

Audeo Charter School

DBA – AUDEO CHARTER SCHOOL II ▪ AUDEO CHARTER SCHOOL III ▪ AUDEO VALLEY CHARTER SCHOOL
GROSSMONT SECONDARY SCHOOL ▪ SWEETWATER SECONDARY SCHOOL
(A California Non-Profit Public Benefit Corporation)

Gregg Haggart – Chairman
Laura Barreiro - Member, Tim Morton – Member

SPECIAL BOARD OF DIRECTORS MEETING

Thursday, July 29, 2021, 8:00 a.m.

Via Video Conference and at

North Carlsbad RC 3821 Plaza Drive, Suite 401, Oceanside, CA 92056, South Carlsbad RC 6965 El Camino Real, Suite D202, Carlsbad, CA 92009 and Escondido RC 200 E Via Rancho Parkway, Suite 143, Escondido, CA 92025 and Moreno Valley RC 27130 Eucalyptus Avenue, Suite A, Moreno Valley, CA 92555, and El Cajon RC 111 Fletcher Parkway, El Cajon, CA 92020, La Mesa RC 5975 Severin Drive, La Mesa, CA 91942, Paradise Valley RC 123 Worthington Street, Suite D, Spring Valley, CA 91977 and Bonita Office 3252 Bonita Road, Chula Vista, CA 91910, Chula Vista RC 1655 Broadway Street, Suite 13, Chula Vista, CA 91911, Otay Ranch RC 1392 E Palomar Street, Suite 202, Chula Vista, CA 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, CA 91950

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

Audeo II: <https://audeo2.com/board-and-governance/>

Audeo III: <https://audeo3.com/board-and-governance/>

Audeo Valley: <https://audeovalley.com/board-and-governance/>

GSS: <https://grossmontsecondarycharter.com/board-and-governance/>

SSS: <https://sweetwatersecondarycharter.com/board-and-governance/>

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

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

1.0 OPEN SESSION

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

2.0 PUBLIC COMMENT

If you would like to participate in public comment, please complete a speaker card and submit it to Staff. Public comment for items of interest to the public and within the scope of the Audeo Charter School, Inc., Board (non-agenda) shall be no longer than two (2) minutes. Speakers may not yield their time. In accordance with the Brown Act, no discussion or action may occur regarding items that are not on the agenda at this time but it is the Board’s prerogative to briefly respond or give direction to staff. All public comment will be heard at this point in the agenda as ordered below. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. 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 Items Public Comment

3.0 ADMINISTRATIVE ITEMS

3.1 Consider Approval of the Amended Independent Study Policy 3120 [P.3-9](#)

4.0 CONSENT AGENDA

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

4.1 Consent Action Items for The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School for Each School

4.1.1 Consider Approval of Meeting Minutes for June 23, 2021, and June 28, 2021 [P.10-18](#)

5.0 ACTION ITEMS

5.1 Action Items for Audeo Valley Charter School

5.1.1 Consider Approval of the Resolution Authorizing Participation in the San Diego County Schools Fringe Benefit Consortium including the Deferred Compensation Plan [P.19-20](#)

6.0 BOARD COMMENTS AND ANNOUNCEMENTS

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.

7.0 ADJOURNMENT

Next Regular Board Meeting: October 20, 2021

Meeting Agenda available at:

www.audeo2.com, audeo3.com, audeovalley.com, grossmontsecondarycharter.com, sweetwatersecondarycharter.com

Accommodation –Audeo Charter School Non-Profit Board does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Veronica Ballman, has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings. Please notify Veronica Ballman at (858) 678-2050 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 Hayley Beaupre at (858) 678-3908 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 3252 Bonita Road, Chula Vista, CA 91910; 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 Hayley Beaupre at (858) 678 -3908.

Certification of Posting

I, Alina Nuno, hereby certify that I posted this agenda on the Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School webpage on July 27, 2021.

Audeo Charter School Corporation

INDEPENDENT STUDY POLICY

Board Policy #3120

Approved: June 11, 2002

Amended: March 4, 2008, September 1, 2009, December 7, 2011, June 29, 2015, September 24, 2015, August 30, 2016, April 27, 2018, June 23, 2021, July 29, 2021.

The Board of Directors of Audeo Charter School, Inc. hereby adopts this Independent Study Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as “Charter School.” Audeo 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 TCS Board of Directors for implementation at Charter School:

1. For students in all grades and programs offered by the Charter School (K through 12) the maximum length of time that may elapse between the date an assignment is made and the date 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**, an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study, or whether he or she should return to the regular school program.
 - a.b. In the event a Student’s educational progress falls below satisfactory levels as determined by the Charter School’s Multi-Tiered System of Supports (MTSS), which considers ALL of the following indicators:
 - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

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

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

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

School continues to provide information to families in both English and Spanish regarding community-based resources for health and wellness, food options, distance learning tools, and other basic needs;

;

- d. When the evaluation described above under paragraph 2.b. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-educator conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.
5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
- a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows: Synchronous instruction in Grades TK-3: Students have one or more daily opportunities for synchronous instruction in the following ways:
- (1) In-person one-one-one tutoring from the supervising teacher. This one-on-one support is focused on meeting the individual learning needs of the student. Supervising teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.
 - (2) In-person small group tutoring sessions from the supervising teacher. Small group tutoring sessions consist of the supervising teacher leading direct instruction, presentations, guided student practice, assessments and discussion periods.
 - (3) Virtual tutoring sessions from the supervising teacher. Virtual tutoring sessions that incorporate interactive components such as; chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.
- 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. 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.

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

- (1) In-person one-one-one tutoring from the supervising teacher. This one-on-one support is focused on meeting the individual learning needs of the student. Supervising teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.
- (2) In-person small group tutoring sessions from the supervising teacher. Small group tutoring sessions consist of the supervising teacher leading direct instruction, presentations, guided student practice, assessments and discussion periods.
- (3) Virtual tutoring sessions from the supervising teacher. Virtual tutoring sessions that incorporate interactive components such as; chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.

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.

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

- (1) In-person one-one-one tutoring from the supervising teacher. This one-on-one support is focused on meeting the individual learning needs of the student. Supervising teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.
- (2) In-person small group tutoring sessions from the supervising teacher. Small group tutoring sessions consist of the supervising teacher leading direct instruction, presentations, guided student practice, assessments and discussion periods.
- (3) Virtual tutoring sessions from the supervising teacher. Virtual tutoring sessions that incorporate interactive components such as;

chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.

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.

3.6. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: For parents who choose to return their student to a traditional school setting for more in-person instruction the school's student services department, including the school counselors, and will assist parents in obtaining student records and contacting the new school to help with the transition. 7

4.7. 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, ~~and~~ for reporting his or her progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- A statement of the policies adopted pursuant to subdivisions (a) and (b) herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon

completion. Students in grades K-5 are expected to complete work assigned in each core subject area, providing for at least one year's academic growth per year. Students in 6-12 are expected to earn one credit per month or 12 credits per year. Students choosing to graduate from the Charter School shall have earned 42 credits in specified courses for graduation.

- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
- If a new teacher takes over the classroomsupervising teacher, he or she shall sign an addendum. Any changes to the Master Agreement will be noted in an addendum agreement.
- The Master Agreement shall include subsidiary agreements such as the Assignment and Work Records. The independent study agreement for a student shall include a study plan that represents the same amount of study that would be required of a student in the classroom for the student's grade level for every school day covered by the agreement.

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

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

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

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

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

AUDEO CHARTER SCHOOL

A California Non-Profit Public Benefit Corporation

DBA – AUDEO CHARTER SCHOOL II ▪ AUDEO CHARTER SCHOOL III ▪ AUDEO VALLEY CHARTER SCHOOL
GROSSMONT SECONDARY SCHOOL ▪ SWEETWATER SECONDARY SCHOOL

Gregg Haggart – Chairman
Laura Barreiro - Member, Tim Morton – Member

ANNUAL BOARD OF DIRECTORS MEETING MINUTES

Wednesday, June 23, 2021, 1:00 p.m.

Via Video Conference and at

North Carlsbad RC 3821 Plaza Drive, Suite 401, Oceanside, CA 92056, South Carlsbad RC 6965 El Camino Real, Suite D202, Carlsbad, CA 92009 and Escondido RC 200 E Via Rancho Parkway, Suite 143, Escondido, CA 92025 and Moreno Valley RC 27130 Eucalyptus Avenue, Suite A, Moreno Valley, CA 92555, and El Cajon RC 111 Fletcher Parkway, El Cajon, CA 92020, La Mesa RC 5975 Severin Drive, La Mesa, CA 91942, Paradise Valley RC 123 Worthington Street, Suite D, Spring Valley, CA 91977 and Chula Vista RC 1655 Broadway Street, Suite 13, Chula Vista, CA 91911, Otay Ranch RC 1392 E Palomar Street, Suite 202, Chula Vista, CA 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, CA 91950

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

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GSS: <https://grossmontsecondarycharter.com/board-and-governance/>

SSS: <https://sweetwatersecondarycharter.com/board-and-governance/>

1.0 OPEN SESSION

1.1 Call to Order

Haggart called the meeting to order at 1:00 p.m.

1.2 Roll Call

Members present at the meeting were Gregg Haggart, Laura Barreiro, Tim Morton

Also in attendance: Lynne Alipio, Will Berry, Mary Bixby, Angela Neri, Alina Nuno, Jackie Robertson, Tim Tuter , and a representative from each Resource Center.

1.3 Establishment of Quorum

The following directors, constituting a quorum of the Board were present at the meeting:
Gregg Haggart, Laura Barreiro and Tim Morton.

1.4 Pledge of Allegiance

Haggart led all in the Pledge of Allegiance.

1.5 Approval of Agenda

It was moved by Morton and seconded by Barreiro to Approve the Agenda.

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion 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 Board of Directors Evaluations

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

It was moved by Morton and seconded by Barreiro to Approve the Board of Directors Evaluations. Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

3.2 Approval of Board Member Gregg Haggart Term II: July 1, 2021 – June 30, 2027

It was moved by Morton and seconded by Barreiro to Approve Board Member Gregg Haggart Term II: July 1, 2021 – June 30, 2027.

Ayes – 2, Nays – 0, Absent – 0, Abstain – 1, Motion Approved.

Abstain: Haggart

3.3 Approval of Board Member Tim Morton Term II: July 1, 2021 – June 30, 2027

It was moved by Barreiro and seconded by Haggart to Approve Board Member Tim Morton Term II: July 1, 2021 – June 30, 2027.

Ayes – 2, Nays – 0, Absent – 0, Abstain – 1, Motion Approved.

Abstain: Morton

3.4 Approval of 2021-2022 Board Meetings

Wednesday, October 20, 2021

Wednesday, February 16, 2022

Wednesday, June 22, 2022

It was moved by Barreiro and seconded by Morton to Approve the 2021-2022 Board Meetings.

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

3.5 Approval of the Annual Audit Multi-Year Contract Amendment

It was moved by Morton and seconded by Barreiro to Approve the Annual Audit Multi-Year Contract Amendment. Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

3.6 Approval of 2021-2022 Pupil Attendance Calendar

3.6.1.1 Audeo Charter School II

3.6.1.2 Audeo Charter School III

3.6.1.3 Audeo Valley Charter School

3.6.1.4 Grossmont Secondary School

3.6.1.5 Sweetwater Secondary School

It was moved by Morton and seconded by Barreiro to Approve the 2021-2022 Pupil Attendance Calendars.

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

3.7 Report on Governance Parental Representatives Posting for 2021-2022

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

3.8 Presidents Report

- 3.8.1 Audeo Charter School II Annual Site Visit Update
- 3.8.2 Grossmont Secondary School Annual Site Visit Update
- 3.8.3 Sweetwater Secondary School Annual Site Visit Update

Tuter reported that the CA Department of Education conducted their annual site visit and compliance review and each School received a letter of full compliance.

It was also noted that the Audeo Charter School II Charter Renewal Petition was renewed for another 5-year term by CA Dept of Education. According to the new law, the oversight for the annual visit and compliance checks for State Board Approved Charter Schools will be conducted by the Local School District or County office of Education. As of July 1, 2021, the San Diego County Office of Education will conduct the oversight for the School.

3.9 Strategic Plan Update

- 3.9.1 Audeo Charter School II
 - 3.9.1.1 School Participation Report for the Period of 2020- 2021
Months 8-11: 01/11/2021 – 04/30/2021
- 3.9.2 Audeo Charter School III
 - 3.9.2.1 School Participation Report for the Period of 2020- 2021
Months 8-11: 01/11/2021 – 04/30/2021
- 3.9.3 Grossmont Secondary School
 - 3.9.3.1 School Participation Report for the Period of 2020- 2021
Months 8-11: 01/11/2021 – 04/30/2021
- 3.9.4 Sweetwater Secondary School
 - 3.9.4.1 School Participation Report for the Period of 2020- 2021
Months 8-11: 01/11/2021 – 04/30/2021

Tuter reviewed the School Participation Reports.

4.0 CONSENT AGENDA

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

4.1 Consent Action Items for The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School for Each School

- 4.1.1 Approval of Independent Study Policy 3120 Amendment
- 4.1.2 Approval of Employee Manual Amendment
- 4.1.3 Approval of Meeting Minutes for May 19, 2021
- 4.1.4 Acceptance of Audit Report/Combined Financial Statement and Supplemental Information Year ended June 30, 2020
- 4.1.5** Approval of the 2021-2022 Consolidated Application

- 4.1.5.1** Audeo Charter School II
 - 4.1.5.1.1** Certificate of Assurance
 - 4.1.5.1.2** Protected Prayer Certification
 - 4.1.5.1.3** LCAP Federal Addendum Certification
 - 4.1.5.1.4** Application for Funding

- 4.1.5.2 Audeo Charter School III
 - 4.1.5.2.1** Certificate of Assurance
 - 4.1.5.2.2** Protected Prayer Certification
 - 4.1.5.2.3** LCAP Federal Addendum Certification
 - 4.1.5.2.4** Application for Funding

 - 4.1.5.2.5** Audeo Valley Charter School
 - 4.1.5.2.6** Certificate of Assurance
 - 4.1.5.2.7** Protected Prayer Certification
 - 4.1.5.2.8** LCAP Federal Addendum Certification
 - 4.1.5.2.9** Application for Funding

- 4.1.5.3 Grossmont Secondary School
 - 4.1.5.3.1** Certificate of Assurance
 - 4.1.5.3.2** Protected Prayer Certification
 - 4.1.5.3.3** LCAP Federal Addendum Certification
 - 4.1.5.3.4** Application for Funding

- 4.1.5.4 Sweetwater Secondary School
 - 4.1.5.4.1** Certificate of Assurance
 - 4.1.5.4.2** Protected Prayer Certification
 - 4.1.5.4.3** LCAP Federal Addendum Certification
 - 4.1.5.4.4** Application for Funding

It was moved by Morton and seconded by Barreiro to Approve the Consent Items 4.1.1 – 4.1.5.4.4.
Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

5.0 ACTION ITEMS

5.1 Action Items for The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School for Each School

- 5.1.1** Approval of 2021-2022 Local Control and Accountability Plan with Budget Overview for Parents and Presentation of Dashboard Local Indicators
 - 5.1.1.1** Audeo Charter School II
 - 5.1.1.2 Audeo Charter School III
 - 5.1.1.3 Audeo Valley Charter School
 - 5.1.1.4 Grossmont Secondary School
 - 5.1.1.5 Sweetwater Secondary School

Tuter conducted a presentation of the Dashboard Local Indicators. It was moved by Morton and seconded by Barreiro to Approve the 2021-2022 Local Control and Accountability Plan with Budget Overview for Parents and Presentation of Dashboard Local Indicators
Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

5.2 Action Items for Audeo Charter School II

5.2.1 Approval of Second Interim Report FY 2020-2021

It was moved by Barreiro and seconded by Morton to Approve the Second Interim Report FY 2020-2021. Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

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

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

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

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

The Board reviewed and discussed the Preliminary Operational Budget Assumptions for FY 2021-2022. It was moved by Morton and seconded by Barreiro to Approve the Preliminary Operational Budget for FY 2021-2022.

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

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

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

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

5.3 Action Items for Audeo Charter School III

5.3.1 Approval of Dashboard Alternative School Status (DASS) Application Renewal 2021-2023

It was moved by Morton and seconded by Barreiro to Approve the Dashboard Alternative School Status (DASS) Application Renewal 2021-2023.

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

5.3.2 Approval of Second Interim Report FY 2020-2021

It was moved by Morton and seconded by Barreiro to Approve the Second Interim Report FY 2020-2021. Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

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

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

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

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

The Board reviewed and discussed the Preliminary Operational Budget Assumptions for FY 2021-2022. It was moved by Barreiro and seconded by Morton to Approve the Preliminary Operational Budget for FY 2021-2022.

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

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

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

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

5.4 Action Items for Audeo Valley Charter School

5.4.1 Approval of the Amended Charter Petition

It was moved by Morton and seconded by Barreiro to Approve the Amended Charter Petition.

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

5.4.2 Approval of the Memorandum of Understanding between Riverside County Office of Education (RCOE) and Audeo Valley Charter School effective July 1, 2021 – June 20, 2026

It was moved by Morton and seconded by Barreiro to Approve the Memorandum of Understanding between Riverside County Office of Education (RCOE) and Audeo Valley Charter School effective July 1, 2021 – June 20, 2026

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

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

The Board reviewed and discussed the Preliminary Operational Budget Assumptions for FY 2021-2022. It was moved by Barreiro and seconded by Morton to Approve the Preliminary Operational Budget for FY 2021-2022.

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

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

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

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

5.4.5 Approval of Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

It was moved by Morton and seconded by Barreiro to Approve the Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template.

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

5.5 Action Items for Grossmont Secondary School

5.5.1 Approval of Second Interim Report FY 2020-2021

It was moved by Morton and seconded by Barreiro to Approve the Second Interim Report FY 2020-2021. Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

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

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

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

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

The Board reviewed and discussed the Preliminary Operational Budget Assumptions for FY 2021-2022. It was moved by Barreiro and seconded by Morton to Approve the Preliminary Operational Budget for FY 2021-2022.

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

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

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

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

5.6 Action Items for Sweetwater Secondary School

5.6.1 Approval of Second Interim Report FY 2020-2021

It was moved by Barreiro and seconded by Morton to Approve the Second Interim Report FY 2020-2021. Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

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

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

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

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

The Board reviewed and discussed the Preliminary Operational Budget Assumptions for FY 2021-2022. It was moved by Morton and seconded by Barreiro to Approve the Preliminary Operational Budget for FY 2021-2022.

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

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

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

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

6.0 BOARD COMMENTS AND ANNOUNCEMENTS

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.

Bixby requested to coordinate a Special Board Meeting to approve two board resolutions for Audeo Valley Charter School.

7.0 ADJOURNMENT

It was moved by Morton and seconded Barreiro by to adjourn the meeting at 2:37 p.m.

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

AUDEO CHARTER SCHOOL

A California Non-Profit Public Benefit Corporation

DBA – AUDEO CHARTER SCHOOL II ▪ AUDEO CHARTER SCHOOL III ▪ AUDEO VALLEY CHARTER SCHOOL
GROSSMONT SECONDARY SCHOOL ▪ SWEETWATER SECONDARY SCHOOL

Gregg Haggart – Chairman
Laura Barreiro - Member, Tim Morton – Member

SPECIAL BOARD OF DIRECTORS MEETING MINUTES Monday, June 28, 2021, 8:00 a.m. Via Video Conference

Access to the live video conference was available prior to the start of the meeting at
Audeo II: <https://audeo2.com/board-and-governance/>
Audeo III: <https://audeo3.com/board-and-governance/>
Audeo Valley: <https://audeovalley.com/board-and-governance/>
GSS: <https://grossmontsecondarycharter.com/board-and-governance/>
SSS: <https://sweetwatersecondarycharter.com/board-and-governance/>

1.0 OPEN SESSION

1.1 Call to Order

Haggart called the meeting to order at 8:00 a.m.

1.2 Roll Call

Members present at the meeting were Gregg Haggart, Laura Barreiro, Tim Morton

Also in attendance: Lynne Alipio, Will Berry, Mary Bixby, Jackie Robertson

1.3 Establishment of Quorum

The following directors, constituting a quorum of the Board were present at the meeting:
Gregg Haggart, Laura Barreiro and Tim Morton.

1.4 Pledge of Allegiance

Haggart led all in the Pledge of Allegiance.

1.5 Approval of Agenda

It was moved by Morton and seconded by Barreiro to Approve the Agenda.
Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion 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 ACTION ITEMS

3.1 Action Items for Audeo Valley Charter School

3.1.1 Approval of Charter School Application for CalSTRS Activation

It was moved by Morton and seconded by Barreiro to Approve the Charter School Application for CalSTRS Activation.

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

3.1.2 Approval of STRS Pre-Tax Deductions for Voluntary Receivable Resolution

It was moved by Barreiro and seconded by Morton to Approve the STRS Pre-Tax Deductions for Voluntary Receivable Resolution.

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

3.1.3 Approval of CalPERS Resolution to Tax Defer Member Paid Contributions

It was moved by Barreiro and seconded by Morton to Approve the CalPERS Resolution to Tax Defer Member Paid Contributions.

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

3.1.4 Approval of Employer Resolution Tax Deferred Deduction Plan for Service Credit Purchases

It was moved by Barreiro and seconded by Morton to Approve the Employer Resolution Tax Deferred Deduction Plan for Service Credit Purchases

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

4.0 BOARD COMMENTS AND ANNOUNCEMENTS

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.

No comments were made from the Board Members.

5.0 ADJOURNMENT

It was moved by Morton and seconded by Barreiro to adjourn the meeting at 8:10 a.m.

Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

AUDEO CHARTER SCHOOL Corporation
dba AUDEO VALLEY CHARTER SCHOOL

RESOLUTION AUTHORIZING PARTICIPATION IN THE
FRINGE BENEFIT CONSORTIUM 403(b) / 457 (b), & Master Vendor List

WHEREAS, it is determined to be in the best interest of AUDEO VALLEY CHARTER SCHOOL and employees to allow them to enhance their retirement through a County Office of Education sponsored plan.

WHEREAS, the AUDEO VALLEY CHARTER SCHOOL has made such a plan available to the County Office of Education and its employees, and

WHEREAS, it is intended that such a plan comply with the requirements IRC Section 457/403(b), 401(a) Plan to its employees;

WHEREAS, it is also understood that AUDEO VALLEY CHARTER SCHOOL will accept any amendments to the FBC Master Vendor List as the FBC endeavors to coordinate with CalSTRS 403bCompare registered vendors.

WHEREAS, school districts, charter schools in the State of California have determined there is a continuing need for insured and self-insurance plans for fringe benefits and desire to combine their respective efforts to maintain Fringe Benefit Programs as authorized by law; and

WHEREAS, Title I, Division 7, Chapter 5, Article I (Sections 6500 et seq.) of the Government Code of the State of California authorizes joint exercise of two or more public agencies of any power common to them; and

WHEREAS, Sections 35214, 17566, 17567, 81602, and 81603 of the Education Code authorize a school district, to establish a plan for health, vision, mental wellness, physical wellness, dental, IRC Section 125, life, long-term care, prepaid legal, long-term disability, deferred compensation, voluntary benefits, or any other fringe benefits as authorized by law;

NOW THEREFORE, BE IT RESOLVED That:

The San Diego County Schools Fringe Benefits Consortium 457(b),403(b), 401(a) Plan, including the Master Vendor List, is approved, and adopted by the Charter School Board and that the President/CEO, and Chief Business Officer/CFO is authorized and directed to act on behalf of the Charter School in all matters pertaining to the plan.

PASSED AND ADOPTED this the 29th day of July, 2021, at the regular meeting of the AUDEO VALLEY CHARTER SCHOOL.

STATE OF CALIFORNIA)
) SS.
COUNTY OF SAN DIEGO)

I, Tim Morton, Secretary of the Board of the Audeo Valley Charter School in San Diego County, California, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said board at the special scheduled and conducted meeting held at the time and place stated, which resolution is on file in the office of said board.

Secretary of the Audeo Charter School Corporation