

STUDENT SUCCESS PROGRAMS

DBA – AUDEO CHARTER SCHOOL · THE CHARTER SCHOOL OF SAN DIEGO
(A California Non-Profit Public Benefit Corporation)

Len Hering RADM, USN (ret) – Chairman,
Scott Barton – Member, David Crean – Member, Tim Morton – Member, Eric Schweinfurter - Member

SPECIAL BOARD OF DIRECTORS MEETING

Thursday, December 9, 2021, 9:00 a.m.

Via Video Conference and at

Clairemont RC 4340 Genesee Avenue, Suite 109, SD 92117, College Avenue RC 4585 College Drive, Suite C, SD, 92115, 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

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

CSSD: <https://charterschool-sandiego.net/board-governance/>
Audeo: <https://www.audeocharterschool.net/board-of-directors/>

This agenda contains a brief, general description of each item to be considered.
Except as otherwise provided by law, no action shall be taken on any item not appearing in the following agenda.

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call
- 1.3 Consideration and Approval of Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1)
The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020 and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.
- 1.4 Establishment of Quorum
- 1.5 Pledge of Allegiance
- 1.6 Approval of Agenda [P. 1-2](#)

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 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.

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

- 3.1.1 Consider Approval of Meeting Minutes for December 1, 2021 *P. 3-4*

4.0 ACTION ITEMS

4.1 Action Items for Audeo Charter School

- 4.1.1 Consider Approval of Educator Effectiveness Grant Plan *P. 5-7*

4.2 Action Items for The Charter School of San Diego

- 4.2.1 Consider Approval of Educator Effectiveness Grant Plan *P. 8-10*

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: February 16, 2022

Meeting Agenda available at:

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

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

Certification of Posting

I, Angela Neri, hereby certify that I posted this agenda on the Audeo and CSSD webpage on December 7, 2021.

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(A California Non-Profit Public Benefit Corporation)

Len Hering RADM, USN (ret) – Chairman,

Scott Barton – Member, David Crean – Member, Tim Morton – Member, Eric Schweinfurter – Member

SPECIAL BOARD OF DIRECTORS MEETING MINUTES

Wednesday, December 1, 2021, 10:00 a.m.

Via Video Conference

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

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

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

1.0 OPEN SESSION

1.1 Call to Order

President/CEO Bixby called the meeting to order at 10:01 a.m.

1.2 Roll Call

Members present at the meeting were Scott Barton, David Crean, Tim Morton, and Eric Schweinfurter. Schweinfurter arrived at 10:05 a.m.

Members Absent: Len Hering.

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

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

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

It was moved by Crean and seconded by Morton to Approve the Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1)

Ayes – 3, Nays- 0, Absent – 1, Abstain – 1, Motioned Approved.

Schweinfurter-Abstained

1.4 Establishment of Quorum

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

1.5 Pledge of Allegiance

Bixby led all in the Pledge of Allegiance.

1.6 Approval of Agenda

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

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

2.0 PUBLIC COMMENT

2.1 Non-agenda Public Comment

There were no comments from the public.

2.2 Agenda Items Public Comment

There were no comments from the public.

3.0 ADMINISTRATIVE ITEMS

3.1 Approval of Special Board Meeting on December 1, 2021, and December 9, 2021.

It was moved by Barton and seconded by Crean to Approve the Special Board Meeting on December 1, 2021, and December 9, 2021.

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

4.0 PUBLIC HEARING - Time Certain 10:05 a.m., or soon thereafter

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

Bixby opened the Public Hearing at 10:10 a.m.

4.1 Public Hearing for the Educator Effectiveness Grant Plan

4.1.1 Audeo Charter School

Cathryn Rambo presented the Educator Effectiveness Plan for Audeo Charter School.

4.1.2 The Charter School of San Diego

Cathryn Rambo presented the Educator Effectiveness Plan for Audeo Charter School.

There were no comments from the public. The Public Hearing was closed at 10:17 a.m.

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 Meeting Minutes for October 26, 2021, and November 18, 2021.

It was moved by Crean and seconded by Barton to Approve the Consent Action Items 5.1.1.

Ayes – 3, Nays- 0, Absent – 1, Abstain – 1, Motioned Approved.

Morton-Abstained

6.0 BOARD ANNOUNCEMENTS AND COMMENTS

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

There were no comments.

7.0 ADJOURNMENT

It was moved by Barton and seconded by Crean to adjourn the meeting at 10:20 a.m.

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



Educator Effectiveness Plan

Audeo Charter School

The California Department of Education (CDE) has released the California Educator Effectiveness Funds (EEF) 2021 Block Grant Program. This program provides funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness. Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalency as reported in the California Longitudinal Pupil Achievement Data System and the California Basic Educational Data System for the 2020–21 fiscal year. **Audeo Charter School has been awarded \$84,698 by the CDE.**

Audeo Charter School teachers will receive professional development through a learning plan that supports educator equity, quality and effectiveness. There are currently 25 teachers that will participate in this plan plus other certificated staff and paraprofessional educators for a target of 1,216 professional development hours through the 2025-26 school year.

Through this plan, teachers will benefit by learning new ways to promote equity and inclusion for a safe school climate as well as learn quality instructional practices to promote student engagement while teaching California Common Core State Standards aligned lessons. Teachers will also benefit from mentors and coaches to promote teacher retention, and improved effectiveness. Teachers will gain access to more tools and supports available to support specific student groups including students with disabilities, socio-economically disadvantaged students, English Learners, and other vulnerable student groups, while focusing on grade-level standards mastery.

Student benefits will include teachers who are equipped with Trauma Informed Practices to meet the Social Emotional needs that may arise, especially as a result of the COVID-19 crisis. Students will also benefit from a safe and supportive school climate and have multiple ways to access equitable instruction and assessment through the Universal Design for Learning while mastering grade level California Common Core State Standards. Through the ethnic studies curriculum development, students will benefit from seeing mirror reflections of themselves and their cultures as well as windows into other cultures, thus broadening their perspectives.

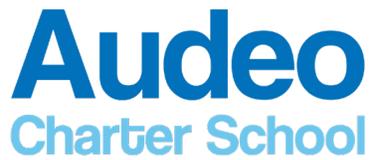


Of the CDE's list of allowable uses, the plan below has been curated to achieve the aforementioned teacher and student benefits.

Allowable Use Criteria	Professional Learning Plan (to include but not limited to)
1	Coaching of teachers in literacy instruction, and mentoring of new teachers and teachers assigned to professional growth training (NTT, PGT, and teacher induction), and teacher wellness/work-life balance
2	California Common Core State Standards (CA-CCSS) focused professional learning in Math, Science, Social Studies, Science, and CTE
3	AVID and Naviance training for engagement and accelerated learning
4	Professional learning in Social Emotional Learning, Trauma Informed Practices, Signs of Suicide, Youth Mental Health First Aid
5	Equity Conferences with County Office of Education, Root Cause Analysis training for administrators, research, plan, and implement a cultural proficiency/culturally relevant practice certification for teachers
6	Universal Design for Learning and Special Education training
7	English Learner Achievement Department (ELAD) training for integrated and designated EL implementation and instruction
8	Research with the goal of joining a professional learning network to provide additional professional learning opportunities at a discounted rate and build partnerships with member universities
9	Training for the creation, adoption, and implementation of ethnic studies curriculum
10	Early childhood education training in management, instruction, and strategies for K-5 program

Supplemental Grant Information

The local plan for the EEF must be heard in a public meeting of the governing board before its adoption in a subsequent public meeting. This must take place on or before December 30, 2021. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. An annual data and expenditure report will be due each year on or before September 30, beginning September 30, 2022. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.



Educator Effectiveness Funds may be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. Funds can be expended for any of the following purposes:

1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
3. Practices and strategies that reengage pupils and lead to accelerated learning.
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.
8. New professional learning networks for educators not already engaged in an education-related professional learning network.
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to *EC* Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Educator Effectiveness Plan

The Charter School of San Diego

The California Department of Education (CDE) has released the California Educator Effectiveness Funds (EEF) 2021 Block Grant Program. This program provides funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness. Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalency as reported in the California Longitudinal Pupil Achievement Data System and the California Basic Educational Data System for the 2020–21 fiscal year. **The Charter School of San Diego has been awarded \$284,509 by the CDE.**

The Charter School of San Diego teachers will receive professional development through a learning plan that supports educator equity, quality and effectiveness. There are currently 75 teachers that will participate in this plan plus other certificated staff and paraprofessional educators for a target of 4,084 professional development hours through the 2025-26 school year.

Through this plan, teachers will benefit by learning new ways to promote equity and inclusion for a safe school climate as well as learn quality instructional practices to promote student engagement while teaching California Common Core State Standards aligned lessons. Teachers will also benefit from mentors and coaches to promote teacher retention, and improved effectiveness. Teachers will gain access to more tools and supports available to support specific student groups including students with disabilities, socio-economically disadvantaged students, English Learners, and other vulnerable student groups, while focusing on grade-level standards mastery.

Student benefits will include teachers who are equipped with Trauma Informed Practices to meet the Social Emotional needs that may arise, especially as a result of the COVID-19 crisis. Students will also benefit from a safe and supportive school climate and have multiple ways to access equitable instruction and assessment through the Universal Design for Learning while mastering grade level California Common Core State Standards. Through the ethnic studies curriculum development, students will benefit from seeing mirror reflections of themselves and their cultures as well as windows into other cultures, thus broadening their perspectives.

The Charter School of SAN DIEGO

Of the CDE's list of allowable uses, the plan below has been curated to achieve the aforementioned teacher and student benefits.

Allowable Use Criteria	Professional Learning Plan (to include but not limited to)
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4	Professional learning in Social Emotional Learning, Trauma Informed Practices, Signs of Suicide, Youth Mental Health First Aid
5	Equity Conferences with County Office of Education, Root Cause Analysis training for administrators, research, plan, and implement a cultural proficiency/culturally relevant practice certification for teachers
6	Universal Design for Learning and Special Education training
7	English Learner Achievement Department (ELAD) training for integrated and designated EL implementation and instruction
8	Research with the goal of joining a professional learning network to provide additional professional learning opportunities at a discounted rate and build partnerships with member universities. The right network will support university partnerships that specifically supplement our teacher induction program with the goal of being able to provide university credits upon completion of the course.
9	Training for the creation, adoption, and implementation of ethnic studies curriculum

Supplemental Grant Information

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The Charter School of SAN DIEGO

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2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
3. Practices and strategies that reengage pupils and lead to accelerated learning.
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6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
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