

STUDENT SUCCESS PROGRAMS

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

(A California Non-Profit Public Benefit Corporation)

Len Hering RADM, USN (ret) – Chairman,

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

SPECIAL BOARD OF DIRECTORS MEETING

Thursday, July 29, 2021, 9:00 a.m.

Via Video Conference and at

Clairemont RC 4340 Genesee Avenue, Suite 109, SD 92117, Downtown RC 1095 K Street Suite A, SD 92101, Euclid RC 220 Euclid Avenue, SD 92114, Lake Murray RC 8776 Lake Murray Blvd., SD 29119, Mira Mesa RC 8290 B, Mira Mesa Blvd., SD 92126, North Park RC 2940 North Park Way, SD 92104, Northgate RC 4125 Alpha Street, Suite C, SD 92113, Old Town, 2245 San Diego Avenue, Suite 115, SD 92110, Petco RC 1091 K Street, Suite A101, SD 92101, Point Loma RC 3145 Rosecrans Street, Suite D, SD 92110, Scripps Ranch RC 9910 Mira Mesa Blvd, Suite A2, SD 92131, Sorrento Mesa Office 10170 Huennekens Street, SD, 92121, Tierrasanta RC 10425 Tierrasanta Blvd, Suite 101, SD 92124, Woodman RC 2939 Alta View Drive, Suite B/CSD 92139, and Kearny Mesa RC 7520 Mesa College Drive, SD 92111, K5 Home School Resource Center 10725 Tierrasanta Boulevard, CA 92124 La Jolla RC 7458 Girard Avenue, SD 92037, Mission Valley East RC 3230 Camino Del Rio North, SD 92108, Mission Valley Office 3420 Camino Del Rio North, SD 92108, Pacific Beach RC 959 Hornblend Street, San Diego, CA 92109

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

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

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

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

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

1.0 OPEN SESSION

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

2.0 PUBLIC COMMENT

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

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

3.0 ADMINISTRATIVE ITEMS

3.1 Consider Approval of the Amended Independent Study Policy 3200 P.3-9

4.0 CONSENT AGENDA

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

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

4.1.1 Consider Approval Meeting Minutes for June 23, 2021 P.10-14

5.0 BOARD ANNOUNCEMENTS AND COMMENTS

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

6.0 ADJOURNMENT

Next Regular Board Meeting: October 20, 2021

Meeting Agenda available at:

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

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

Certification of Posting

I, Alina Nuno, hereby certify that I posted this agenda on the Audeo and CSSD webpage on July 27, 2021

STUDENT SUCCESS PROGRAMS

INDEPENDENT STUDY POLICY

Board Policy #3200

Approved: September 13, 2000

*amended May 9, 2001, February 13, 2002, February 20, 2003, February 21, 2008, September 9, 2009, February 8, 2012, June 29, 2015, **June 21, 2018, June 23, 2021, July 29, 2021.***

The Board of Directors of Student Success Programs, Inc. hereby adopts this Independent Study Policy to apply to Audeo Charter School and The Charter School of San Diego, all hereafter collectively referred to as “Charter School.” SSP shall offer independent study to meet the educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Charter School Board of Directors for implementation at Charter School:

1. Primary Students (K-5th Grade) For students in all grades (K through 5-12) in independent study at the Charter School the maximum length of time that may elapse between when an assignment is made and when that assignment is due shall be 20 school days.
2. The Executive Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any student in grades K-5-12 misses two or more assignments during any period of 20 school days, ~~an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study, or whether he or she should return to the regular school program.~~
 - b. In the event a Student’s educational progress falls below satisfactory levels as determined by the Charter School’s Multi-Tiered System of Supports (MTSS), which considers ALL of the following indicators:
 - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.

iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Teachers and certificated staff use MTSS to enhance student comprehension of content by providing remediation strategies. MTSS that focuses on aligning initiatives and resources to address the needs of all students. It is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students. The Charter School utilizes a Response to Intervention (RTI2) Model to determine how individual students are responding to strategies, interventions, and supports within the multi-tiered system. In an RTI2 Model, instructional staff identify at-risk students, regularly monitor student learning, provide research-based interventions, and utilize a systematic approach to ensuring academic success for all students. This problem-solving approach continually examines student response and adjusts based on data and a documented feedback system.

A written record of the findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.
4. The Charter School has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures are as follow:
 - a. Verification of current contact information for each enrolled pupil;
 - b. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
 - c. Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary. The Charter School developed trauma informed crisis response systems which are sensitive to the emotional needs of students and family members. A key component of the crisis response system is forging strong school-to-home relationships, centered on trust and two-

way communication. Charter School staff, including administrators, teachers, education specialists, counselors, nurses and school psychologists remain connected with students and their families through in-person meetings, home visits, secure texts, emails, video conferences, and phone calls to conduct informal conversations focused on health and social-emotional needs. The Charter School continues to provide information to families in both English and Spanish regarding community-based resources for health and wellness, food options, distance learning tools, and other basic needs;

- d. When the evaluation described above under paragraph 2.b. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-educator conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

- a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
- i. Synchronous instruction in Grades TK-3: Students have one or more daily opportunities for synchronous instruction in the following ways:
 - (1) In-person one-one-one tutoring from the supervising teacher. This one-on-one support is focused on meeting the individual learning needs of the student. Supervising teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.
 - (2) In-person small group tutoring sessions from the supervising teacher. Small group tutoring sessions consist of the supervising teacher leading direct instruction, presentations, guided student practice, assessments and discussion periods.
 - (3) Virtual tutoring sessions from the supervising teacher. Virtual tutoring sessions that incorporate interactive components such as: chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.
 - ii. Live interaction for Grades TK-3: General Education Teachers, Special Education Teachers, Certificated Teacher Resource, Counselors, and school health staff will interact with students through in-person meetings, virtual conferences, home visits, and telephonically to discuss academic progress and achievement, and educational needs. Live interactions also

include social-emotional and behavior needs and availability of services and resources.

b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:

i. Synchronous instruction in Grades 4-8: Students have one or more weekly opportunities for synchronous instruction in the following ways;

(1) In-person one-one-one tutoring from the supervising teacher. This one-on-one support is focused on meeting the individual learning needs of the student. Supervising teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.

(2) In-person small group tutoring sessions from the supervising teacher. Small group tutoring sessions consist of the supervising teacher leading direct instruction, presentations, guided student practice, assessments and discussion periods.

(3) Virtual tutoring sessions from the supervising teacher. Virtual tutoring sessions that incorporate interactive components such as: chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.

ii. Live interaction for Grades 4-8: General Education Teachers, Special Education Teachers, Certificated Teacher Resource, Counselors, and school health staff will interact with students through in-person meetings, virtual conferences, home visits, and telephonically to discuss academic progress and achievement, educational needs, and college/career planning. Teachers and certificated staff use these interactions to enhance student comprehension of content by providing remediation strategies. Live interactions also include social-emotional and behavior needs and availability of services and resources.

c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:

i. Synchronous instruction in Grades 9-12: Students have one or more weekly opportunities for synchronous instruction in the following ways;

(1) In-person one-one-one tutoring from the supervising teacher. This one-on-one support is focused on meeting the individual learning needs of the student. Supervising teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.

(2) In-person small group tutoring sessions from the supervising teacher. Small group tutoring sessions consist of the supervising teacher leading direct instruction, presentations, guided student practice, assessments and discussion periods.

(3) Virtual tutoring sessions from the supervising teacher. Virtual tutoring sessions that incorporate interactive components such as; chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.

ii. Live interaction for Grades 9-12: General Education Teachers, Special Education Teachers, Certificated Teacher Resource, Counselors, and school health staff will interact with students through in-person meetings, virtual conferences, home visits, and telephonically to discuss academic progress and achievement, educational needs, and college/career planning. Teachers and certificated staff use these interactions to enhance student comprehension of content by providing remediation strategies. Live interactions also include social-emotional and behavior needs and availability of services and resources.

6. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: For parents who choose to return their student to a traditional school setting for more in-person instruction the school's student services department, including the school counselors, and will assist parents in obtaining student records and contacting the new school to help with the transition.

2. ~~Secondary Students (6-12th grade):~~

~~— For students grades 6 through 12 in independent study at the Charter School the maximum length of time that may elapse between when an assignment is made and when that assignment is due shall be **20 school days**.~~

~~— When any student grades 6 through 12, misses **two or more** assignments during any period of 20 school days, an evaluation is conducted to determine whether he or she should return to the regular school program. A written record of the findings of any evaluation conducted pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the records shall be forwarded to that school.~~

3.7.A A current written agreement/Master Agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

- The manner, time, frequency, and place for submitting a pupil's assignments, ~~and~~ for reporting his or her progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- A statement of the policies adopted pursuant to subdivisions (a) and (b) herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion. Students in grades K-5 are expected to complete work assigned in each core subject area, providing for at least one year's academic growth per year. Students in grades 6-12 are expected to earn one credit per month or 12 credits per year. Students choosing to graduate from the Charter School shall have earned 42 credits in specified courses for graduation.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18

years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

- If a new teacher takes over the classroom supervising teacher, he or she shall sign an addendum. Any changes to the Master Agreement will be noted in an addendum agreement.
- The Master Agreement shall include subsidiary agreements such as the Assignment and Work Records. The independent study agreement for a student shall include a study plan that represents the same amount of study that would be required of a student in the classroom for the student's grade level for every school day covered by the agreement.

The President/CEO or designee shall establish regulations to implement this policy in accordance with the law.

Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

Students engaging in independent study must be residents of the county where the Charter School is authorized or an adjacent county.

Students who are 19 -22 years of age may engage in independent study through the regular high school program, apart from Adult Education, only if they have been continuously enrolled in public school upon turning 19 and without a break in enrollment since that time, and making satisfactory progress toward a high school diploma (or, if a student in special education, satisfactory progress in keeping with an IEP).

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee.

STUDENT SUCCESS PROGRAMS

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(A California Non-Profit Public Benefit Corporation)

Len Hering RADM, USN (ret) – Chairman,

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

ANNUAL BOARD OF DIRECTORS MEETING MINUTES

Wednesday, June 23, 2021, 8:30 a.m.

Via Video Conference and at

Clairemont RC 4340 Genesee Avenue, Suite 109, SD 92117, Downtown RC 1095 K Street Suite A, SD 92101, Euclid RC 220 Euclid Avenue, SD 92114, Lake Murray RC 8776 Lake Murray Blvd., SD 29119, Mira Mesa RC 8290 B, Mira Mesa Blvd., SD 92126, North Park RC 2940 North Park Way, SD 92104, Northgate RC 4125 Alpha Street, Suite C, SD 92113, Old Town, 2245 San Diego Avenue, Suite 115, SD 92110, Petco RC 1091 K Street, Suite A101, SD 92101, Point Loma RC 3145 Rosecrans Street, Suite D, SD 92110, Scripps Ranch RC 9910 Mira Mesa Blvd, Suite A2, SD 92131, Sorrento Mesa Office 10170 Huennekens Street, SD, 92121, Tierrasanta RC 10425 Tierrasanta Blvd, Suite 101, SD 92124, Woodman RC 2939 Alta View Drive, Suite B/CSD 92139, and Kearny Mesa RC 7520 Mesa College Drive, SD 92111, K5 Home School Resource Center 10725 Tierrasanta Boulevard, CA 92124 La Jolla RC 7458 Girard Avenue, SD 92037, Mission Valley East RC 3230 Camino Del Rio North, SD 92108, Mission Valley Office 3420 Camino Del Rio North, SD 92108, Moreno Valley RC 27130 Eucalyptus Avenue, Suite A MV, 92555

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1.0 OPEN SESSION

1.1 Call to Order

Hering called the meeting to order at 8:30 a.m.

1.2 Roll Call

Members present at the meeting were Scott Barton, David Crean, Jane Gawronski, Len Hering, and Eric Schweinfurter

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

1.3 Establishment of Quorum

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

1.4 Pledge of Allegiance

Hering led all in the Pledge of Allegiance.

1.5 Approval of Agenda

It was moved by Crean and seconded by Barton to Approve the Agenda.

Ayes – 4, Nays- 0, Absent – 0, Abstain – 1, Motioned Approved.

Gawronski - Abstained

2.0 PUBLIC COMMENT

2.1 Non-agenda Public Comment

There were no comments from the public.

2.2 Agenda Items Public Comment

There were no comments from the public.

3.0 CLOSED SESSION

3.1 Board President Announcement Regarding Closed Session Items
Hering announced the closed session items.

3.2 Public Comment on Closed Session Items
There were no comments from the public.

MOVE TO CLOSED SESSION

Hering proceeded to the closed session at 8:44 a.m.

3.2.1 Conference With Legal Counsel--Anticipated Litigation
Significant Exposure To Litigation Pursuant To Paragraph (2) Or (3) Of Subdivision (D) Of
Section 54956.9: (one potential case)

RETURN TO OPEN SESSION

3.3 Report out of action taken in closed session, if any.
Hering announced the return to open session at 9:27 a.m. Hering reported that no action was taken in closed session.

4.0 ADMINISTRATIVE ITEMS

4.1 Approval of Board of Directors Evaluations

The Board Members discussed the evaluation process in ensuring transparent governance with a continued eye towards growth as an organization and to ensure that we are achieving the mission, vision and core competency of the organization.

It was moved by Crean and seconded by Schweinfurter to Approve the Board of Directors Evaluations.
Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved.

4.2 Approval of Board Member Scott Barton Term II: July 1, 2021 – June 30, 2023

It was moved by Schweinfurter and seconded by Crean to Approve Board Member Scott Barton Term II:
July 1, 2021 – June 30, 2023.

Ayes – 4, Nays- 0, Absent – 0, Abstain – 1, Motioned Approved.
Barton - Abstained

4.3 Approval of 2021-2022 Board Meetings

Wednesday, October 20, 2021

Wednesday, February 16, 2022

Wednesday, June 22, 2022

It was moved by Crean and seconded by Gawronski to Approve the 2021-2022 Board Meetings.
Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved.

4.4 Approval of 2021-2022 Pupil Attendance Calendar

It was moved by Barton and seconded by Schweinfurter to Approve the 2021-2022 Pupil Attendance Calendar.

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

4.5 Report on Governance Parental Representatives Posting for 2021-2022

Alipio reported that we publicized the open position for Governance Parental Representative for 90 days according to our Board Policy. We have received no parent interest.

4.6 Presidents Report

4.6.1 California Charter School Association (CCSA) 2021 Hart Vision Volunteer of the Year-- Len Hering

Bixby reported that we were very honored as a School as the California Charter School Association awarded our Chairman, Len Hering, Volunteer of the Year. The award celebrates advocates who spend countless hours working with their local charter public schools and improving education for all students.

4.6.2 Audeo Charter School Petition Renewal Update

Alipio noted that Audeo Charter School received a 5-year charter petition renewal from our authorizer, San Diego Unified.

4.6.3 Malcolm Baldrige National Quality Award 2021 Application

The Charter School of San Diego has submitted an application for the Malcolm Baldrige National Quality Award 2021. The Malcolm Baldrige National Quality Award recognizes U.S. organizations in business, health care, education, and nonprofit sectors for performance excellence. The Baldrige Award is the only formal recognition of the performance excellence of both public and private U.S. organizations given by the President of the United States. It is administered by the Baldrige Performance Excellence Program, which is based at and managed by the National Institute of Standards and Technology, an agency of the U.S. Department of Commerce.

4.7 Strategic Plan Update

4.7.1 Audeo Charter School

4.7.1.1 School Participation Report for the Period of 2020- 2021 Months 8-11: 01/11/2021 – 04/30/2021

4.7.2 The Charter School of San Diego

4.7.2.1 School Participation Report for the Period of 2020- 2021 Months 8-11: 01/11/2021 – 04/30/2021

Tuter reviewed the School Participation Reports.

5.0 CONSENT AGENDA

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

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

5.1.1 Approval of Independent Study Policy 3200 Amendment

5.1.2 Approval of Western Association of Schools and College (WASC) Mid-Cycle Progress Report

5.1.2.1 Audeo Charter School

- 5.1.3 Approval of Employee Manual Amendment
- 5.1.4 Acceptance of Audit Report/Combined Financial Statements and Supplemental Information Year Ended June 30, 2020
- 5.1.5 Approval of the 2021-2022 Consolidated Application
 - 5.1.5.1 Audeo Charter School
 - 5.1.5.1.1 Certificate of Assurance
 - 5.1.5.1.2 Protected Prayer Certification
 - 5.1.5.1.3 LCAP Federal Addendum Certification
 - 5.1.5.1.4 Application for Funding
 - 5.1.5.2 The Charter School of San Diego
 - 5.1.5.2.1 Certificate of Assurance
 - 5.1.5.2.2 Protected Prayer Certification
 - 5.1.5.2.3 LCAP Federal Addendum Certification
 - 5.1.5.2.4 Application for Funding

5.1.6 Consider Approval of Meeting Minutes for May 19, 2021

It was moved by Crean and seconded by Schweinfurter to Approve the Consent Action Items 5.1.1 – 5.1.6.
Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved.

6.0 ACTION ITEMS

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

6.1.1 Approval of 2021-2022 Local Control and Accountability Plan with Budget Overview for Parents and Presentation of Dashboard Local Indicators

6.1.1.1 Audeo Charter School

6.1.1.2 The Charter School of San Diego

Tuter presented the Dashboard Local Indicators. It was moved by Gawronski and seconded by Crean to Approve the 2021-2022 Local Control and Accountability Plan with Budget Overview for Parents.

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

6.2 Action Items for Audeo Charter School

6.2.1 Approval of Second Interim Report FY 2020-2021

It was moved by Crean and seconded by Gawronski to Approve the Ratification of the Second Interim Report FY 2020-2021. Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved.

6.2.2 Review and Discuss the May Revised Operational Budget Assumptions for FY 2020-2021 and Approval of the May Revised Operational Budget for FY 2020-2021

The Board reviewed the May Revised Operational Budget Assumptions for FY 2020-2021.

It was moved by Barton and seconded by Crean to Approve the May Revised Operational Budget for FY 2020-2021.

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

6.2.3 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2021-2022 and Approval of the Preliminary Operational Budget for FY 2021-2022

The Board reviewed the Preliminary Operational Budget Assumptions for FY 2021-2022.

It was moved by Crean and seconded by Schweinfurter to Approve the Preliminary Operational Budget for FY 2021-2022 .

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

6.2.4 Approval of 2021-2022 Educational Protection Account (EPA) Resolution and Expenditure Plan

It was moved by Barton and seconded by Gawronski to Approve the 2021-2022 Educational Protection Account (EPA) Resolution and Expenditure Plan.

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

6.3 Actions Items for The Charter School of San Diego

6.3.1 Approval of Second Interim Report FY 2020-2021

It was moved by Schweinfurter and seconded by Crean to Approve the Ratification the Second Interim Report FY 2020-2021.

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

6.3.2 Review and Discuss the May Revised Operational Budget Assumptions for FY 2020-2021 and Approval of the May Revised Operational Budget for FY 2020-2021

The Board reviewed the May Revised Operational Budget Assumptions for FY 2020-2021. It was moved by Crean and seconded by Barton to Approve the May Revised Operational Budget for FY 2020-2021.

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

6.3.3 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2021-2022 and Approval of the Preliminary Operational Budget for FY 2021-2022

The Board reviewed the Preliminary Operational Budget Assumptions for FY 2021-2022.

It was moved by Crean and seconded by Schweinfurter to Approve the Preliminary Operational Budget for FY 2021-2022.

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

6.3.4 Approval of 2021-2022 Educational Protection Account (EPA) Resolution and Expenditure Plan

It was moved by Schweinfurter and seconded by Gawronski to Approve the 2021-2022 Educational Protection Account (EPA) Resolution and Expenditure Plan.

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

7.0 BOARD ANNOUNCEMENTS AND COMMENTS

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

Hering commended the teachers for their hard work, efforts, and dedication towards achieving the goals of our School and making sure our students come first.

8.0 ADJOURNMENT

It was moved by Crean and seconded by Gawronski to adjourn the meeting at 10:45 a.m.

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