

STUDENT SUCCESS PROGRAMS

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

(A California Non-Profit Public Benefit Corporation)

Len Hering RADM, USN (ret) – Chairman,

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

BOARD OF DIRECTORS MEETING

Wednesday, August 31, 2022, 8:00 a.m.

Via Video Conference and at

Clairemont RC 4340 Genesee Avenue, Suite 109, SD 92117, College Avenue RC 4585 College Drive, Suite C, SD, 9211, Downtown RC 1095 K Street Suite A, SD 92101, Euclid RC 220 Euclid Avenue, SD 92114, Lake Murray RC 8776 Lake Murray Blvd., SD 29119, Mira Mesa RC 8290 B, Mira Mesa Blvd., SD 92126, North Park RC 2940 North Park Way, SD 92104, Northgate RC 4125 Alpha Street, Suite C, SD 92113, Old Town, 2245 San Diego Avenue, Suite 115, SD 92110, Petco RC 1091 K Street, Suite A101, SD 92101, Point Loma RC 3145 Rosecrans Street, Suite D, SD 92110, Scripps Ranch RC 9910 Mira Mesa Blvd, Suite A2, SD 92131, Sorrento Mesa Office 10170 Huennekens Street, SD, 92121, Tierrasanta RC 10425 Tierrasanta Blvd, Suite 101, SD 92124, Woodman RC 2939 Alta View Drive, Suite B/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.1-3*

2.0 PUBLIC COMMENT

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

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

3.0 CLOSED SESSION

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

MOVE TO CLOSED SESSION

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

RETURN TO OPEN SESSION

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

4.0 ADMINISTRATIVE ITEMS

- 4.1 Consider Approval of Special Board Meeting on September 6, 2022, 8:00 am
- 4.2 Consider Approval of a Two-Day Board Workshop on Professional Development Training Including Best Practices in Charter Schools Board Management, Updates on The Charter Schools Act and a Review of Corporate Practices, Fiduciary Duties and Fiscal Oversight, the Brown Act and Conflict of Interest Laws
 - 4.2.1 Monday, October 3, 2022, 8:00 am - 10:00 am, (virtual meeting)
 - 4.2.2 Monday, October 17, 2022, 8:00 am - 10:00 am, (virtual meeting)
- 4.3 Consider Ratification of Terms of Lease Renewal for APN # 361-662-08-00
- 4.4 Consider Ratification of Terms of Sublease Renewal for APN# 548-130-30-00
- 4.5 Consider Ratification of Terms of Lease Renewal for APN# 350-612-16-00
- 4.6 Consider Ratification of Terms of Lease Renewal for APN # 443-741-18-00
- 4.7 President's Report
 - 4.7.1 Fellows Program Update Presented by Wade Aschbrenner [P.4-5](#)
 - 4.7.2 Digitization of Records Presentation by Macy Vedder
- 4.8 Strategic Plan Update
 - 4.8.1 Audeo Charter School
 - 4.8.1.1 School Participation Report for the period of 2021-2022 Months 12-13: 5/02/2022 – 5/27/2022 [P.6-7](#)
 - 4.8.2 The Charter School of San Diego
 - 4.8.2.1 School Participation Report for the period of 2021-2022 Months 12-13: 5/02/2022 – 5/27/2022 [P.8-13](#)

5.0 CONSENT AGENDA

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

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

- 5.1.1 Consider Approval of Meeting Minutes for June 29, 2022 [P.14-22](#)
- 5.1.2 Consider Approval of the Resolution of the Biennial Review of the Conflict of Interest Code [P.23-24](#)
- 5.1.3 Consider Approval of AB181 Independent Study Policy 3200 Amendments [P.25-31](#)
- 5.1.4 Consider Approval of FY 2022-2023 Consolidated Application
 - 5.1.4.1 Audeo Charter School [P.32-35](#)
 - 5.1.4.1.1 Certification of Assurances
 - 5.1.4.1.2 Protected Prayer Certification
 - 5.1.4.1.3 LCAP Federal Addendum Certification
 - 5.1.4.1.4 Application for Funding
 - 5.1.4.2 The Charter School of San Diego [P.36-39](#)
 - 5.1.4.2.1 Certification of Assurances
 - 5.1.4.2.2 Protected Prayer Certification,
 - 5.1.4.2.3 LCAP Federal Addendum Certification
 - 5.1.4.2.4 Application for Funding

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 Consider Approval of the Salary Schedule for the Following Positions
 - 6.1.1.1 Resource Center Associate (RCA) [P.40](#)
 - 6.1.1.2 Certificated Teacher Resource (CTR) [P.41](#)
 - 6.1.1.3 Learning Associate [P.42](#)
 - 6.1.1.4 Substitute Teacher [P.43](#)

7.0 BOARD ANNOUNCEMENTS AND COMMENTS

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

8.0 ADJOURNMENT

Next Regular Board Meeting: Wednesday, December 7, 2022, 8:00 a.m.

Meeting Agenda available at:

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

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

Certification of Posting

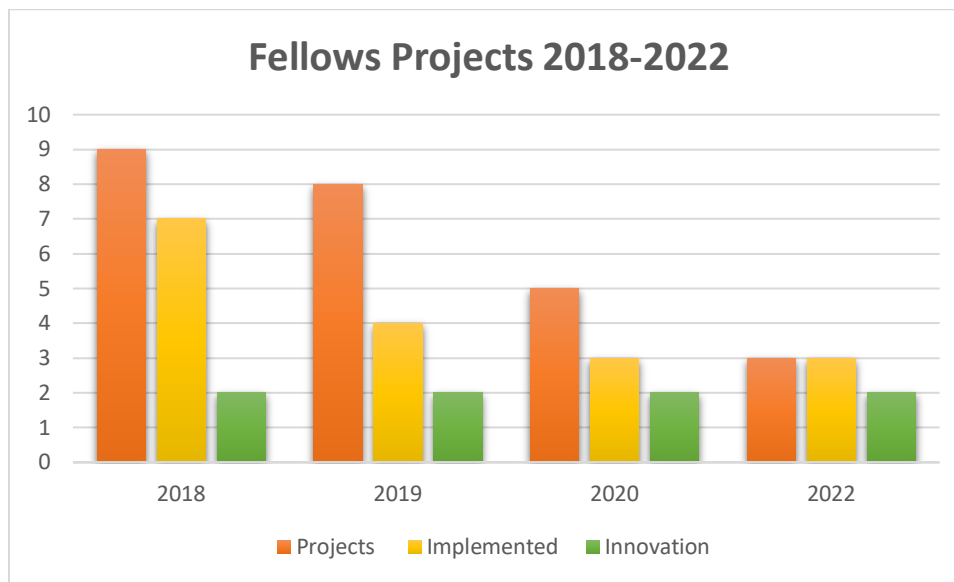
I, Angela Neri, hereby certify that I posted this agenda on the Audeo Charter School and The Charter School of San Diego webpage on August 26, 2022.

Fellows Program Update June 2022

Since the inception of the Fellows program in 2017-18 there have been 27 participants and 11 Leadership Team members have served as mentors. 73% of the participants have increased in their level of leadership.

- 15 participants (55%) have transition to Leadership positions
- 5 teaching staff participants (18%) currently chair Faculty Committees

The Fellows program has completed 25 projects. Two of the projects were two-person collaborative projects and 1 project the Altus Teacher Credentialing Program has been part of two Fellows cycles.



The Fellows projects have produced 18 processes that have been deployed and integrated into the organization, this is a 72% success rate.

TOTAL Fellows Projects		
	Projects	Percentage
Deployed	18	72%
Not Deployed	7	28%
Totals	25	100%
PDI3		
	Deployed	Percentage
Introduce	4	22.2%
Improvement	6	33.3%
Innovation	8	44.5%
Totals	18	100%

Using **Process Design Introduction, Improvement & Innovation System (PDI3S)** criteria the Fellows program has provided innovative solutions with 8 of the projects, 44.5% of the projects.

Innovative Projects:

- Altus Connect- provides wireless connectivity and laptops
- The WAVE intranet for employees
- Altus Teacher Credentialing Program
- PPEP Live- real time student data
- Altus Schools Website Landing Page
- Best Practices Portal-intranet site to share best practices
- Altus Alumni Community
- Digital Records System

Two projects are in-progress and align California State timelines: Altus Teacher Credentialing (CTC) program and Career & College Indicator.

Three projects not deployed but introduced concepts that were revise/refined and later adopted as current Altus process: Online Enrollment, Reorganization of SSC clerks, and Dual Enrollment at Community College.



Participation Report: All Students
Month 12: 05/02/2022 - 05/27/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	510	384	67.4%	68.9%	92.7%	93.3%
Totals May 2021	850	751	78.3%	83.1%	90.8%	90.5%
Variance:	-340	-367	-10.9%	-14.2%	1.9%	2.8%

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

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	KM	KM1		40	31	64.4%	63.3%	85.1%	86.0%
SD	KM	KM3		40	39	83.5%	70.0%	86.8%	87.7%
SD	LJ	LJ1		40	22	48.8%	45.6%	90.5%	90.7%
SD	LJ	LJ2		40	23	50.1%	49.4%	89.7%	89.8%
SD	MV	MV2		40	28	58.9%	81.0%	88.0%	89.9%
SD	MV	MV3		40	38	81.6%	63.5%	88.8%	88.9%
SD	PB	PB1		40	18	39.4%	50.4%	91.3%	95.9%
SD	PB	PB2		40	24	50.6%	56.0%	94.2%	94.8%
SD	PB	PB3		40	19	40.0%	44.0%	87.4%	92.8%
SD	TSK5	TSK5-1		25	24	92.0%	87.3%	100.0%	98.4%
SD	TSK5	TSK5-2		25	23	91.0%	75.7%	100.0%	98.7%
SD	TSK5	TSK5-3		25	27	108.0%	68.1%	100.0%	93.3%
SD	TSK5	TSK5-4		25	18	72.0%	76.8%	100.0%	98.9%
SD	TSK5	TSK5-5		25	25	85.2%	81.9%	95.9%	99.3%
SD	TSK5	TSK5-6		25	25	100.0%	88.1%	100.0%	100.0%



Participation Report: All Students
Month 13: 05/30/2022 - 06/24/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	510	464	73.6%	69.3%	93.2%	93.3%
Totals May/June 2021	890	775	71.4%	88.3%	91.2%	90.5%
Variance:	-380	-311	2.2%	-19.0%	2.1%	2.8%

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

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	KM	KM1		40	41	73.3%	64.2%	85.3%	85.9%
SD	KM	KM3		40	42	80.7%	70.9%	87.7%	87.7%
SD	LJ	LJ1		40	34	67.2%	47.8%	94.6%	91.2%
SD	LJ	LJ2		40	37	64.9%	50.7%	89.3%	89.8%
SD	MV	MV2		40	41	76.7%	80.7%	87.5%	89.7%
SD	MV	MV3		40	39	80.4%	65.7%	93.9%	89.7%
SD	PB	PB1		40	33	64.9%	51.6%	95.5%	95.8%
SD	PB	PB2		40	38	65.4%	56.8%	93.2%	94.7%
SD	PB	PB3		40	29	50.1%	44.6%	88.2%	92.3%
SD	TSK5	TSK5-1		25	20	76.8%	86.5%	96.1%	98.2%
SD	TSK5	TSK5-2		25	23	92.0%	77.0%	100.0%	98.8%
SD	TSK5	TSK5-3		25	26	102.9%	70.2%	100.0%	93.9%
SD	TSK5	TSK5-4		25	16	59.8%	75.4%	100.0%	99.0%
SD	TSK5	TSK5-5		25	21	79.2%	81.6%	100.0%	99.3%
SD	TSK5	TSK5-6		25	24	93.9%	88.6%	100.0%	100.0%

Participation Report: All Students
Month 12: 05/02/2022 - 05/27/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,880	1,741	77.3%	79.1%	88.2%	89.4%
Totals May 2021	2,000	1,878	80.0%	83.3%	87.4%	86.7%
Variance:	-120	-137	-2.7%	-4.2%	0.8%	2.7%

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

All Students										
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE	
C	CO	CO1		40	39	83.5%	73.0%	85.6%	89.6%	
C	CO	CO2		40	38	79.3%	78.1%	84.6%	86.0%	
C	CO	CO3		40	40	82.3%	81.6%	84.3%	84.9%	
C	CO	CO4		40	39	78.0%	82.5%	87.4%	90.7%	
C	CO	CO5		40	39	85.0%	90.4%	95.8%	95.1%	
C	EU	EU1		40	40	84.9%	82.6%	85.0%	86.9%	
C	EU	EU2		40	37	75.9%	84.1%	87.5%	88.2%	
C	EU	EU3		40	41	79.6%	85.3%	84.4%	86.1%	
C	EU	EU4		40	34	75.4%	42.6%	88.9%	90.6%	
C	NG	NG1		40	38	82.5%	71.4%	86.8%	87.9%	
C	NG	NG2		40	32	67.9%	75.3%	91.7%	96.7%	
C	NG	NG3		40	38	79.1%	74.4%	84.6%	87.4%	
C	NG	NG4		40	36	78.6%	76.1%	91.2%	89.8%	
C	WM	WM1		40	36	80.0%	73.7%	92.1%	88.2%	
C	WM	WM2		40	38	76.4%	75.8%	86.3%	86.9%	
C	WM	WM3		40	39	82.1%	71.3%	84.7%	89.5%	
C	WM	WM4		40	40	89.0%	79.2%	94.2%	91.7%	
Central Totals:				17	680	644	80.0%	80.7%	87.8%	89.0%

Participation Report: All Students
Month 12: 05/02/2022 - 05/27/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,880	1,741	77.3%	79.1%	88.2%	89.4%
Totals May 2021	2,000	1,878	80.0%	83.3%	87.4%	86.7%
Variance:	-120	-137	-2.7%	-4.2%	0.8%	2.7%

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

All Students										
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE	
E	LKM	LKM1		40	41	93.5%	79.7%	95.4%	93.3%	
E	LKM	LKM2		40	33	65.0%	65.0%	85.2%	85.2%	
E	LKM	LKM3		40	35	70.8%	77.2%	91.9%	92.7%	
E	LKM	LKM4		40	42	84.6%	67.8%	84.8%	86.1%	
E	LKM	LKM5		40	31	68.1%	75.9%	92.1%	90.2%	
E	MM	MM1		40	37	72.8%	64.6%	85.2%	83.8%	
E	MM	MM2		40	33	70.5%	69.1%	87.3%	90.7%	
E	MM	MM3		40	34	77.8%	79.7%	93.5%	95.6%	
E	MM	MM4		40	38	70.0%	69.3%	85.5%	87.8%	
E	SR	SR1		40	39	72.9%	75.9%	81.2%	85.8%	
E	SR	SR2		40	38	82.3%	70.7%	93.9%	87.6%	
E	SR	SR3		40	37	69.4%	71.7%	84.5%	87.0%	
E	TS	TS1		40	31	63.8%	72.2%	85.0%	86.2%	
E	TS	TS2		40	32	69.0%	63.4%	88.6%	86.1%	
E	TS	TS3		40	34	74.4%	68.2%	90.8%	94.5%	
E	VT	VT1		40	34	77.1%	67.4%	96.9%	97.1%	
East Totals:				16	640	569	73.9%	78.5%	88.9%	89.9%

Participation Report: All Students
Month 12: 05/02/2022 - 05/27/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,880	1,741	77.3%	79.1%	88.2%	89.4%
Totals May 2021	2,000	1,878	80.0%	83.3%	87.4%	86.7%
Variance:	-120	-137	-2.7%	-4.2%	0.8%	2.7%

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

All Students										
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE	
W	CL	CL1		40	33	75.3%	77.0%	94.4%	91.6%	
W	CL	CL2		40	36	81.0%	77.1%	90.0%	93.9%	
W	CL	CL4		40	40	81.5%	59.2%	84.2%	84.8%	
W	DT	DT1		40	39	82.4%	83.2%	90.4%	92.4%	
W	DT	DT2		40	39	76.4%	70.1%	84.0%	85.2%	
W	NP	NP1		40	39	82.8%	74.2%	84.9%	86.1%	
W	NP	NP2		40	40	90.0%	87.9%	95.4%	91.5%	
W	NP	NP3		40	34	72.1%	89.1%	85.7%	90.7%	
W	NP	NP4		40	40	71.6%	74.9%	85.7%	85.9%	
W	PC	PC2		40	35	68.6%	80.6%	87.3%	88.9%	
W	PC	PC3		40	33	65.8%	78.5%	91.3%	92.2%	
W	PL	PL1		40	37	81.6%	75.8%	90.9%	88.9%	
W	PL	PL2		40	40	83.0%	75.8%	84.1%	86.6%	
W	PL	PL3		40	43	80.9%	81.3%	84.2%	89.5%	
West Totals:				14	560	528	78.1%	77.9%	87.9%	89.4%

Participation Report: All Students
Month 13: 05/30/2022 - 06/24/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,920	1,871	77.4%	80.5%	87.8%	89.3%
Totals May/June 2021	2,080	2,020	76.6%	86.8%	86.9%	86.8%
Variance:	-160	-149	0.8%	-6.3%	0.9%	2.5%

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

All Students										
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE	
C	CO	CO1		40	42	78.6%	73.5%	81.3%	88.8%	
C	CO	CO2		40	40	80.8%	78.3%	91.0%	86.4%	
C	CO	CO3		40	41	83.7%	81.8%	84.4%	84.8%	
C	CO	CO4		40	37	76.2%	82.0%	85.9%	90.3%	
C	CO	CO5		40	39	86.6%	90.1%	94.0%	95.0%	
C	EU	EU1		40	41	83.4%	82.7%	84.9%	86.7%	
C	EU	EU2		40	37	78.0%	83.6%	88.6%	88.3%	
C	EU	EU3		40	38	75.3%	84.5%	84.6%	86.0%	
C	EU	EU4		40	38	80.3%	50.4%	87.0%	89.4%	
C	NG	NG1		40	36	70.7%	71.3%	85.1%	87.7%	
C	NG	NG2		40	32	66.7%	74.6%	85.8%	95.8%	
C	NG	NG3		40	41	84.7%	75.2%	85.5%	87.2%	
C	NG	NG4		40	37	78.4%	76.3%	85.5%	89.4%	
C	WM	WM1		40	38	78.4%	74.1%	86.1%	88.0%	
C	WM	WM2		40	39	76.7%	75.8%	86.8%	86.9%	
C	WM	WM3		40	42	84.6%	72.4%	85.1%	89.0%	
C	WM	WM4		40	39	86.8%	79.8%	91.3%	91.6%	
Central Totals:				17	680	657	79.4%	80.6%	86.6%	88.8%

Participation Report: All Students
Month 13: 05/30/2022 - 06/24/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,920	1,871	77.4%	80.5%	87.8%	89.3%
Totals May/June 2021	2,080	2,020	76.6%	86.8%	86.9%	86.8%
Variance:	-160	-149	0.8%	-6.3%	0.9%	2.5%

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

All Students										
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE	
E	LKM	LKM1		40	47	102.2%	81.6%	95.8%	93.6%	
E	LKM	LKM2		40	30	62.0%	63.5%	84.4%	84.8%	
E	LKM	LKM3		40	35	73.2%	76.9%	85.3%	92.0%	
E	LKM	LKM4		40	39	82.4%	69.0%	86.3%	86.1%	
E	LKM	LKM5		40	32	66.3%	75.1%	88.6%	90.1%	
E	MM	MM1		40	39	76.6%	65.7%	84.2%	83.8%	
E	MM	MM2		40	39	77.5%	69.8%	84.7%	90.1%	
E	MM	MM3		40	38	85.4%	80.2%	97.0%	95.7%	
E	MM	MM4		40	34	70.4%	69.4%	90.4%	88.1%	
E	MM	MM5		40	31	35.3%	35.3%	98.9%	98.9%	
E	SR	SR1		40	38	66.4%	75.1%	82.4%	85.6%	
E	SR	SR2		40	45	85.0%	72.0%	92.0%	88.1%	
E	SR	SR3		40	41	68.6%	71.4%	79.5%	86.3%	
E	TS	TS1		40	41	71.8%	72.2%	86.7%	86.2%	
E	TS	TS2		40	40	71.6%	64.1%	88.7%	86.3%	
E	TS	TS3		40	41	79.6%	69.2%	90.3%	94.1%	
E	VT	VT1		40	37	76.8%	68.5%	93.9%	96.7%	
East Totals:				17	680	647	73.6%	82.5%	88.5%	89.8%

Participation Report: All Students
Month 13: 05/30/2022 - 06/24/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,920	1,871	77.4%	80.5%	87.8%	89.3%
Totals May/June 2021	2,080	2,020	76.6%	86.8%	86.9%	86.8%
Variance:	-160	-149	0.8%	-6.3%	0.9%	2.5%

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

All Students										
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE	
W	CL	CL1		40	34	67.5%	76.3%	90.5%	91.5%	
W	CL	CL2		40	39	81.6%	77.5%	96.9%	94.2%	
W	CL	CL4		40	43	79.2%	60.9%	84.8%	84.8%	
W	DT	DT1		40	42	84.2%	83.3%	90.5%	92.3%	
W	DT	DT2		40	39	75.7%	70.6%	85.9%	85.3%	
W	NP	NP1		40	41	82.5%	74.9%	84.0%	85.9%	
W	NP	NP2		40	40	87.0%	87.8%	91.2%	91.5%	
W	NP	NP3		40	44	90.1%	89.2%	89.1%	90.6%	
W	NP	NP4		40	38	70.9%	74.5%	81.8%	85.5%	
W	PC	PC2		40	43	80.1%	80.6%	88.9%	88.9%	
W	PC	PC3		40	38	68.9%	77.7%	90.5%	92.1%	
W	PL	PL1		40	40	86.1%	76.6%	93.6%	89.4%	
W	PL	PL2		40	43	78.2%	76.0%	84.9%	86.4%	
W	PL	PL3		40	43	81.3%	81.3%	85.7%	89.1%	
West Totals:				14	560	567	79.5%	78.0%	88.4%	89.3%

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

ANNUAL BOARD OF DIRECTORS MEETING MINUTES

Wednesday, June 29, 2022, 3:00 p.m.

Via Video Conference and at

Clairemont RC 4340 Genesee Avenue, Suite 109, SD 92117, College Avenue RC 4585 College Drive, Suite C, SD, 92111, 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/>

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

1.0 OPEN SESSION

1.1 Call to Order

Hering called the meeting to order at 3:00 p.m.

1.2 Roll Call

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

Members Absent: David Crean

Also in attendance: Lynne Alipio, Wade Aschbrenner, Mary Bixby, Angela Neri, Anamaria Rojas, and Tim Tuter.

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.

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

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

1.4 Establishment of Quorum

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

1.5 Pledge of Allegiance

Hering led all in the Pledge of Allegiance.

1.6 Approval of Agenda

It was moved by Morton 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 Public Comment

There were no comments from the public.

3.0 PUBLIC HEARING - *Time Certain 3:05 p.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.

The Public Hearing opened for Audeo Charter School at 3:07 p.m.

3.1 Audeo Charter School

3.1.1 Public Hearing for the Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

Tuter presented the Universal Prekindergarten Planning and Implementation Grant Program – Planning Template. There were no comments from the public.

3.1.2 Public Hearing for the 2022-2023 Local Control Accountability Plan (LCAP)

Tuter presented the 2022-2023 Local Control Accountability Plan (LCAP). There were no comments from the public.

The Public Hearing for Audeo Charter School closed at 3:25 p.m.

The Public Hearing for The Charter School of San Diego opened at 3:25 p.m.

3.2 The Charter School of San Diego

3.2.1 Public Hearing for the 2022-2023 Local Control Accountability Plan (LCAP)

Tuter presented the 2022-2023 Local Control Accountability Plan (LCAP). There were no comments from the public.

The Public Hearing for The Charter School of San Diego closed at 3:37 p.m.

4.0 CLOSED SESSION

The Closed Session opened at 3:38 p.m.

4.1 Board Chairman Announcement Regarding Closed Session Items

4.2 Public Comment on Closed Session Items

There were no comments from the public.

MOVE TO CLOSED SESSION

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

4.2.2 Public Employment

4.2.2.1 Title: Founder, President, and Chief Executive Officer

4.2.2.2 Title: Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director

Bixby and Alipio recused themselves from Closed Session Items 4.2.2 – 4.2.2.2

RETURN TO OPEN SESSION

The Board returned to open session at 4:26 p.m.

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

No actions were taken at Closed Session.

5.0 ADMINISTRATIVE ITEMS

5.1 Approval of Len Hering Board Term VI Renewal for July 1, 2022 – June 30, 2024

It was moved by Barton and seconded by Morton to Approve Len Hering's Board Term VI Renewal for July 1, 2022 – June 30, 2024.

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

Abstain: Hering

5.2 Approval of David Crean Board Term II Renewal July 1, 2022 – June 30, 2024

It was moved by Barton and seconded by Morton to Approve David Crean's Board Term II Renewal July 1, 2022 – June 30, 2024.

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

Absent: Crean

5.3 Approval of Eric Schweinfurter Board Term II Renewal July 1, 2022 – June 30, 2024

It was moved by Barton and seconded by Morton to Approve Eric Schweinfurter's Board Term II Renewal July 1, 2022 – June 30, 2024

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

Abstain: Schweinfurter

- 5.4 Oral Report of Executive Compensation Paid to the Founder, President & Chief Executive Officer**
Chairman Hering presented and read out loud the Oral Report of Executive Compensation Paid to the Founder, President, and Chief Executive Officer.

Bixby and Alipio recused themselves from the room while the Board Members discussed the Public Employment for both Founder, President, and Chief Executive Officer and the Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director in Closed Session.

Chairman Hering declared that to comply with the provisions of the law, all compensation amounts to be paid and benefits must be announced publicly. Further, the agreement for this position is not changed in any way from the existing SSP employment agreement rather, the amendment to the agreement solely updates the Full-Time Equivalent (“FTE”) status of the position from 0.90 FTE to 0.60 FTE for the remaining year in the term of five (5) years from July 1, 2018, to June 30, 2023. Chairman Hering also declared that the annual salary is wholly in keeping with the compensation comparability study the SSP Board approved that was previously received in 2018 when the SSP Board initially approved the underlying agreement.

- 5.5 Approval of Employment Agreement Amendment for the Founder, President & Chief Executive Officer Presented in Item 4.2.2.1.**

It was moved by Morton and seconded by Schweinfurter to Approve the Employment Agreement Amendment for the Founder, President & Chief Executive Officer Presented in Item 4.2.2.1
Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

- 5.6 Oral Report of Executive Compensation Paid to the Chief Business Officer, Chief Financial Officer/Treasurer & Founding Director**

Bixby and Alipio recused themselves from the room while the Board Members discussed the Public Employment for both Founder, President, and Chief Executive Officer and the Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director in Closed Session.

Chairman Hering presented and read out loud the Oral Report of Executive Compensation Paid to the Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director.

Chairman Hering declared that to comply with the provisions of the law, all compensation amounts to be paid and benefits must be announced publicly. Further, the agreement for this position is not changed in any way from the existing SSP employment agreement rather, the amendment to the agreement solely updates the Full-Time Equivalent (“FTE”) status of the position from 1.00 FTE to 0.60 FTE for the remaining year in the term of five (5) years from July 1, 2018, to June 30, 2023. Chairman Hering also declared that the annual salary is wholly in keeping with the compensation comparability study the SSP Board approved that was previously received in 2018 when the SSP Board initially approved the underlying agreement.

- 5.7 Approval of Employment Agreement Amendment for the Chief Business Officer, Chief Financial Officer/Treasurer & Founding Director Presented in Item 4.2.2.2**

It was moved by Morton and seconded by Schweinfurter to Approve the Employment Agreement Amendment for the Chief Business Officer, Chief Financial Officer/Treasurer & Founding Director Presented in Item 4.2.2.2

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

- 5.8** Approval of the Resolution Commending The Charter School Of San Diego’s Exceptional Leadership, Faculty, And Staff For Its Recognition By The Malcolm Baldrige Program, A National Award Presented By The Office Of The President And The Secretary Of Commerce And Resolution Of The Board Of Directors Of The Student Success Programs (“SSP”) In Recognition And Profound Appreciation Of Distinguished Service By Mary Searcy Bixby – Chief Executive Officer, Lynne Alipio – Chief Business Officer And Tim Tuter – Executive Director (“Senior Leaders”)
It was moved by Morton and seconded by Schweinfurter to Approve the Resolution Commending The Charter School Of San Diego’s Exceptional Leadership, Faculty, And Staff For Its Recognition By The Malcolm Baldrige Program, A National Award Presented By The Office Of The President And The Secretary Of Commerce And Resolution Of The Board Of Directors Of The Student Success Programs (“SSP”) In Recognition And Profound Appreciation Of Distinguished Service By Mary Searcy Bixby – Chief Executive Officer, Lynne Alipio – Chief Business Officer And Tim Tuter – Executive Director (“Senior Leaders”).
Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

- 5.9** Approval of 2022-2023 Board Meeting Dates

Wednesday, August 31, 2022, 8:00 am

Wednesday, December 7, 2022, 8:00 am

Wednesday, March 1, 2023, 8:00 am

Thursday, June 22, 2023, 4:30 pm

It was moved by Morton and seconded by Schweinfurter to Approve the 2022-2023 Board Meeting Dates.

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

- 5.10** Approval of Memorandum of Understanding Between Audeo Charter School and Student Success Programs Regarding Operations

It was moved by Schweinfurter and seconded by Morton to Approve the Memorandum of Understanding Between Audeo Charter School and Student Success Programs Regarding Operations.

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

- 5.11** Approval of Pupil Attendance Calendar

5.11.1 Audeo Charter School

5.11.2 The Charter School of San Diego

It was moved by Morton and seconded by Schweinfurter to Approve the Pupil Attendance Calendar Agenda Items 5.11.1 – 5.11.2.

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

- 5.12** Approval of Email Policy 1945

It was moved by Morton and seconded by Barton to Approve the Email Policy 1945.

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

- 5.13** Approval of Immunization Policy 1960

It was moved by Barton and seconded by Morton to Approve the Immunization Policy 1960.

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

5.14 Approval of Support for Research Policy 1970

It was moved by Barton and seconded by Morton to Approve the Support for Research Policy 1970.
Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

5.15 Approval of Confidentiality Policy 1975

It was moved by Morton and seconded by Barton to Approve the Confidentiality Policy 1975.
Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

5.16 Approval of Salary Apportionment Policy 1980

It was moved by Barton and seconded by Morton to Approve the Salary Apportionment Policy 1980.
Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

5.17 Approval of Board Meeting Time Policy 2197

It was moved by Barton and seconded by Schweinfurter to Approve the Board Meeting Time Policy 2197.
Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

5.18 President's Report**5.18.1 Email from The Charter School of San Diego Teacher, Laura Liedblad**

Bixby noted that Laura Liedblad received the Presidential Award for Exceptional Service. Bixby informed the Board that she wanted to share Laura Liedblad's letter of thanks.

5.18.2 Graduation Ceremony Update

Bixby reported that Graduation was held a Liberty Station and was exceptional.

5.18.3 Partners and Collaborators Presentation by Debbie Giaquinta

Giaquinta presented our Partners and Collaborator report to the Board. Giaquinta indicated that often times, our students and families need alternative resources that are in addition to the academic side. We look at options throughout the County that are easily accessible for students/families. We work with different organizations to partner with to offer these support services.

5.18.4 Fellows Program Update Presented by Wade Aschbrenner

This has been tabled to the next Board Meeting.

5.19 Strategic Plan Update**5.19.1 Audeo Charter School****5.19.1.1 School Participation Report for the Period of 2021- 2022**

Months 9-11: 2/07/2022 – 4/29/2022

5.19.2 The Charter School of San Diego**5.19.2.1 School Participation Report for the Period of 2021- 2022**

Months 9-11: 2/07/2022 – 4/29/2022

Tuter reviewed the School Participation Reports.

6.0 CONSENT AGENDA

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

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

- 6.1.1 Approval of Meeting Minutes for May 9, 2022
- 6.1.2 Approval of the Amended Board Resolution Regarding Compensation Committee
- 6.1.3 Approval of Code of Ethics Policy 1300 Amendment
- 6.1.4 Approval of Presidential Authorization of District, State and Federal Agency Documents; Specified Real Estate Transactions; Human Resources Action Policy 1500 Amendment
- 6.1.5 Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy 3361 Amendment 3361
- 6.1.6 Approval of Travel and Expense Reimbursement Policy 4510
- 6.1.7 Approval of the Employee Manual Amendment
- 6.1.8 Approval of Student and Parent Handbook 2022-2023 Amendment
 - 6.1.8.1 *Audeo Charter School*
 - 6.1.8.2 *Charter School of San Diego*

It was moved by Morton and seconded by Schweinfurter to Approve the Consent Actions Items 6.1.1 – 6.1.8.2. Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

7.0 ACTION ITEMS

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

7.1.1 Audeo Charter School

7.1.1.1 Approval of Dashboard Alternative School Status (DASS) Charter School Renewal Criteria for San Diego Unified School District

It was moved by Morton and seconded by Schweinfurter to Approve the Dashboard Alternative School Status (DASS) Charter School Renewal Criteria for San Diego Unified School District.

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

7.1.2 The Charter School of San Diego

7.1.2.1 Approval of Dashboard Alternative School Status (DASS) Charter School Renewal Criteria for San Diego Unified School District

It was moved by Barton and seconded by Morton to Approve the Dashboard Alternative School Status (DASS) Charter School Renewal Criteria for San Diego Unified School District.

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

7.2 Action Items for Audeo Charter School

7.2.1 Approval of the Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

It was moved by Barton and seconded by Morton to Approve the Universal Prekindergarten Planning and Implementation Grant Program – Planning Template.

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

- 7.2.2** Approval of the 2022-2023 Local Control and Accountability Plan with Budget Overview for Parents and Presentation of Dashboard Local Indicators
It was moved by Barton and seconded by Morton to Approve the 2022-2023 Local Control and Accountability Plan with Budget Overview for Parents and Presentation of Dashboard Local Indicators.
Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved
- 7.2.3** Review and Discuss the May Revised Operational Budget Assumptions for FY 2021-2022 and Approval of the May Revised Operational Budget for FY 2021-2022
The Board reviewed the May Revised Operational Budget Assumptions for FY 2021-2022. It was moved by Barton and seconded by Schweinfurter to Approve the May Revised Operational Budget for FY 2021-2022.
Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved
- 7.2.4** Review and Discuss the Preliminary Operational Budget Assumptions for FY 2022-2023 and Approval of the Preliminary Operational Budget for FY 2022-2023
The Board reviewed the Preliminary Operational Budget Assumptions for FY 2022-2023. It was moved by Barton and seconded by Schweinfurter to Approve the Preliminary Operational Budget for FY 2022-2023.
Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved
- 7.2.5** Approval of the 2022-2023 Educational Protection Account (EPA) Resolution and Expenditure Plan
It was moved by Barton and seconded by Schweinfurter to Approve the 2022-2023 Educational Protection Account (EPA) Resolution and Expenditure Plan.
Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved

7.3 Actions Items for The Charter School of San Diego

- 7.3.1** Approval of the 2022-2023 Local Control and Accountability Plan with Budget Overview for Parents and Presentation of Dashboard Local Indicators
It was moved by Schweinfurter and seconded by Barton to Approve the 2022-2023 Local Control and Accountability Plan with Budget Overview for Parents and Presentation of Dashboard Local Indicators.
Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved
- 7.3.2** Review and Discuss the May Revised Operational Budget Assumptions for FY 2021-2022 and Approval of the May Revised Operational Budget for FY 2021-2022
The Board reviewed the May Revised Operational Budget Assumptions for FY 2021-2022. It was moved by Schweinfurter and seconded by Barton to Approve the May Revised Operational Budget for FY 2021-2022.
Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved

- 7.3.3 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2022-2023 and Approval of the Preliminary Operational Budget for FY 2022-2023
The Board reviewed the Preliminary Operational Budget Assumptions for FY 2022-2023. It was moved by Schweinfurter and seconded by Barton to Approve the Preliminary Operational Budget for FY 2022-2023.
Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved
- 7.3.4 Approval of the 2022-2023 Educational Protection Account (EPA) Resolution and Expenditure Plan
It was moved by Schweinfurter and seconded by Barton to Approve the 2022-2023 Educational Protection Account (EPA) Resolution and Expenditure Plan.
Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved

8.0 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.

Baton noted that he is impressed with the comprehensive write-ups of the policies and procedures included in the board meeting materials.

9.0 ADJOURNMENT

It was moved by Barton and seconded by Schweinfurter to Adjourn the Meeting at 5:28 p.m.
Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved

**RESOLUTION OF THE BOARD OF DIRECTORS
STUDENT SUCCESS PROGRAMS
BIENNIAL REVIEW OF CONFLICT OF INTEREST CODE**

WHEREAS, Student Success Programs (“Corporation”), which operates California public charter schools and is doing business as Audeo Charter School and Charter School of San Diego, is required to review and amend as necessary its Conflict of Interest Code pursuant to Government Code Section 87306.5; and

WHEREAS, the Corporation has reviewed its Conflict of Interest Code attached as Exhibit “A” and determined that no changes are required.

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the Corporation that:

- 1. The President and CEO is hereby directed and authorized to submit a written statement to the San Diego County Board of Supervisors verifying that no amendment of the Conflict of Interest Code is required.

APPROVED AND ADOPTED this _____ day of _____, 2022

AYES:
NOES:
ABSENT:
ABSTAIN:

Chairman, Board of Directors
Student Success Programs, Inc.

ATTEST:

Secretary, Board of Directors
Student Success Programs, Inc.

2022 Local Agency Biennial Notice

Name of Agency: _____

Mailing Address: _____

Contact Person: _____ Phone No. _____

Email: _____ Alternate Email: _____

Accurate disclosure is essential to monitor whether officials have conflicts of interest and to help ensure public trust in government. The biennial review examines current programs to ensure that the agency's code includes disclosure by those agency officials who make or participate in making governmental decisions.

This agency has reviewed its conflict of interest code and has determined that *(check one BOX)*:

An amendment is required. The following amendments are necessary:

(Check all that apply.)

- Include new positions
- Revise disclosure categories
- Revise the titles of existing positions
- Delete titles of positions that have been abolished and/or positions that no longer make or participate in making governmental decisions
- Other *(describe)* _____

The code is currently under review by the code reviewing body.

No amendment is required. (If your code is over five years old, amendments may be necessary.)

Verification (to be completed if no amendment is required)

This agency's code accurately designates all positions that make or participate in the making of governmental decisions. The disclosure assigned to those positions accurately requires that all investments, business positions, interests in real property, and sources of income that may foreseeably be affected materially by the decisions made by those holding designated positions are reported. The code includes all other provisions required by Government Code Section 87302.

Signature of Chief Executive Officer

Date

All agencies must complete and return this notice regardless of how recently your code was approved or amended. Please return this notice no later than **October 3, 2022**, or by the date specified by your agency, if earlier, to:

(PLACE RETURN ADDRESS OF CODE REVIEWING BODY HERE)

PLEASE DO NOT RETURN THIS FORM TO THE FPPC.

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, February 16, 2022, August 31, 2022

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. For students in all grades (K 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.
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-12 **misses two or more** assignments during any period of 20 school days,
 - b. In the event a ~~Student's~~ 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 the following pupils:
 - a. 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~~ 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
 - b. pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than ~~the greater of three schooldays or 6050~~ percent of the scheduled days-times of synchronous instruction in a school month as applicable by grade span; or
 - c. pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include ~~local programs intended to address chronic absenteeism, as applicable, with at least~~ but are not necessarily limited to, all of the following:

- 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 recording of a non-attendance day or lack of participation;

- c. A plan for 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. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.
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 or teachers of record 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 or teachers of record. 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 or teachers of record. Small group tutoring sessions consist of the ~~supervising~~ teacher or teachers of record leading direct instruction, presentations, guided student practice, assessments and discussion periods.
 - (3) Virtual tutoring sessions from the ~~supervising~~ teacher or teachers of record. 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 or teachers of record 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 teacher or teachers of record. 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 teacher or teachers of record. Small group tutoring sessions consist of the supervising teacher teacher or teachers of record leading direct instruction, presentations, guided student practice, assessments and discussion periods.
 - (3) Virtual tutoring sessions from the supervising teacher teacher or teachers of record. 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 teacher or teachers of record 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~~teacher or teachers of record. This one-on-one support is focused on meeting the individual learning needs of the student. ~~Supervising teachers~~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~~teacher or teachers of record. Small group tutoring sessions consist of the ~~supervising teacher~~teacher or teachers of record leading direct instruction, presentations, guided student practice, assessments and discussion periods.
 - (3) Virtual tutoring sessions from the ~~supervising teacher~~teacher or teachers of record. 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, will assist parents in obtaining student records and contacting the new school to help with the transition.
 7. 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, 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 [Education Code Section 51747](#) subdivisions (a) and (b) 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 the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable](#)~~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.

- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
- If a new teacher takes over the 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 may 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.

2022–23 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	08/31/2022

*****Warning*****

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2022–23 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	08/31/2022
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2022–23 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	06/29/2022
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director

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2022–23 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
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Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

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Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

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The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director
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2022–23 Application for Funding

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Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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STUDENT SUCCESS PROGRAMS

*DBA: Audeo Charter School and
The Charter School of San Diego*

Resource Center Associate (RCA)

Effective Sept 1, 2022

Step 1	18.95
Step 2	19.43
Step 3	19.92
Step 4	20.42
Step 5	20.92
Step 6	21.44
Step 7	21.99

TERMS and REQUIREMENTS:

- 1) Part time hourly position, and not to exceed 25 hours per week.
- 2) Must hold a high school diploma or its equivalent
- 3) Must pass a workstyles/behavior survey and math assessment
- 4) Completion of two years college coursework from an accredited college or university (48 semester units) is required.
- 5) Must clear background check by Department of Justice and FBI
- 6) Must possess a valid California driver's license and have reliable transportation

STUDENT SUCCESS PROGRAMS

*DBA: Audeo Charter School and
The Charter School of San Diego*

Certificated Teacher Resource (CTR)

Effective Sept 1, 2022

Step 1	21.44
Step 2	21.98
Step 3	22.53
Step 4	23.09
Step 5	23.67
Step 6	24.26
Step 7	24.86
Step 8	25.49

TERMS and REQUIREMENTS:

- 1) Full- time hourly position, and not to exceed 40 hours per week
- 2) Must hold a high school diploma or its equivalent
- 3) Must have a baccalaureate degree from a regionally accredited college or university
- 4) Must have a valid CA 30-Day Substitute Teaching Permit
- 5) Must pass a local assessment of knowledge and skills in assisting in instruction
- 6) Must clear background check by Department of Justice and FBI
- 7) Must possess a valid California driver's license and have reliable transportation

STUDENT SUCCESS PROGRAMS

*DBA: Audeo Charter School and
The Charter School of San Diego*

HOURLY LEARNING ASSOCIATE

Effective Sept 1, 2022

Step 1	\$ 36.19
Step 2	\$ 37.56
Step 3	\$ 38.97
Step 4	\$ 40.44
Step 5	\$ 41.97

TERMS and REQUIREMENTS:

- 1) Part time hourly position, and not to exceed 20 hours per week.
- 2) Must hold a high school diploma or its equivalent
- 3) Must possess a current California Single-Subject or Multiple-Subject Teaching Credential
- 4) Must pass a workstyles/behavior survey and math assessment
- 5) Must clear background check by Department of Justice and FBI
- 6) Must possess a valid California driver's license and have reliable transportation

STUDENT SUCCESS PROGRAMS

DBA: Audeo Charter School and
The Charter School of San Diego

SUBSTITUTE TEACHER

Daily Rate

Substitute Teacher (daily rate 8 hours)	\$250.00 / Day
Substitute Teacher (half day rate 4 hours or less)	\$125.00 / Day

TERMS and REQUIREMENTS:

- 1) Daily rate of \$250 equivalent to 8 hours per day of work.
- 2) Daily rate of \$125 equivalent to 4 hours of work or less.
- 3) Position is full-time, not to exceed 40 hours per week.
- 5) Must have a baccalaureate degree from a regionally accredited college or university
- 6) Must have a valid CA 30-Day Substitute Teaching Permit
- 7) Must pass a workstyles/behavior survey and math assessment