The School did not have any charter school subject to audit of immunizations as listed in the California Department of Public Health (CDPH) website as listed in the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

Not Applicable[5]: The School did not report ADA for the audit year for transitional kindergarten.

Not Applicable[6]: The School did not report ADA to the CDE as generated through nonclassroom-based instruction (independent study).

Not Applicable[7]: The School did not report more than 20% of its ADA as generated through nonclassroom-based instruction (independent study).

Other Matters

The results of our audit procedures disclosed instances of noncompliance, which are required to be reported in accordance with *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* and which are described in the accompanying schedule of findings and questioned costs as item 2023-001. Our opinion on each state program is not modified with respect to this matter.

Report on Internal Control over Compliance

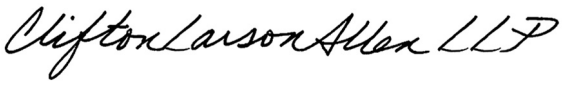
Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be a significant deficiency.

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 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 a material noncompliance with a compliance requirement 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 that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as item 2023-001, to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Government Auditing Standards requires the auditor to perform limited procedures on the School's response to the noncompliance findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

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 *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.



CliftonLarsonAllen LLP

Glendora, California
May 30, 2024

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2023

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
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

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Findings and Questioned Costs – State Compliance

2023-001 Unduplicated Local Control Funding Formula Pupil Counts 40000

Criteria: Education code section 42238.02 (b)(2) requires a charter school to submit its enrolled free and reduced-price meal eligibility, foster youth and English learner pupil-level records for enrolled pupils using the California Longitudinal Pupil Achievement Data System (CalPADS). The CalPADS 1.17 and 1.18 reports should accurately report the number of students eligible for free and reduced-price meals and those identified as “English Learners.”

Condition: During our testing, we identified 3 out of 11 students tested that did not have documentation supporting the free and reduced-price meal eligibility or English learner designation that was reported on the CALPADS 1.18 report.

Effect: The School is not in compliance with Education code section 42238.02 (b)(2). The errors identified above was extrapolated to the population of the free and reduced eligible pupils and English learners reported on the 1.17 and 1.18 reports as follows:

Audit Adjustments to CALPADS Data - California School of the Arts - San Gabriel Valley for June 30, 2023

Original				Audit Adjustments		Adjusted			
	Unduplicated		Total	Unduplicated			Unduplicated		Total
Total Enrollment	Eligible FRPM	EL Funding Eligible	Unduplicated FRPM/EL	Eligible FRPM	EL Funding Eligible	Total Enrollment	Eligible FRPM	EL Funding Eligible	Unduplicated FRPM/EL
945	191	9	196	(6)	(5)	945	185	4	185

Findings and Questioned Costs – State Compliance (Continued)

2023-001 Unduplicated Local Control Funding Formula Pupil Counts 40000
(Continued)

Cause: Oversight in reviewing and categorizing student data for the CALPADS reports.

Questioned Costs: The error identified was extrapolated to the population of free and reduced eligible pupils and “English Learners” resulting in a decrease of LCFF entitlement of $7,445.

Recommendation: We recommend that the School implement additional monitoring processes to review the Free and Reduced-Price Meal (FRPM) eligibility and “English Learner” criteria in its data to ensure reporting errors are minimized and corrections are made on a timely basis.

Repeat Finding: This is not a repeating finding.

Views of responsible officials and planned corrective actions (Unaudited): The has initiated a comprehensive review of its processes and will implement additional data quality safeguards to ensure compliance in CALPADS reporting in the future.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2023

There were no findings and questioned costs related to the basic financial statements, state or federal awards in the prior year.



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Attachment 11:

October 12, 2023 El Dorado Charter

SELPA Allocation Plan

Allocation Plan

Updated October 12, 2023

El Dorado County Office of Education
Ed Manansala, Ed.D., County Superintendent of Schools
Ginese Quann, Executive Director - Charter SELPA

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INTRODUCTION

Background

The Allocation Plan represents CEO Council decision making, which began when the Charter SELPA was a subset of the El Dorado County Office of Education (EDCOE) SELPA in 2006-07. In 2007-08, the SELPA became a separate State Board approved Charter SELPA and overall funding parameters changed. CEO Council discussion and decision making from 2007-08 to the present have further refined the formula.

Core Principles:

- Stability and predictability of funding is critically important
- Timely and accurate projections with no surprises
- Timely and accurate distribution of cash
- Reasonable and consistent rationale developed with a standard of fairness and equitability
- Transparency

Allocation Plan Elements

1. State Special Education Funding
2. Federal Special Education Funding
3. Rate Protection Pool
4. Partner Definition
5. Charter SELPA Administration
6. Unspent Funds
7. Income Re-Allocation
8. NPS/RTC/SBT (ERMHS) Pool & Out of Home Care (OOHC) Funding
9. Legal Risk Pool
10. Low Incidence Materials and Services
11. Cash Flow

CURRENT YEAR EXECUTIVE SUMMARY

Fiscal Year 2023-24
Allocation Plan At-A-Glance

	Allocation Plan Element	Basis of Funding	Gross Rate	Additional Description
1	State Funding	ADA	$887.40	Greatest of 2021-22, 2022-23 or 2023-24 P-2 ADA. This rate is a projection based on fully funding the finalized statutory COLA.
2	Federal Funding	Prior Year Enrollment	$130.00	Must have operated in prior year and prior year enrollment count must be trackable to current year CDS code.
	Total Gross Base Funding		$1,017.40	Rate before administrative fee holdback. Administrative fee % is unique to each charter based on years of membership. First-year charters make a one-time contribution of $5/ADA to the Rate Protection Pool.
3	Rate Protection Pool	Reserve for contingencies to protect SELPA members from funding reductions/losses. All Charters in first year of Charter SELPA membership contribute a one-time non-refundable $5.00 per 2023-24 P-2 ADA.		
4	Partner Definition	Single Partner - 1 charter in the Charter SELPA Organization Partner = 2 or more charters in the Charter SELPA under one organization (CMO/Non-Profit)		Year of entry of partner, determines Admin Fee %.
5	Charter SELPA Administrativeion Fee	Funds SELPA services to partners; % of total gross base funding. Year 1 = 5.5% Year 2 = 4.5% Year 3 = 3.5% Year 5 = 3.0%		Reduction in Years 3 & 5 contingent on good standing.
6	Unspent Funds	If more than 25% of funding is unspent at year end, following year funding will be reimbursement based. Eligiblity for federal revenue in following year may be impacted.		
7	Income Re-Allocation	Income may be shifted from one charter to another if the umbrella organization has the board/organization authority to re-allocate dollars.		
8	Mental Health Services Funding	The state directly funds LEAs for mental health services. A contribution of approximately $12.50/ADA is required to support an NPS/RTC/site-based therapeutic program reimbursement pool administered by the SELPA. The pool will pay 100% of RTC room and board costs and is projected to pay 90% of NPS mental health services + transportation and 80% of approved site-based program expenditures.		
9	Legal Risk Pool	Up to $15,000 reimbursement for legal claims related to due process filing until pool funding is extinguished. 50% funding/50% match		
10	Low Incidence Funding	Low incidence services and material reimbursements ($600 minimum claim). Initial reimbursement level is $1,000/student, which may increase based on claims filed during the year and available dollars.		
11	Cash Flow	Specific policy guidance re: standard SELPA cash flow to charters is found in this section of the Allocation Plan.		

1. STATE SPECIAL EDUCATION FUNDING (Last revised October 2020)

Funding Definition

The Charter SELPA receives state special education funding based on the statewide target rate multiplied by current year P-2 ADA. P-2 ADA is defined as cumulative attendance divided by days operated, as of the first school month ending on or before April 15. A Cost of Living Adjustment (COLA) may or may not be provided annually, depending upon legislative budget action.

State Aid - Charter SELPA Funding Formula

The Charter SELPA funds each LEA member based on the greatest of current year, prior year or prior prior year P-2 ADA for the LEA per the current funding model.

The SELPA is funded on the statewide target rate per ADA. In addition, the SELPA receives a small portion per ADA for SELPA Program Specialist/Regionalized Services (PS/RS rate, based on 2019-20 ADA). Should this funding source ever be rolled into the base rate by legislative action, CEO Council action substantiates that the Charter SELPA continue to treat the PS/RS rate as a separate operational funding stream to the Charter SELPA. These rates are adjusted each year by any COLA applied to the rate.

Charter SELPA administration is responsible for setting the Charter Member Rate each year to account for the budgetary anomalies and maintain a consistent level of funding from year to year. In order to calculate an individual charter's funding rate, the Charter Member Rate is adjusted by the CEO Council's established unique charter member administrative fee and, for first year charters, the one-time Rate Protection Pool contribution (See Element 3/Rate Protection Pool).

2. FEDERAL SPECIAL EDUCATION FUNDING

Funding Definition

Each year the State of California receives a combination of grants for federal IDEA funds. The state distributes this to SELPAs on a prorated formula that is based on:

a. Historical amount per SELPA from 1999;
b. Prior year enrollment counts; and
c. Free and reduced lunch counts.

Federal Funding Charter SELPA Formula (Last revised October 2018)

a. The Charter SELPA funds eligible LEA members based on prior year student enrollment (Fall 1 count).
b. New start-up charter members do not receive federal funds in the first year of operation because funding is based on prior year enrollment.
c. New charter members (not a start-up) may receive federal funds if they existed in the prior year and CDE adjusts the current year Charter SELPA grant for the charter enrollment.
d. If enrollment for a continuing charter member is not included by CDE in the calculation of the Charter SELPA current year federal grant due to a CDS code change, the charter member remains eligible to receive federal funding in the current year.
e. The CEO Council's established administrative fee (see Element 5/Charter SELPA Administrative Fee) is determined based on total state and federal income per charter member, but the payment itself is considered paid with state dollars.
f. Inability to fully spend special education dollars may result in ineligibility to receive federal funds in the subsequent school year (see Element 6/Unspent Funds).

Federal Grant Compliance (Added October 2019)

Charter SELPA administration may make a determination to exclude a charter from federal funding eligibility if matters come to their attention that determine compliance requirements of CDE or the federal grant itself may be violated by doing so.

3. RATE PROTECTION POOL (Added October 2020)

Intent

The intent of the Rate Protection Pool is to provide a reserve fund against unforeseen losses to the SELPA that would otherwise cause a reduction in the state or federal funding rate. These losses may involve the action of a partner or an outside agency or other legal authority. It is recognized that, in some cases, a means to recover funds from a partner may no longer exist. However, when a partner is involved, Charter SELPA administration will exercise all due diligence in attempting to recover funds from the partner.

Use of Pool Funds

The Rate Protection Pool is a shared risk pool in place to protect the entire SELPA membership. As such, the only limitation on the size of a single charge to the pool is the available balance in the pool at the time. Regardless, CEO Council approval is required when any individual situation would result in a charge of more than $250,000. In addition, Charter SELPA administration will report at least annually to CEO Council on the use of funds and the balance available.

Pool Funding (Last revised May 2022)

2019-20 year-end balances in the Set-Aside Risk Pool and the Rate Smoothing Pool were consolidated to originally fund the Rate Protection Pool. Ongoing funding for the pool will consist of a one-time $5.00/ADA payment from all new charters (including charter school expansions of current Partners), defined by CDS code, in the first year of membership. The $5.00 payment will be based on P-2 ADA in the first year. This $5.00/ADA payment is a non-refundable contribution to the shared risk pool.

Other funding sources to the pool include, but are not limited to:

- Positive prior year adjustments for schools no longer with the SELPA.
- Unspent funds where need is not demonstrated in the following year.
- Funding held from Partners that close operations and fail to submit documentation that would allow for release of funds being held.
- Recoveries from Partners/former Partners in excess of the loss.
- Extraordinary payments, positive funding adjustments or recoveries.
- Any other additions to the pool approved by the CEO Council.

4. PARTNER DEFINITION (Last revised October 2021)

Intent

In September 2013, the CEO Council created two categories of Partnership: **Single Charter Partner and Organization Partner**. The date of entry of the Partner is used to determine the administrative fee for the Partner's future expansion.

Charter SELPA Formula

Single Charter Partner	Charter SELPA LEA member with one school (CDS code) in the Charter SELPA
Organization Partner	Organization with multiple Charter SELPA LEA member schools (each with a CDS code).

An organization is defined as a non-profit with one governing board over multiple charters or an organization that is structured to include one Chief Executive Officer position that has defined responsibilities related to multiple charters. The title of CEO may differ by organization, but the intent is that the "CEO for the umbrella organization" has specific decision-making authority related to the multiple charters in matters involving special education programs and services.

Member charter LEAs within the Organization Partner "network" are afforded the same benefits as those that are available to the Organization Partner. When a Charter SELPA Partner expands with a charter new to the SELPA, the new charter school utilizes the Organization Partner's date of entry for calculation of the administrative fee. Another example would include, if the Organization Partner is put on a reimbursement basis for funding, all members of the Organization Partner's network may also be funded through a reimbursement mechanism. To ensure accurate considerations of an Organization Partner's member charters within their network, each Organization Partner would be asked to identify their member charters annually and the member charter school LEAs would be asked to affirm the relationship.

An Organization Partner would be asked to assist in the event of a member charter school closing and/or causing a financial impact on the Charter SELPA. CEO Policy 27, addressing when a charter within an Organization Partner's network closes, includes the following language:

> "The Organization Partner has certified that funds were spent appropriately for special education and should issues arise at a later date; the Organization Partner will honor any obligations owing by the closing charter."

In the event where the Organization Partner is not able to mitigate a negative impact on the Charter SELPA caused by a member charter school(s), it is understood that actions would be taken to protect the Charter SELPA, including the Organization Partner may be placed in a reimbursement funding position. In addition, the administrative fee sliding scale is predicated on a member being in good standing and increasing capacity over time. If a member is not in good standing and has a lower administrative fee based on years of participation in the SELPA, the administrative fee may be recalibrated and returned to a level reflective of a lower capacity and to cover increased costs created by the heightened monitoring required. This adjustment will also take

effect when an Organization Partner dissolves their relationships with member charter schools and/or their network, and thus after the dissolution action, the remaining member charter schools are Single Charter Partners within the SELPA.

5. CHARTER SELPA ADMINISTRATIVE FEE (Last revised May 2019)

Intent

The CEO Council established an administrative fee in order for the Charter SELPA to provide the services required by the participating members. In 2006-07, the allocation formula provided for an administrative fee of 10% with the intent that it would reduce over time as the Charter SELPA membership expanded. The formula was substantially revised in 2010- 11 to provide for a first-year differential rate. It was revised again in 2011-12 to provide for a first-year rate of 6%, reducing to 5% in year 2, and the possibility of reducing to 4% in year 3 and beyond if specified criteria were met. The formula was revised again in 2013-14, allowing all charters to be eligible for consideration of the 4% rate in year 5. The formula was again revised for 2019-20 with reductions to the administrative fee rate for all current and new Charter SELPA Partners. These funds, along with funds from the PS/RS rate, are used to cover the operational costs of providing the wide range of SELPA services offered to members, including program capacity-building support and case consultation from SELPA Program Specialists, technical assistance, professional development, SEIS system usage and training, data and compliance monitoring/reporting assistance, business office support, and Administrative Unit Fees.

Charter SELPA Formula

As established by the CEO Council, a charter's administrative fee is calculated by multiplying total annual state and federal funding for the charter by the applicable administrative fee percentage for the charter. Prior to distribution of state and federal funding, the applicable administrative fee is withheld. Date of entry for purposes of the administrative fee is based on the date of entry of the **Organization Partner**. For example, if the Organization Partner qualifies for a 3% fee based on five years of membership, the expansion charter would be treated the same and receive the 3% fee.

The fee does not apply to other grant dollars received by the SELPA; however, the SELPA may charge an appropriate indirect rate for specific grants that are administered by the SELPA.

Administrative Fee Schedule

5.5%	Year One Partner
4.5%	Year Two Partner
3.5%	Year Three Partner – successfully completing the first two years with the Charter SELPA and a SELPA member in good standing.
3.0%	Year Five Partner – successfully completing the first four years with the Charter SELPA and a SELPA member in good standing.

Specified Criteria for Administrative Fee in Year 3 and Year 5:

Member in good standing:

- Meets minimum CEO Council and Steering Committee participation requirements
- Timely submission of program reporting: e.g. IEP reporting, Pupil Count
- Timely submission of financial reports
- Meets Maintenance of Effort requirements
- No significant outstanding program compliance issues

Notification of fee eligibility

By March 1, prior to the start of a fiscal year, Charter SELPA shall notify Partners entering their 3rd year or 5th year if they are deemed to be eligible for the reduced administrative fee for the following fiscal year. Once a Partner receives approval for the administrative fee in accordance with the schedule noted above, the fee continues unless changed by a failure to maintain good standing. Despite subsequent actions, e.g. failure to meet MOE in September, the lower fee will be honored for the entire fiscal year for which it was granted.

Failure to retain membership in good standing for lower administrative fee

By March 1 (if possible), but no later than June 1, prior to the start of a fiscal year, Charter SELPA shall notify Partners if they are no longer in good standing or no longer eligible for the administrative fee rate previously established for the following fiscal year.

Failure to retain membership in good standing – termination from Charter SELPA membership

The Charter SELPA Participation Agreement, Local Plan, Allocation Plan, and Policies outline the responsibilities of Charter SELPA members. As noted above, failure to meet responsibilities can create ineligibility for the lower administrative fee. It should also be noted that failure to meet those responsibilities can result in termination of membership with the Charter SELPA.

6. UNSPENT FUNDS

Intent

The Charter SELPA recognizes that special education funding in California is not sufficient to cover the total costs of special education. On a statewide basis, LEAs pay for approximately 60% of the costs of special education from local sources. There are unique circumstances where an LEA may have unspent funds. A new charter joining the SELPA may not have the level of special education costs experienced by other LEAs. Additionally, some charters by the nature of the students they serve may have special education costs that are below the statewide averages, and their special education student population may be below Charter SELPA averages.

Charter SELPA Formula (Last revised October 2020)

When an LEA has unspent funds **less than 25%** of their special education allocation (allocation as adjusted at year end close by September 30):

a. All charters with unspent funds must provide budget justification to receive federal funds in the next year.
b. Charters with unspent funds will be subject to significant budget and program review to determine if they qualify for federal funds in the following year.

   Additional factors that may result in ineligibility to receive federal funds:

   - Pupil counts less than 4%
   - Multiple years of unspent funds
   - Fiscal solvency and audit issues
   - Leadership issues that cast doubt on the capacity of the charter to be an LEA

A charter may also opt out of federal funds for an unspecified period of time until needs change.

When an LEA has unspent **funds greater than 25%** of their special education allocation (allocation as adjusted at year end close by September 30):

a. Charters with unspent funds greater than 25% may not be eligible for federal funds in the following year. If need is demonstrated, based on an understanding of the charter's plans and submitted budgets, the Charter SELPA may establish eligibility for federal funding.

b. A charter with unspent funds greater than 25% unspent will be moved to a reimbursement-based state funding cash flow, with the intent that the charter shall spend the prior year unspent funds first. Charter SELPA shall establish a procedure and process to ensure monthly expenditure reporting by the charter, with timely distribution of cash when the charter has demonstrated eligibility by spending prior year carryover. Monthly cash flow payments would not exceed cash distributions under the monthly cash apportionment process.

7. INCOME REALLOCATION (Last revised May 2020)

Intent

Organization Partners (See Element 4/Partner Definition) may have varying needs among their schools and should be provided the flexibility to re- allocate funds among the entities to better match income to special education expenditures.

Charter SELPA Formula

At the close of the fiscal year, an Organization Partner may reallocate state and federal funds to the LEAs within their authority, if the Organization Partner has the authority within their operational structure to take such action.

EC Section 56836.05(b) provides authority to SELPAs to develop an Allocation Plan at the SELPA governance level, to distribute funds to the LEAs within the SELPA. The Charter SELPA Allocation Plan distributes funds to each charter (CDS code) in the SELPA. However, pursuant to this Allocation Plan rule approved by CEO Council, a provision is made for the local authority of the Organization Partner to re-allocate income among Charter SELPA LEA members.

The final reallocation will occur in the months of August and September following the close of a fiscal year with final reallocation done by October 1. Evidence of board action to establish income reallocation authority is required and documentation must be submitted to the Charter SELPA in a prescribed format that outlines the exact amount of funding moved from one LEA to other LEA(s).

8. NPS/RTC/SBT (ERMHS) Pool & OUT OF HOME CARE (OOHC) Funding

(Last revised May 2023)

Intent

Over time, the CEO Council has taken a series of actions to implement Allocation Plan language to govern eligibility for and the allocation of the ERMHS funding consistent with the AB 114 guidance from CDE and the need to provide a predictable revenue stream to Charter SELPA members. Beginning 2023-24, ERMHS funding will no longer be passed through SELPAs. All LEAs in the state will be directly funded for this revenue.

Along with the Allocation Plan language, the Charter SELPA has developed operational guidelines and budget request forms. Please see the ERMHS Guidelines document available on the Charter SELPA website for complete information.

Charter SELPA Formula (Last revised May 2023)

1. Out of Home Care Funding (Added May 2023)

Out-of-Home Care Funding is provided to SELPAs to serve foster youth, pupils placed in California's short-term residential therapeutic program, and three other types of facilities located within a SELPA's geographic boundaries. In 2022-23, the Charter SELPA began receiving this annual revenue based on aggregate foster youth enrollment for all partner charter schools. In the first annual revenue calculation, the Charter SELPA received funding for 2021-22 and 2022-23. The CEO Council has determined that each year, OOHC funding will be used to defray the cost to partners of administering the mental health reimbursement pool.

Annual OOHC funding will be held by the SELPA. Beginning in 2023-24, each year's revenue will be used to reduce the corresponding year's partner contribution to the NPS/RTC/SBT Pool, as established later in this section. The funding received for 2021-22 and 2022-23 will be used as follows:

a. Use 2021-22 revenue to increase the 2022-23 per-ADA distribution to partners.
b. Divide the amount of funding received for 2022-23 by three.
c. Combine the result of this calculation with the amount of OOHC funding received for 2023-24, 2024-25, and 2025-26, respectively.
d. For each of these three years, use the combined amount to reduce the corresponding year's annual partner contribution required for the NPS/RTC/SBT Pool.

2. Administration Charge

Partners in the Charter SELPA pay a fee for services for the Charter SELPA to deliver CPI training and certification, support partner mental health programs, and administer the mental health-related provisions of the Allocation Plan. This amount was fixed at $533,866 for 2022-23 and shall be adjusted each year with the final state budget COLA.

3. Description of 2022-23 Funding

For 2022-23:

a. Combine 2022-23 mental health revenue with the mental health reserve carried over from 2021-22.
b. Subtract $533,866 ($501,000 + 6.56% COLA) for the mental health administration charge to fund mental health support for partners and CPI behavior training/certification in 2022-23.

c. Set aside $480K to fund approved 2022-23 Site-Based Therapeutic programs at 80% of eligible expenditures. If this amount is not sufficient, the reimbursements will be prorated.
d. Set aside $4.3M to fund NPS mental health services at 90% and RTC room and board at 100% of eligible expenditures. If this amount is not sufficient, the reimbursements will be prorated.
e. Distribute the remaining revenue ($/ADA) monthly to partners based on 2022-23 P-2 ADA.

4. Description of Funding After 2022-23

Beginning in the 2023-24 fiscal year, SELPA partners are directly funded and have sole responsibility and discretion for meeting the mental health needs of their student populations, including but not limited to services previously identified under mental health Levels 1 and 2 in the allocation plan. The state has granted greater flexibility for the use of mental health dollars, including spending on preventative services for the entire student population. Partners will account for their specific use of mental health dollars through expenditure reporting.

As established by the CEO Council, the SELPA will administer a reimbursement pool for RTC room and board, NPS mental health services, transportation, and site-based therapeutic programs within the parameters established by the SELPA mental health guidelines. Partners have agreed to self-fund this reimbursement pool each year by allocating to the SELPA from state base special education revenue a dollar amount per current year P-2 ADA sufficient to provide:

a. For the SELPA, an amount equal to the previous year's mental health administration charge plus (+)/minus (-) the finalized COLA for the year.

b. For the reimbursement pool, an amount projected to fund (in priority order):
    i. Eligible RTC expenditures for room & board and transportation at 100% for the year. If the estimated is insufficient, funds from the Rate Protection Pool will be used.
    ii. NPS mental health services and transportation at 90%. If the estimated amount is not sufficient, reimbursements will be prorated.
    iii. Approved site-based therapeutic programs at 80% of eligible expenditures. If the estimated amount is insufficient, reimbursements will be prorated.

Prior to calculating the per-ADA amount to be retained from state special education revenue disbursements to partners, the total dollar amount determined by a. and b. above will be reduced by the applicable year's annual OOHC funding amount.

SELPA administration will manage the reimbursement pool funding first to meet the specified target reimbursement percentages (90% NPS services & 80% site-based programs), then to increase those percentages if possible. Any remaining funding will be carried over into the following year and factored into SELPA administration's projections. At the spring meeting, SELPA administration will inform the CEO Council of:

- the projected final pool reimbursements for the current year and any carryover;
- the projected administration charge based on the state budget COLA information available;
- the projected pool amounts needed for the following year; and
- the rate per ADA for the upcoming year based on these projections.

5. Mental Health Costs Eligible for Reimbursement

5.1 - Site-Based Structured Therapeutic Program

a. Costs that may be claimed are restricted to services that are required to be performed by

b. certificated staff. Staff may be contracted through an NPA or hired by the charter. Books and supplies may be claimed.
c. Eligible students must meet ED eligibility criteria and be identified in SEIS with ED as the primary or secondary disability.
d. Approved program costs are 80% reimbursed, with a required 20% charter match. No facility/rent costs, direct support, administrative costs, or indirect costs are allowable for the 80% reimbursement or 20% match.
e. A budget request for site-based structured therapeutic program reimbursement must be filed with the Charter SELPA by November 1 for the current fiscal year and annually if the program operates into subsequent years.
f. In order to provide a predictable ERMHS funding stream for all charter members, a site-based structured therapeutic program established after November 1 may not be guaranteed funding in the current year.

5.2 - NPS Mental Health Services

a. Costs that may be claimed are the mental health services for a student in an NPS placement as specified in the student's IEP. The educational costs are the responsibility of the partner and are not reimbursed. The educational costs, however, must be reported and must be, at a minimum, equal to the charter's LCFF per ADA funding amount.
b. Prior to July 1, 2023, eligible students must meet ED eligibility criteria and be identified in SEIS with ED as the primary or secondary disability. As of July 1, 2023, a student with any disability is eligible.
c. Approved NPS ERMHS costs are 90% reimbursed, with a required 10% charter match. No facility/rent costs, direct support, or administrative costs are allowable for the 90% reimbursement or 10% match.
d. Indirect costs are allowed for NPS ERMHS, consistent with the California School Accounting Manual (CSAM) indirect cost provisions that do now allow for indirect costs to be claimed for contract costs beyond the first $25,000.
e. At the start of each year, Charter SELPA shall contact all charters with placements in the prior year to determine the anticipated current-year budget amounts.
    - Prior to any new placements, SELPA must be consulted, and a preliminary budget request must be submitted.
    - Immediately after execution of a contract, a copy of the master contract, Individual Service Agreement (ISA), and revised budget request must be submitted to the Charter SELPA. When a placement is discontinued, Charter SELPA shall be notified immediately so the budget may be revised.
    - A budget request for the NPS ERMHS reimbursement funding must be filed with the Charter SELPA and submitted within 30 days of contract signing.

5.3 - Residential Room and Board (RTC)

a. Costs that may be claimed are the residential room and board costs related to a student in an NPS placement. The educational costs are the responsibility of the charter member and are not reimbursed. ERMHS costs for a student may also be claimed (NPS Mental Health Services).
b. Prior to July 1, 2023, eligible students must meet ED eligibility criteria and be identified in SEIS with ED as the primary or secondary disability. As of July 1, 2023, a student with any disability is eligible.

c. Approved NPS room and board costs are 100% reimbursed, with no required match. No facility/rent costs, direct support, or administrative costs are allowable for the 100% reimbursement.
d. Indirect costs would be allowed for NPS room and board costs, consistent with CSAM indirect cost provisions that do now allow for indirect costs to be claimed for contract costs beyond the first $25,000.
e. Effective October 15, 2021, the maximum daily room and board reimbursement is limited to the current monthly revenue rate for short-term residential therapeutic programs published by the State of California multiplied by 12 then divided by 365.
f. At the start of each year, Charter SELPA shall contact all charters with placements in the prior year to determine the anticipated current year budget amounts.
    - Prior to any new placements, SELPA must be consulted, and a preliminary budget request submitted.
    - Immediately after execution of a contract, a copy of the contract, ISA, and revised budget request must be submitted to the Charter SELPA. When a placement is discontinued, Charter SELPA shall be notified immediately so the budget may be revised.
    - A budget request for the NPS ERMHS reimbursement funding must be filed with the Charter SELPA and submitted within 30 days of contract signing.

9. LEGAL RISK POOL (Reinstated October 2022)

CEO Council (May 2020) approved suspension of the Legal Risk Pool beginning in 2020-21 and directed that any remaining balance at the end of 2019-20 be directed to the Set-Aside Risk Pool. In October 2022, CEO Council resumed the pool as of July 1, 2023 with a transfer from the Rate Protection Pool.

Background

CEO Council (May 2013) established a risk pool with the primary intent to fund legal costs associated with a due process filing.

CEO Council (May 2016) approved a transfer of $200K to the new Set-Aside Risk Pool and the risk pool balances are now specifically identified as a Legal Risk Pool.

CEO Council (May 2017) approved a transfer of $500K to the Rate-Smoothing Pool.

CEO Council (October 2022) approved a transfer of $3.1 million from the Rate-Protection Pool to resume the pool as of July 1, 2023.

Charter SELPA Formula

Reimbursement parameters from the Legal Risk Pool for legal costs:

Eligible Reimbursements: Attorney costs associated with a due process filing
Match Requirement: 50% charter/50% risk pool
Maximum Reimbursement: Up to $15,000 ($30,000 in eligible/approved costs, 50% paid by risk pool)

Charter SELPA shall provide forms for Charter SELPA members to request reimbursement. Deadlines for submission of claims will be established to ensure adequacy of funds.

10. LOW INCIDENCE MATERIALS AND SERVICES (Last revised October 2020)

Intent

Low incidence (LI) funds are available for reimbursing the cost of low incidence services and materials. Annually, the SELPA receives a state-determined rate per student with an LI disability based on the December pupil count report.

Charter SELPA Formula

Charters may apply for low incidence materials and funding based on the following criteria:

General Conditions

a. Low incidence eligibility per education code definitions.
b. Charters are advised that funding is dependent upon the SELPA receiving full credit for all low incidence students in the Fall 1 pupil count.
c. Verification will take place in February at the first point in the funding certification cycle.

The intent of establishing a minimum level of funding is to provide predictability in funding to member LEAs. In May of each year, SELPA Leadership shall establish the minimum level of funding for the following year based on current trends. The minimum level will be updated the following May when the majority of requests will have been submitted for reimbursement.

1. In early May, SELPA leadership will set the next year minimum level of funding for low incidence reimbursements at or above the current year state low-incidence per-pupil funding rate. The following factors will be taken into account:
   - Current year trend data on reimbursement request submissions.
   - Low incidence funding, which is based on pupil counts and state rates.
   - Any carryover balances of low incidence funding.

   CEO Council will be informed of the established level at the spring meeting.

2. A minimum request is $600. This will direct available funding toward higher-cost materials and services.

3. All requests for funding must be submitted by May 1 to be eligible for reimbursement. Only IEPs agreed to after May 1 will be considered on a case-by-case basis.

4. Final reimbursement is based on end of year expenditure reports, which must be filed by July 13. Reimbursement will not exceed actual cost.

5. By May of each year, a finding will be made regarding the ability to fund beyond the established minimum with the intent of expending all current year revenue and any carryover from previous years.

Funding parameters will be reviewed annually and may be revised for more flexibility if large balances exist or revised with more limited parameters if shortfalls exist.

11. CASH FLOW

Intent

SELPA funding is sent by CDE/State Controller to the Charter SELPA/EDCOE. Charter SELPA in a timely fashion will request that the Administrative Unit (EDCOE) issue electronic payments/warrants to Charter SELPA members. Cash flow policies of the Charter SELPA follow.

Rate Protection Pool Payment Cash-Flow

The one-time $5 per ADA payment for charters in the first year of SELPA membership is done in two parts: 75% in February (P-1) and 25% in June (P-2).

Cash Flow/Administrative Fee

The administrative fee, as approved by CEO Council, is a percentage of each charter's total state and federal funding for a fiscal year. Prior to distribution of state and federal funding, the applicable administrative fee is applied and held back (see Element 5/Charter SELPA Administrative Fee). While the fee is calculated on both state and federal funding, the total administrative fee is held back from state cash flow only. The administrative fee is adjusted when federal revenue is updated and at each state certification period (see below) and accounted for in the published cash flow schedules.

State Funding Cash-Flow

For the months of July through January, funding received from CDE is based on prior year P-2. This method of funding means new charters entering the Charter SELPA and/or growth funding will not be received until P-1 certification in February. During the months of July through January, cash-flow to the Charter SELPA members will be based on the CDE apportionment payment schedules and the charter's estimated P-2 ADA, but not to exceed CDE funded data. Any state deferrals applied to the SELPA will be applied to the Charter SELPA members. CDE will not flow cash to the SELPA until the California State Budget has passed. Should there be a delay in funding from CDE due to the state budget, there will be a delay in the cash-flow to the Charter SELPA members.

In February, CDE publishes the P-1 certification and funding for all current year P-1 ADA will begin through CDE's apportionment payment schedule. At that time, each charter's P-1 certified ADA will be updated in the entitlement and cash flow schedules.

In June, CDE publishes the P-2 certification. At that time, CDE will publish final P-2 certification exhibits in June for funding to be received in July. At this time, P-2 ADA will be used. A new entitlement is determined. Cash distribution is adjusted based on any CDE cash-flow deferral schedule.

The Charter SELPA publishes an updated state cash flow schedule for charters in the SELPA after each certification period. Please see these detailed documents on the Charter SELPA website.

Federal Funding Cash-Flow

Cash flow for federal funds varies from year to year based on CDE timelines. El Dorado County Charter SELPA will annually develop a federal cash flow process that results in federal cash distribution to SELPA members in as short a turn-around time as possible.

The Charter SELPA publishes a federal cash flow schedule for charters in the SELPA. Please see these detailed documents on the Charter SELPA website.

State Re-Certification Process

Each February and June for two subsequent fiscal years, CDE will continue to re-certify funding based on any changes to the ADA.

Below is the certification schedule for each fiscal year:

July Advance Apportionment (based on Prior are P-2 ADA) February – P-1 certification

June – P-2 certification February – Annual certification
June – R-1 certification (1st re-certification)
February – R-2 certification (2nd re-certification)
June – R-3 certification (3rd re-certification)

As re-certifications occur, funding may change based on any ADA or rate changes. These changes in funding will be allocated 50% in March (after the February annual or R-2 certification) and the balance will be allocated in July (after the June R-1 or R-3 re-certification).

Attachment 12:

California Department of Education's

Category Data File

Charter School Performance Category Data File - 2023

California Department of Education, March 12, 2024

CDS: County District School, N/A: Not Applicable.

CDS	Scode	Dashboard_ Schooltype	Charter_ Type	School	District	County	School_Type	Performance_Level	Criteria
19647330100743	0100743	ES	DF	Accelerated Charter Elementary	Los Angeles Unified	Los Angeles	Elementary Schools (Public)	Middle Performing	N/A
19647330100800	0100800	HS	DF	Central City Value	Los Angeles Unified	Los Angeles	High Schools (Public)	Middle Performing	N/A
19647330101196	0101196	HS	DF	ICEF View Park Preparatory High	Los Angeles Unified	Los Angeles	High Schools (Public)	Middle Performing	N/A
37683380101204	0101204	MS	DF	High Tech Middle	San Diego Unified	San Diego	Intermediate/Middle Schools (Public)	Low Performing	Criterion 2
34674390101295	0101295	ES	DF	Sol Aureus College Preparatory	Sacramento City Unified	Sacramento	Elementary Schools (Public)	High Performing	Criterion 2
37683380101345	0101345	MS	DF	KIPP Adelante Preparatory Academy	San Diego Unified	San Diego	Intermediate/Middle Schools (Public)	Middle Performing	N/A
30666700101626	0101626	ES	DF	Edward B. Cole Academy	Santa Ana Unified	Orange	Elementary Schools (Public)	Middle Performing	N/A
19647330102483	0102483	ES	DF	N.E.W. Academy Canoga Park	Los Angeles Unified	Los Angeles	Elementary Schools (Public)	Middle Performing	N/A
45701360106013	0106013	UD	DF	University Preparatory	Shasta Union High	Shasta	K-12 Schools (Public)	High Performing	Criterion 2
30666700106567	0106567	HS	DF	Nova Academy Early College High	Santa Ana Unified	Orange	High Schools (Public)	Middle Performing	N/A
19647330106872	0106872	MS	DF	Bert Corona Charter	Los Angeles Unified	Los Angeles	Intermediate/Middle Schools (Public)	Middle Performing	N/A
37679910108563	0108563	ES	DF	EJE Elementary Academy Charter	Cajon Valley Union	San Diego	Elementary Schools (Public)	Middle Performing	N/A
19647330108886	0108886	ES	DF	Gabriella Charter	Los Angeles Unified	Los Angeles	Elementary Schools (Public)	Middle Performing	N/A
51714070109793	0109793	UD	DF	South Sutter Charter	Marcum-Illinois Union Elementary	Sutter	K-12 Schools (Public)	Middle Performing	N/A
31668520109827	0109827	ES	LF	Newcastle Charter	Newcastle Elementary	Placer	Elementary Schools (Public)	Middle Performing	N/A
33103300110833	0110833	UD	DF	River Springs Charter	Riverside County Office of Education	Riverside	K-12 Schools (Public)	Middle Performing	N/A
12630320111203	0111203	UD	DF	Alder Grove Charter School 2	South Bay Union Elementary	Humboldt	K-12 Schools (Public)	Middle Performing	N/A
19647330111575	0111575	HS	DF	Animo Ralph Bunche Charter High	Los Angeles Unified	Los Angeles	High Schools (Public)	Middle Performing	N/A
19647330111658	0111658	HS	DF	Alliance Marc & Eva Stern Math and Science	Los Angeles Unified	Los Angeles	High Schools (Public)	Middle Performing	N/A
10101080111682	0111682	UD	DF	Hume Lake Charter	Fresno County Office of Education	Fresno	K-12 Schools (Public)	Middle Performing	N/A
19101990112128	0112128	UD	DF	Aspire Ollin University Preparatory Academy	Los Angeles County Office of Education	Los Angeles	K-12 Schools (Public)	Middle Performing	N/A
27102720112177	0112177	ES	DF	Monterey Bay Charter	Monterey County Office of Education	Monterey	Elementary Schools (Public)	High Performing	Criterion 2
50712090112383	0112383	ES	LF	Paradise Charter	Paradise Elementary	Stanislaus	Elementary Schools (Public)	Middle Performing	N/A
01100170112607	0112607	UD	DF	Envision Academy for Arts & Technology	Alameda County Office of Education	Alameda	K-12 Schools (Public)	Middle Performing	N/A
45752670113407	0113407	ES	DF	Rocky Point Charter	Gateway Unified	Shasta	Elementary Schools (Public)	Middle Performing	N/A
50755560113852	0113852	ES	LF	Riverbank Language Academy	Riverbank Unified	Stanislaus	Elementary Schools (Public)	High Performing	Criterion 2
37764710114678	0114678	HS	DF	High Tech High Chula Vista	SBC - High Tech High	San Diego	High Schools (Public)	Middle Performing	N/A
37764710114694	0114694	HS	DF	High Tech High North County	SBC - High Tech High	San Diego	High Schools (Public)	Middle Performing	N/A
19647330114967	0114967	ES	DF	Global Education Academy	Los Angeles Unified	Los Angeles	Elementary Schools (Public)	High Performing	Criterion 2
34674470114983	0114983	ES	DF	Golden Valley River	San Juan Unified	Sacramento	Elementary Schools (Public)	Middle Performing	N/A
19734370115725	0115725	UD	DF	Lifeline Education Charter	Compton Unified	Los Angeles	K-12 Schools (Public)	Middle Performing	N/A
36677360116723	0116723	HS	LF	Academy of Careers and Exploration	Helendale Elementary	San Bernardino	High Schools (Public)	Middle Performing	N/A
19646340116822	0116822	MS	DF	Wilder's Preparatory Academy Charter Middle	Inglewood Unified	Los Angeles	Intermediate/Middle Schools (Public)	High Performing	Criterion 2
47104700117168	0117168	UD	DF	Golden Eagle Charter	Siskiyou County Office of Education	Siskiyou	K-12 Schools (Public)	Low Performing	Criterion 2
36678760117192	0117192	ES	DF	SOAR Charter Academy	San Bernardino City Unified	San Bernardino	Elementary Schools (Public)	Middle Performing	N/A
19647330117622	0117622	HS	DF	Magnolia Science Academy 4	Los Angeles Unified	Los Angeles	K-12 Schools (Public)	Middle Performing	N/A
19647330117655	0117655	ES	DF	Magnolia Science Academy 7	Los Angeles Unified	Los Angeles	Elementary Schools (Public)	Middle Performing	N/A
27751500118349	0118349	ES	DF	Big Sur Charter	Big Sur Unified	Monterey	K-12 Schools (Public)	Middle Performing	N/A
39686760118497	0118497	UD	DF	Aspire Langston Hughes Academy	Stockton Unified	San Joaquin	K-12 Schools (Public)	Middle Performing	N/A
54105460119602	0119602	HS	LF	University Preparatory High	Tulare County Office of Education	Tulare	High Schools (Public)	Middle Performing	N/A
19647330120097	0120097	ES	DF	Academia Moderna	Los Angeles Unified	Los Angeles	Elementary Schools (Public)	Low Performing	Criterion 2
19647330120527	0120527	MS	DF	Watts Learning Center Charter Middle	Los Angeles Unified	Los Angeles	Intermediate/Middle Schools (Public)	Middle Performing	N/A
54722560120659	0120659	HS	LF	Visalia Technical Early College	Visalia Unified	Tulare	High Schools (Public)	Middle Performing	N/A
31669440121624	0121624	ES	DF	Sierra Expeditionary Learning	Tahoe-Truckee Unified	Placer	Elementary Schools (Public)	Middle Performing	N/A
01611190122085	0122085	MS	DF	The Academy of Alameda	Alameda Unified	Alameda	Elementary Schools (Public)	High Performing	Criterion 2
48705320122267	0122267	ES	DF	Dixon Montessori Charter	Dixon Unified	Solano	Elementary Schools (Public)	High Performing	Criterion 2
07617960101477	0101477	HS	DF	Leadership Public Schools: Richmond	West Contra Costa Unified	Contra Costa	High Schools (Public)	Middle Performing	N/A
34674390102038	0102038	HS	DF	Sacramento Charter High	Sacramento City Unified	Sacramento	High Schools (Public)	Middle Performing	N/A
19647330102335	0102335	ES	DF	Ocean Charter	Los Angeles Unified	Los Angeles	Elementary Schools (Public)	High Performing	Criterion 2
49708960102525	0102525	ES	LF	Spring Lake Charter	Rincon Valley Union Elementary	Sonoma	Elementary Schools (Public)	Middle Performing	N/A
19647330102541	0102541	UD	DF	New Designs Charter	Los Angeles Unified	Los Angeles	K-12 Schools (Public)	Middle Performing	N/A
49709530105866	0105866	ES	DF	Woodland Star Charter	Sonoma Valley Unified	Sonoma	Elementary Schools (Public)	Low Performing	Criterion 2
49708700106344	0106344	UD	DF	Northwest Prep Charter	Piner-Olivet Union Elementary	Sonoma	K-12 Schools (Public)	Middle Performing	N/A
10621660106740	0106740	ES	DF	Aspen Valley Prep Academy	Fresno Unified	Fresno	Elementary Schools (Public)	Middle Performing	N/A
34673300106757	0106757	ES	LF	Folsom Cordova K-8 Community Charter	Folsom-Cordova Unified	Sacramento	Elementary Schools (Public)	Middle Performing	N/A
37683380106799	0106799	UD	DF	Learning Choice Academy	San Diego Unified	San Diego	K-12 Schools (Public)	Middle Performing	N/A
37683380107573	0107573	MS	DF	High Tech Middle Media Arts	San Diego Unified	San Diego	Intermediate/Middle Schools (Public)	Low Performing	Criterion 2
36678760107730	0107730	UD	DF	ASA Charter	San Bernardino City Unified	San Bernardino	K-12 Schools (Public)	Low Performing	Criterion 2
37683380108787	0108787	HS	DF	High Tech High Media Arts	San Diego Unified	San Diego	High Schools (Public)	Middle Performing	N/A
19647330109934	0109934	ES	DF	Our Community Charter	Los Angeles Unified	Los Angeles	Elementary Schools (Public)	High Performing	Criterion 2
19647330110304	0110304	UD	DF	Los Angeles Academy of Arts and Enterprise	Los Angeles Unified	Los Angeles	K-12 Schools (Public)	Middle Performing	N/A
19647330111492	0111492	HS	DF	Alliance Patti And Peter Neuwirth Leadership Academy	Los Angeles Unified	Los Angeles	High Schools (Public)	Middle Performing	N/A
19647330111641	0111641	UD	DF	Alliance Ouchi-O'Donovan 6-12 Complex	Los Angeles Unified	Los Angeles	K-12 Schools (Public)	Middle Performing	N/A
09618380111724	0111724	ES	DF	California Montessori Project-Shingle Springs Campus	Buckeye Union Elementary	El Dorado	Elementary Schools (Public)	High Performing	Criterion 2
37683380111906	0111906	MS	DF	King-Chavez Preparatory Academy	San Diego Unified	San Diego	Intermediate/Middle Schools (Public)	Middle Performing	N/A
19647330112201	0112201	MS	DF	PUC Excel Charter Academy	Los Angeles Unified	Los Angeles	Intermediate/Middle Schools (Public)	Middle Performing	N/A
19647330112235	0112235	ES	DF	California Creative Learning Academy	Los Angeles Unified	Los Angeles	Elementary Schools (Public)	Low Performing	Criterion 2
41690620112722	0112722	HS	DF	Summit Preparatory Charter High	Sequoia Union High	San Mateo	High Schools (Public)	Middle Performing	N/A
49706800112987	0112987	ES	LF	Forestville Academy	Forestville Union Elementary	Sonoma	Elementary Schools (Public)	Middle Performing	N/A
43694500113662	0113662	ES	DF	Voices College-Bound Language Academy	Franklin-McKinley Elementary	Santa Clara	Elementary Schools (Public)	Middle Performing	N/A
19648810113894	0113894	ES	DF	Pasadena Rosebud Academy	Pasadena Unified	Los Angeles	Elementary Schools (Public)	High Performing	Criterion 2
01613090114421	0114421	HS	DF	KIPP King Collegiate High	San Lorenzo Unified	Alameda	High Schools (Public)	High Performing	Criterion 2
37683380114462	0114462	HS	DF	Health Sciences High and Middle College	San Diego Unified	San Diego	High Schools (Public)	Middle Performing	N/A
01612590114868	0114868	HS	DF	Oakland Charter High	Oakland Unified	Alameda	High Schools (Public)	Middle Performing	N/A
01612590115238	0115238	HS	DF	ARISE High	Oakland Unified	Alameda	High Schools (Public)	Middle Performing	N/A
36103630115808	0115808	UD	DF	Norton Science and Language Academy	San Bernardino County Office of Education	San Bernardino	K-12 Schools (Public)	Low Performing	Criterion 2
36750440116707	0116707	HS	DF	Encore Jr./Sr. High School for the Performing and Visual Arts	Hesperia Unified	San Bernardino	High Schools (Public)	Middle Performing	N/A
04614240118042	0118042	ES	DF	Forest Ranch Charter	Chico Unified	Butte	Elementary Schools (Public)	Middle Performing	N/A
31750850119487	0119487	HS	DF	Western Sierra Collegiate Academy	Rocklin Unified	Placer	K-12 Schools (Public)	High Performing	Criterion 2
41690620119503	0119503	HS	DF	Everest Public High	Sequoia Union High	San Mateo	High Schools (Public)	Low Performing	Criterion 2

49708470127555	0127555	ES	LF	Loma Vista Immersion Academy	Old Adobe Union	Sonoma	Elementary Schools (Public)	Middle Performing	N/A
19647330127894	0127894	HS	DF	Valor Academy High	Los Angeles Unified	Los Angeles	High Schools (Public)	Middle Performing	N/A
19101990128025	0128025	ES	DF	Lashon Academy	Los Angeles County Office of Education	Los Angeles	Elementary Schools (Public)	Middle Performing	N/A
37684520128223	0128223	ES	DF	Bella Mente Montessori Academy	Vista Unified	San Diego	Elementary Schools (Public)	Middle Performing	N/A
20651850129015	0129015	ES	DF	Yosemite-Wawona Elementary Charter	Bass Lake Joint Union Elementary	Madera	Elementary Schools (Public)	Middle Performing	N/A
19647330129270	0129270	MS	DF	Animo Mae Jemison Charter Middle	Los Angeles Unified	Los Angeles	Intermediate/Middle Schools (Public)	Middle Performing	N/A
07100740129528	0129528	ES	DF	Caliber: Beta Academy	Contra Costa County Office of Education	Contra Costa	Elementary Schools (Public)	Middle Performing	N/A
17640550129601	0129601	UD	DF	California Connections Academy North Bay	Middletown Unified	Lake	K-12 Schools (Public)	Middle Performing	N/A
01612590129635	0129635	MS	DF	Downtown Charter Academy	Oakland Unified	Alameda	Intermediate/Middle Schools (Public)	High Performing	Criterion 2
07617960129643	0129643	ES	DF	Richmond Charter Elementary-Benito Juarez	West Contra Costa Unified	Contra Costa	Elementary Schools (Public)	Middle Performing	N/A
41690470129759	0129759	HS	DF	Design Tech High	San Mateo Union High	San Mateo	High Schools (Public)	Middle Performing	N/A
39686270129890	0129890	ES	LF	Delta Home Charter	New Jerusalem Elementary	San Joaquin	K-12 Schools (Public)	Low Performing	Criterion 2
01612590130732	0130732	ES	DF	Aspire Triumph Technology Academy	Oakland Unified	Alameda	Elementary Schools (Public)	Low Performing	Criterion 2
19647330131821	0131821	HS	DF	Collegiate Charter High School of Los Angeles	Los Angeles Unified	Los Angeles	High Schools (Public)	Middle Performing	N/A
34674470132399	0132399	ES	DF	Golden Valley Orchard	San Juan Unified	Sacramento	Elementary Schools (Public)	Middle Performing	N/A
51714560133934	0133934	UD	DF	Feather River Charter	Winship-Robbins	Sutter	K-12 Schools (Public)	Middle Performing	N/A
10621660133942	0133942	ES	DF	Aspen Meadow Public	Fresno Unified	Fresno	Elementary Schools (Public)	Middle Performing	N/A
30103060134056	0134056	ES	DF	Orange County Academy of Sciences and Arts	Orange County Department of Education	Orange	Elementary Schools (Public)	Middle Performing	N/A
07617540134072	0134072	ES	DF	Rocketship Futuro Academy	Mt. Diablo Unified	Contra Costa	Elementary Schools (Public)	Middle Performing	N/A
30103060134239	0134239	UD	DF	EPIC Charter (Excellence Performance Innovation Citizenship)	Orange County Department of Education	Orange	K-12 Schools (Public)	Middle Performing	N/A
15636280134312	0134312	UD	DF	Blue Ridge Academy	Maricopa Unified	Kern	K-12 Schools (Public)	Middle Performing	N/A
52714720134403	0134403	MS	LF	Lassen-Antelope Volcanic Academy (LAVA)	Antelope Elementary	Tehama	Intermediate/Middle Schools (Public)	Middle Performing	N/A
19644690134858	0134858	HS	DF	California School of the Arts - San Gabriel Valley	Duarte Unified	Los Angeles	High Schools (Public)	High Performing	Criterion 2
30103060134940	0134940	UD	DF	Citrus Springs Charter	Orange County Department of Education	Orange	K-12 Schools (Public)	Middle Performing	N/A
21102150135350	0135350	ES	DF	Ross Valley Charter	Marin County Office of Education	Marin	Elementary Schools (Public)	Middle Performing	N/A
18641960135756	0135756	UD	DF	Thompson Peak Charter	Susanville Elementary	Lassen	K-12 Schools (Public)	Middle Performing	N/A
45699710135848	0135848	UD	LF	Redding Collegiate Academy	Enterprise Elementary	Shasta	K-12 Schools (Public)	Middle Performing	N/A
34103480136275	0136275	UD	DF	Fortune	Sacramento County Office of Education	Sacramento	K-12 Schools (Public)	Middle Performing	N/A
39686760136283	0136283	MS	DF	Team Charter Academy	Stockton Unified	San Joaquin	Junior High Schools (Public)	Middle Performing	N/A
37683380136663	0136663	UD	DF	America's Finest Charter	San Diego Unified	San Diego	K-12 Schools (Public)	Middle Performing	N/A
36678760136952	0136952	HS	DF	Entrepreneur High	San Bernardino City Unified	San Bernardino	High Schools (Public)	Middle Performing	N/A
37682130136978	0136978	UD	DF	Elite Academic Academy - Mountain Empire	Mountain Empire Unified	San Diego	K-12 Schools (Public)	High Performing	Criterion 2
36678270137216	0137216	UD	DF	Mojave River Academy - Rockview Park	Oro Grande	San Bernardino	K-12 Schools (Public)	Low Performing	Criterion 2
50711670137265	0137265	ES	DF	Aspire University Charter	Modesto City Elementary	Stanislaus	Elementary Schools (Public)	Middle Performing	N/A
43771490137315	0137315	HS	DF	KIPP Navigate College Prep	SBE - KIPP Navigate College Prep	Santa Clara	High Schools In 1 School Dist. (Public)	Middle Performing	N/A
07616480137430	0137430	ES	DF	Rocketship Delta Prep	Antioch Unified	Contra Costa	Elementary Schools (Public)	Middle Performing	N/A
09618380137919	0137919	ES	LF	Buckeye Union Mandarin Immersion Charter	Buckeye Union Elementary	El Dorado	K-12 Schools (Public)	Middle Performing	N/A
36678760137935	0137935	ES	DF	Savant Preparatory Academy of Business	San Bernardino City Unified	San Bernardino	Elementary Schools (Public)	High Performing	Criterion 2
19734370137984	0137984	UD	DF	Animo Compton Charter	Compton Unified	Los Angeles	K-12 Schools (Public)	Low Performing	Criterion 2
33103300138024	0138024	ES	DF	Journey	Riverside County Office of Education	Riverside	Elementary Schools (Public)	Middle Performing	N/A
37680230138073	0138073	UD	DF	Learning Choice Academy - Chula Vista	Chula Vista Elementary	San Diego	K-12 Schools (Public)	Middle Performing	N/A
19647330126136	0126136	HS	DF	Math and Science College Preparatory	Los Angeles Unified	Los Angeles	High Schools (Public)	Middle Performing	N/A
41690620126722	0126722	HS	DF	East Palo Alto Academy	Sequoia Union High	San Mateo	High Schools (Public)	Low Performing	Criterion 2
01612590126748	0126748	HS	DF	LPS Oakland R & D Campus	Oakland Unified	Alameda	High Schools (Public)	Low Performing	Criterion 2
19647330126797	0126797	MS	DF	Aspire Centennial College Preparatory Academy	Los Angeles Unified	Los Angeles	Intermediate/Middle Schools (Public)	Middle Performing	N/A
19101990127498	0127498	MS	DF	Environmental Charter Middle - Inglewood	Los Angeles County Office of Education	Los Angeles	Intermediate/Middle Schools (Public)	Middle Performing	N/A
38684780127530	0127530	HS	DF	KIPP San Francisco College Preparatory	San Francisco Unified	San Francisco	High Schools (Public)	Middle Performing	N/A
01611920127944	0127944	UD	DF	Hayward Twin Oaks Montessori	Hayward Unified	Alameda	K-12 Schools (Public)	Middle Performing	N/A
49402530128074	0128074	ES	LF	Cesar Chavez Language Academy	Santa Rosa City Schools	Sonoma	Elementary Schools (Public)	Middle Performing	N/A
34674470128124	0128124	ES	DF	Gateway International	San Juan Unified	Sacramento	Elementary Schools (Public)	High Performing	Criterion 2
19647330128371	0128371	ES	DF	New Horizons Charter Academy	Los Angeles Unified	Los Angeles	Elementary Schools (Public)	Middle Performing	N/A
36677360128439	0128439	UD	DF	Empire Springs Charter	Helendale Elementary	San Bernardino	K-12 Schools (Public)	Middle Performing	N/A
19646340128991	0128991	MS	DF	Grace Hopper STEM Academy	Inglewood Unified	Los Angeles	Intermediate/Middle Schools (Public)	Low Performing	Criterion 2
43694500129247	0129247	MS	DF	ACE Esperanza Middle	Franklin-McKinley Elementary	Santa Clara	Intermediate/Middle Schools (Public)	Middle Performing	N/A
04615070129577	0129577	ES	DF	STREAM Charter	Oroville City Elementary	Butte	Elementary Schools (Public)	High Performing	Criterion 2
43693690129924	0129924	MS	DF	Kipp Prize Preparatory Academy	Alum Rock Union Elementary	Santa Clara	Intermediate/Middle Schools (Public)	High Performing	Criterion 2
43104390131110	0131110	ES	DF	Rocketship Fuerza Community Prep	Santa Clara County Office of Education	Santa Clara	Elementary Schools (Public)	Middle Performing	N/A
01100170131581	0131581	MS	DF	Oakland Unity Middle	Alameda County Office of Education	Alameda	Intermediate/Middle Schools (Public)	Middle Performing	N/A
19647330131797	0131797	ES	DF	KIPP Promesa Prep	Los Angeles Unified	Los Angeles	Elementary Schools (Public)	Middle Performing	N/A
19734370132845	0132845	ES	DF	Today's Fresh Start-Compton	Compton Unified	Los Angeles	Elementary Schools (Public)	Middle Performing	N/A
19647330132928	0132928	UD	DF	Anahuacalmecac International University Preparatory of North America	Los Angeles Unified	Los Angeles	K-12 Schools (Public)	Middle Performing	N/A
19647330133710	0133710	MS	DF	Girls Athletic Leadership School Los Angeles	Los Angeles Unified	Los Angeles	Intermediate/Middle Schools (Public)	Middle Performing	N/A
34752830134049	0134049	ES	LF	Natomas Pacific Pathways Prep Elementary	Natomas Unified	Sacramento	Elementary Schools (Public)	High Performing	Criterion 2
12101240134163	0134163	UD	DF	Northcoast Preparatory and Performing Arts Academy	Humboldt County Office of Education	Humboldt	K-12 Schools (Public)	Middle Performing	N/A
41689990134197	0134197	ES	DF	Aspire East Palo Alto Charter	Ravenswood City Elementary	San Mateo	Elementary Schools (Public)	Low Performing	Criterion 2
19101990134346	0134346	HS	DF	Intellectual Virtues Academy	Los Angeles County Office of Education	Los Angeles	High Schools (Public)	Middle Performing	N/A
15635780135186	0135186	ES	DF	Grow Academy Shafter	Richland Union Elementary	Kern	Elementary Schools (Public)	Middle Performing	N/A
19101990135368	0135368	ES	DF	Alma Fuerte Public	Los Angeles County Office of Education	Los Angeles	Elementary Schools (Public)	Low Performing	Criterion 2
19647330135509	0135509	ES	DF	Gabriella Charter 2	Los Angeles Unified	Los Angeles	Elementary Schools (Public)	Middle Performing	N/A
37103710136085	0136085	ES	DF	Scholarship Prep - Oceanside	San Diego County Office of Education	San Diego	Elementary Schools (Public)	Middle Performing	N/A
33103300136168	0136168	ES	DF	Temecula International Academy	Riverside County Office of Education	Riverside	Elementary Schools (Public)	Middle Performing	N/A
37764710137067	0137067	HS	DF	High Tech High Mesa	SBC - High Tech High	San Diego	High Schools (Public)	Middle Performing	N/A
01611920137646	0137646	UD	DF	Impact Academy of Arts & Technology	Hayward Unified	Alameda	K-12 Schools (Public)	Middle Performing	N/A
19101990137679	0137679	UD	DF	Magnolia Science Academy 5	Los Angeles County Office of Education	Los Angeles	K-12 Schools (Public)	Middle Performing	N/A
15636280137687	0137687	UD	DF	California Virtual Academy at Maricopa	Maricopa Unified	Kern	K-12 Schools (Public)	Middle Performing	N/A
08618200137729	0137729	UD	DF	Uncharted Shores Academy	Del Norte County Unified	Del Norte	K-12 Schools (Public)	Middle Performing	N/A
42691120137877	0137877	UD	DF	Trivium Charter School Adventure	Blochman Union Elementary	Santa Barbara	K-12 Schools (Public)	Middle Performing	N/A
54755230137968	0137968	HS	LF	Porterville Military Academy	Porterville Unified	Tulare	K-12 Schools (Public)	Middle Performing	N/A
37103710138016	0138016	ES	DF	Pacific Springs Charter	San Diego County Office of Education	San Diego	K-12 Schools (Public)	Middle Performing	N/A
50711670138057	0138057	UD	DF	Connecting Waters Charter School - Central Valley	Modesto City Elementary	Stanislaus	K-12 Schools (Public)	Middle Performing	N/A
15636280138131	0138131	UD	DF	Heartland Charter	Maricopa Unified	Kern	K-12 Schools (Public)	Middle Performing	N/A
37737910138222	0138222	UD	DF	Pivot Charter School - San Diego II	San Marcos Unified	San Diego	K-12 Schools (Public)	Middle Performing	N/A
19647330138305	0138305	ES	DF	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary	Los Angeles Unified	Los Angeles	Elementary Schools (Public)	Middle Performing	N/A
37103710138404	0138404	ES	DF	Classical Academy Vista	San Diego County Office of Education	San Diego	Elementary Schools (Public)	High Performing	Criterion 1
37103710138792	0138792	UD	DF	JCS - Manzanita	San Diego County Office of Education	San Diego	K-12 Schools (Public)	Middle Performing	N/A

Attachment 13:

CSArts-SGV’s 2024-2025 Operating Budget

CALIFORNIA SCHOOL OF THE ARTS SAN GABRIEL VALLEY
PRELIMINARY OPERATING BUDGET
FY 2024-2025

	YEAR 8 24-25	Per Student Avg	23-24 PROJ YE		RECAST BUDGET 23-24
Enrollment Grades 9-12	**1,000**		931 P-2		934
ADA 96%	**960**		882 P-2		893
Enrollment Grades 6-8	**270**		163		163
	259		156		156
REVENUE:					
State ADA Funding(Grades 9-12 only)	12,450,829	12,970	11,292,072		11,442,307
DUSD Contribution to SGV ($1,234 per 6-8 ADA)	319,780		190,857		190,857
Mandate Block Grant	53,530		48,494		48,494
Lottery Revenue	239,040		219,546		232,566
Other State and Federal Revenue	57,500		60,000		57,500
Arts, Music & Instructional Materials Grant	0		285,139		285,139
Learning Recovery Grant	0		74,404		74,404
Prop 28 funding	119,000		118,853		118,853
SWP K-12 Grant (21-22)	0		87,077		0
SWP K-12 Grant (23-24)	138,000		315,000		0
CTEIG/Perkins Grant (21-22)	0		9,876		9,876
CTEIG Grant (22-23)	0		11,412		11,412
CTEIG Grant (23-24)	0		103,481		103,481
CTEIG Grant (24-25)--unknown	100,000		0		0
GSPP Grant	920,000				
ELO Grant	0		7,246		0
Facility Grant -SB740	550,587	95%	532,413		532,413
Parent Funding/Other Donations	2,962,080	2,332	2,540,000	2,322	2,447,333
Special Services Revenue (El Dorado)	1,329,704		1,178,533		1,178,533
Production Net Revenue/(Expense)	(50,000)		(150,000)		(50,000)
Student Leadership	0		0		0
Rental Income	10,000		10,000		10,000
Miscellaneous (incl. $100k DUSD PR reimb)	150,000		50,000		50,000
Contributions from Foundation/SMG Arts Property	700,000		1,075,000		1,075,000
TOTAL SCHOOL REVENUE	**20,050,050**		**18,059,403**		**17,818,168**
EXPENSES:					
Total Salaries and Related	11,279,974		10,023,168		9,923,168
Health Benefits	950,000		950,000		800,000
Seagull Mgmt Consulting	305,000		305,000		305,000
OCSA Personnel Agreement	700,026		548,773		548,773
El Dorado Admin Fee	35,036		31,785		31,785
Arts Instructions Supplies	270,000		220,000		220,000
Academic Supplies	225,000		225,000		225,000
Special Ed Expenses	300,000		300,000		300,000
Arts, Music & Instructional Materials Grant Expenses	250,000		250,000		250,000
Learning Recovery Grant Expenses	150,000		75,000		75,000
A-G Grant Expenses	0		145,064		145,064
SWP K-12 Grant Expenses (23-24)	112,757		119,000		125,000
CTEIG Grant Expenses (22-23)	0		11,412		50,828
CTEIG Grant Expenses (23-24)	0		103,281		103,481
CTEIG Grant Expenses (24-25)--unknown	100,000		0		0
GSPP Grant Expenses	195,000				
ELO Grant Expenses	0		15,505		15,505
Educator Effectiveness Grant Expenses	0		22,133		22,133
General & Administrative	325,000		300,000		350,000
Oversight Fee of LCFF Funding (3%) (9-12 only) (Due to Duarte USD)	373,525		338,762		343,269
Insurance	185,000		185,000		170,000
Legal	100,000		140,000		150,000
Facility Lease/Incl portables and related infrastructure/Facility Maintenance contract	1,350,000	$250k under AMIM grant	1,350,000	$250k under AMIM grant	1,600,000
Building Maintenance & Security	765,000		760,000		765,000
Consulting (IT)	180,000		178,102		170,000
Duarte Elementary Arts Partnership	34,000		0		34,000
Utilities	400,000		375,000		400,000
Marketing	55,000		55,000		55,000
Technical	100,000		100,000		75,000
TOTAL EXPENSES	**18,740,318**		**17,126,985**		**17,253,006**
EBITDA	**1,309,732**		**932,418**		**565,162**
Capital Expenses	200,000		200,000		200,000
GSPP Grant Capital Expenses	129,000		0		0
Restricted GSPP Grant funds for future years	596,000				
OCSA Note Repayment ($350k)	0		10,938		10,938
Foundation $950k note principal payment	95,000		0		0
Foundation $950k note accrued interest payment	38,000		38,000		38,104
Legacy $750k note principal payment	75,000		0		0
Legacy $750k note accrued interest payment	22,500		22,500		22,500
NET CHANGE IN ASSETS	**154,232**		**660,980**		**293,620**