

Audeo Charter School

DBA – AUDEO CHARTER SCHOOL II • AUDEO CHARTER SCHOOL III • AUDEO VALLEY CHARTER SCHOOL
GROSSMONT SECONDARY SCHOOL • MIRUS SECONDARY SCHOOL • SWEETWATER SECONDARY SCHOOL

(A California Non-Profit Public Benefit Corporation)

Gregg Haggart – Chairman

Laura Barreiro - Member, Wayland Myers – Member, Cristina Stevens -Member

BOARD OF DIRECTORS MEETING

Wednesday, August 31, 2022, 1:00 p.m.

Via Video Conference and at

North Carlsbad RC 3821 Plaza Drive Suite 401, Oceanside, 92056, South Carlsbad RC 6965 El Camino Real, Suite 202, Carlsbad, CA 92009, and Escondido RC 200 E. Via Rancho Parkway, Suite 143, Escondido, 92025, and Apple Valley RC 27130 Eucalyptus Avenue, Suite A, Moreno Valley, CA 92555, and El Cajon RC 111 Fletcher Parkway, El Cajon, 92020, La Mesa RC 5975 Severin Drive, La Mesa, 91942, Paradise Valley RC 123 Worthington Street, Suite 104, Spring Valley, 91977 and Main Street RC 16967 Main Street, Suite 108, Hesperia, CA 92345, Palm Desert RC 72840 Highway 111, Suite C103, Palm Desert, CA 92260, Topaz RC 14135 Main Street, Suite 201, Hesperia, CA 92345 and Bonita RC 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 Steet, Suite 202, Chula Vista, 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, 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/>

Mirus: <https://miruscharter.com/board-of-directors/>

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

The Audeo 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.1-4](#)

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 New Community Board Member Chris Gordon effective January 1, 2023 [P.5](#)
- 3.2 Consider Approval of New Community Board Member Jim Herr effective January 1, 2023 [P.6](#)
- 3.3 Consider Approval of Special Board Meeting on September 6, 2022, 10:00 am
- 3.4 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.
 - 3.4.1 Monday, October 3, 2022, 1:00 pm – 3:00 pm (virtual meeting)
 - 3.4.2 Monday, October 17, 2022, 1:00 pm – 3:00 pm (virtual meeting)
- 3.5 President's Report
 - 3.5.1 Alumni Update presented by Wade Aschbrenner
- 3.6 Strategic Plan Update
 - 3.6.1 Audeo Charter School II
 - 3.6.1.1 School Participation Report for the period of 2021-2022
Months 12-13: 5/02/2022 – 5/27/2022 [P.7-8](#)
 - 3.6.2 Audeo Charter School III
 - 3.6.2.1 School Participation Report for the period of 2021-2022
Months 12-13: 5/02/2022 – 5/27/2022 [P.9-10](#)
 - 3.6.3 Audeo Valley Charter School
 - 3.6.3.1 School Participation Report for the period of 2021-2022
Months 12-13: 5/02/2022 – 5/27/2022 [P.11-12](#)
 - 3.6.4 Grossmont Secondary School
 - 3.6.4.1 School Participation Report for the period of 2021-2022
Months 12-13: 5/02/2022 – 5/27/2022 [P.13-14](#)
 - 3.6.5 Mirus Secondary School
 - 3.6.5.1 School Participation Report for the period of 2021-2022
Months 12-13: 5/02/2022 – 5/27/2022 [P.15-16](#)
 - 3.6.6 Sweetwater Secondary School
 - 3.6.6.1 School Participation Report for the period of 2021-2022
Months 12-13: 5/02/2022 – 5/27/2022 [P.17-18](#)

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, Mirus Secondary School, and Sweetwater Secondary School for Each School

- 4.1.1 Consider Approval of Meeting Minutes for June 24, 2022 [P.19-29](#)
- 4.1.2 Consider Approval of the Resolution to Adopt the Conflict of Interest Code Amendments [P.30-33](#)
- 4.1.3 Consider Approval of AB181 Independent Study Policy 3120 Amendments [P.34-41](#)
- 4.1.4 Consider Approval of the 2022-23 Consolidated Application
 - 4.1.4.1 Audeo Charter School II [P.42-45](#)
 - 4.1.4.1.1 Certification of Assurances,
 - 4.1.4.1.2 Protected Prayer Certification,
 - 4.1.4.1.3 LCAP Federal Addendum Certification
 - 4.1.4.1.4 Application for Funding
 - 4.1.4.2 Audeo Charter School III [P.46-49](#)
 - 4.1.4.2.1 Certification of Assurances,
 - 4.1.4.2.2 Protected Prayer Certification,
 - 4.1.4.2.3 LCAP Federal Addendum Certification
 - 4.1.4.2.4 Application for Funding
 - 4.1.4.3 Audeo Valley Charter School [P.50-53](#)
 - 4.1.4.3.1 Certification of Assurances,
 - 4.1.4.3.2 Protected Prayer Certification,
 - 4.1.4.3.3 LCAP Federal Addendum Certification
 - 4.1.4.3.4 Application for Funding
 - 4.1.4.4 Grossmont Secondary School [P.54-57](#)
 - 4.1.4.4.1 Certification of Assurances,
 - 4.1.4.4.2 Protected Prayer Certification,
 - 4.1.4.4.3 LCAP Federal Addendum Certification
 - 4.1.4.4.4 Application for Funding
 - 4.1.4.5 Mirus Secondary School [P.58-61](#)
 - 4.1.4.5.1 Certification of Assurances,
 - 4.1.4.5.2 Protected Prayer Certification,
 - 4.1.4.5.3 LCAP Federal Addendum Certification
 - 4.1.4.5.4 Application for Funding
 - 4.1.4.6 Sweetwater Secondary School [P.62-65](#)
 - 4.1.4.6.1 Certification of Assurances,
 - 4.1.4.6.2 Protected Prayer Certification,
 - 4.1.4.6.3 LCAP Federal Addendum Certification
 - 4.1.4.6.4 Application for Funding

5.0 ACTION ITEMS

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

5.1.1 Consider Approval of the Salary Schedule for the Following Positions

5.1.1.1 Substitute Teacher [P.66](#)

5.1.1.2 Learning Associate (LA) [P.67](#)

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

5.2.1 Consider Approval of the Salary Schedule for the Following Positions

5.2.1.1 Resource Center Associate (RCA) [P.68](#)

5.2.1.2 Certificated Teacher Resource (CTR) [P.69](#)

5.3 Action items for Mirus Secondary School

5.3.1 Consider Approval of the Salary Schedule for the Following Positions

5.3.1.1 Resource Center Associate (RCA) [P.70](#)

5.3.1.2 Certificated Teacher Resource (CTR) [P.71](#)

5.4 Action items for Grossmont Secondary School, Sweetwater Secondary School, for Each School

5.4.1 Consider Approval of the Compliance Monitoring and Certification of Governing Board Compliance Review 2022-2023 [P.72-78](#)

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: Wednesday, December 7, 2022, 1:00 p.m.

Meeting Agenda available at:

www.audeo2.com, audeo3.com, audeovalley.com, grossmontsecondarycharter.com, miruscharter.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. Allison Fleck, 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 Allison Fleck 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, Angela Neri, hereby certify that I posted this agenda on the Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School webpage on August 26, 2022.



Chris Gordon
1912 John Towers Ave
El Cajon, CA 92021
08-23-2022

Audeo School Board Members
10170 Huennekens Street
San Diego, CA 92121

Dear Audeo School Board Members:

After several conversations with Mary, I would be honored for you to consider having me join your esteemed team as an Audeo School Board Member. I commit to doing all that I can to carry the vision and mission of this wonderful organization forward. I have four young children of my own and can attest that the need for exceptional education has never been greater.

I've spent most of my career helping technology companies grow, and for the past 3 years, have had the privilege of leading a technology/print manufacturer based in El Cajon that helps businesses streamline the ordering of all their branded products. Here is a link to my profile on LinkedIn should you want to learn a bit more about me: <https://www.linkedin.com/in/cjgordon/>

I look forward to getting to know each of you (spending more time with those I already know) and serving alongside you in this worthy cause.

My best,

A handwritten signature in black ink, appearing to read 'Chris Gordon', written in a cursive style.

Chris Gordon

Dear Audeo Board of Directors,

I am very excited about the opportunity to join your Board of Directors. My daughter graduated from a charter school and I am a big believer in the choice that they offer parents. I have been very impressed with Mary and your organization.

I have owned my own business since 1988 and have managed it through 4 recessions. Four and a half years ago I engineered the acquisition of a competitor and merged the two business and two distinct cultures into what is today a thriving enterprise that is enjoying growth and record profitability. We have 45 employees, a payroll of over \$4 million and sales of \$30 million. Our financials are reviewed by Levitz Zach and must be GAAP compliant to maintain the \$4 million dollar loan line we hold with our bank.

I graduated Magna Cum Laude from the University of Utah in Business Finance in 1978. I am happily married, and my wife and I share 3 grown children and our beloved miniature golden doodle Blitz. I was born and raised in San Diego and graduated from Point Loma High School where I was a starter on Varsity Football team.

Please let me know if you or the board have any questions.

Sincerely,

Jim Herr



JIM HERR

President

9655 Granite Ridge Drive, Ste. 100
San Diego, CA 92123

parronhall.com



| *Creating spaces that connect people to their purpose*



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:	320	180	50.6%	59.0%	94.1%	91.2%
Totals May 2021	320	284	76.3%	80.4%	87.5%	88.5%
Difference	0	-104	-25.7%	-21.4%	6.6%	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
SD	NC	NC1		40	33	76.0%	69.4%	98.2%	92.9%
SD	NC	NC3		40	26	58.4%	49.2%	92.1%	93.3%
SD	NC	NC4		40	28	63.3%	68.0%	92.8%	87.3%
SD	NC	NC5		40	27	59.4%	75.6%	93.0%	87.3%
SD	SC	SC1		40	23	55.8%	56.1%	100.0%	96.2%
SD	SC	SC2		40	16	37.3%	59.0%	95.8%	93.4%
SD	SC	SC3		40	22	45.0%	41.7%	86.7%	86.2%
SD	VT	VT2		40	5	10.0%	29.0%	88.9%	91.5%

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:	360	355	70.7%	74.1%	90.6%	91.1%
Totals May/June 2021	400	372	69.3%	95.0%	89.5%	88.6%
Difference	-40	-17	1.4%	-20.9%	1.1%	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
SD	NC	NC1		40	40	82.4%	70.5%	93.4%	92.9%
SD	NC	NC3		40	37	72.0%	51.1%	90.3%	92.9%
SD	NC	NC4		40	42	83.4%	69.3%	90.3%	87.6%
SD	NC	NC5		40	38	71.6%	75.3%	89.8%	87.5%
SD	NC	NC6		40	34	44.9%	47.1%	100.0%	91.6%
SD	SC	SC2		40	46	89.6%	61.6%	90.6%	93.1%
SD	SC	SC3		40	44	83.9%	45.9%	87.8%	86.5%
SD	SC	SC4		40	36	51.1%	51.1%	84.2%	84.2%
SD	VT	VT2		40	38	57.2%	31.6%	92.0%	91.6%

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:	160	118	63.8%	67.5%	90.6%	90.0%
Totals May 2021	160	138	73.5%	65.6%	88.8%	86.8%
Difference	0	-20	-9.7%	1.9%	1.8%	3.2%

*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	ES	ES1		40	33	67.9%	71.9%	84.8%	86.7%
SD	ES	ES2		40	25	53.4%	59.4%	94.9%	91.4%
SD	ES	ES3		40	34	82.4%	65.4%	97.5%	93.7%
SD	ES	ES4		40	26	51.5%	56.6%	84.8%	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:	160	168	80.4%	68.7%	90.4%	90.1%
Totals May/June 2021	160	144	75.1%	66.4%	90.7%	87.2%
Difference	0	24	5.3%	2.3%	-0.3%	2.9%

*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	ES	ES1		40	43	82.0%	72.7%	85.8%	86.6%
SD	ES	ES2		40	42	80.9%	61.2%	92.9%	91.5%
SD	ES	ES3		40	42	84.1%	67.1%	95.1%	93.9%
SD	ES	ES4		40	41	74.5%	58.4%	88.2%	89.6%



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:	280	249	80.0%	98.0%	93.3%	93.4%
Totals May 2021	N/A	N/A	N/A	N/A	N/A	N/A
Variance:	N/A	N/A	N/A	N/A	N/A	N/A

**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
RV	MR	MR1		40	31	68.8%	92.3%	95.0%	95.9%
RV	MR	MR2		40	38	79.3%	85.0%	92.3%	88.2%
RV	MR	MR3		40	32	78.4%	90.7%	98.0%	96.6%
RV	MR	MR4		40	38	79.3%	91.4%	87.3%	95.0%
RV	MR	MR5		40	37	85.9%	88.9%	96.6%	93.1%
RV	MR	MR6		40	37	86.4%	88.2%	93.4%	90.0%
RV	MR	MR7		40	36	82.3%	77.9%	91.4%	95.2%



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:	280	262	82.8%	113.1%	94.0%	93.5%
Totals May/June 2021	N/A	N/A	N/A	N/A	N/A	N/A
Variance:	N/A	N/A	N/A	N/A	N/A	N/A

**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
RV	MR	MR1		40	40	90.7%	92.2%	97.2%	96.0%
RV	MR	MR2		40	38	81.2%	84.6%	92.0%	88.5%
RV	MR	MR3		40	34	79.3%	89.8%	97.9%	96.7%
RV	MR	MR4		40	36	72.6%	72.6%	86.1%	86.1%
RV	MR	MR5		40	37	80.9%	88.2%	94.9%	93.2%
RV	MR	MR6		40	38	87.1%	88.1%	97.8%	90.8%
RV	MR	MR7		40	39	87.5%	79.5%	92.2%	94.7%



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:	320	303	77.2%	76.0%	87.3%	89.2%
Totals May 2021	400	364	77.1%	75.2%	89.0%	87.1%
Difference	-80	-61	0.0%	0.8%	-1.7%	2.1%

*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	EC	EC1		40	42	82.4%	82.8%	85.3%	88.3%
SD	EC	EC2		40	33	70.3%	78.0%	85.2%	86.2%
SD	EC	EC3		40	40	79.4%	78.8%	84.7%	84.9%
SD	EC	EC4		40	38	81.0%	80.8%	87.2%	88.5%
SD	LM	LM1		40	37	71.9%	74.9%	90.6%	92.0%
SD	LM	LM2		40	30	57.5%	73.9%	85.2%	89.9%
SD	PV	PV1		40	43	90.1%	76.5%	89.6%	89.9%
SD	PV	PV4		40	40	84.8%	75.0%	90.4%	93.4%



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:	320	308	79.0%	76.2%	88.4%	89.1%
Totals May/June 2021	400	365	77.1%	75.3%	89.3%	87.3%
Difference	-80	-57	1.9%	0.9%	-0.9%	1.9%

*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	EC	EC1		40	42	87.6%	83.2%	90.0%	88.5%
SD	EC	EC2		40	34	71.6%	77.5%	87.7%	86.3%
SD	EC	EC3		40	40	78.0%	78.7%	84.1%	84.9%
SD	EC	EC4		40	39	79.9%	80.7%	88.1%	88.5%
SD	LM	LM1		40	37	77.5%	75.1%	89.9%	91.8%
SD	LM	LM2		40	34	67.8%	73.4%	88.0%	89.7%
SD	PV	PV1		40	41	88.8%	77.5%	88.9%	89.8%
SD	PV	PV4		40	41	80.8%	75.5%	90.3%	93.1%



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:	360	329	75.6%	87.8%	85.1%	85.2%
Totals May 2021	360	311	65.8%	71.4%	76.7%	83.5%
Difference	0	18	9.9%	16.4%	8.4%	1.6%

**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
SB	MS	MS1		40	40	80.5%	82.4%	84.5%	85.5%
SB	MS	MS2		40	39	82.8%	80.1%	84.9%	84.7%
RV	PD	PD1		40	42	86.4%	78.7%	85.3%	84.9%
RV	PD	PD2		40	42	88.3%	78.6%	84.0%	85.3%
RV	PD	PD3		40	38	78.5%	76.9%	84.4%	84.8%
SB	TZ	TZ2		40	34	76.0%	77.5%	93.1%	86.5%
SB	TZ	TZ4		40	30	59.3%	58.8%	79.0%	80.8%
SB	TZ	TZ5		40	34	70.3%	74.7%	87.8%	85.7%
SB	TZ	TZ6		40	30	58.6%	76.1%	83.0%	85.0%



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:	440	429	72.6%	101.0%	84.6%	85.1%
Totals May/June 2021	540	553	71.8%	107.5%	79.5%	83.1%
Difference	-100	-124	0.8%	-6.6%	5.1%	2.0%

**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
SB	MS	MS1		40	42	85.3%	82.6%	91.0%	86.0%
SB	MS	MS2		40	42	89.3%	81.9%	86.4%	85.1%
SB	MS	MS3		40	34	50.0%	38.3%	86.2%	84.8%
RV	PD	PD1		40	43	87.0%	79.4%	84.1%	84.9%
RV	PD	PD2		40	42	84.6%	79.2%	82.9%	85.0%
RV	PD	PD3		40	43	84.3%	77.6%	84.2%	84.7%
RV	PD	PD4		40	18	12.2%	12.2%	78.8%	78.8%
SB	TZ	TZ2		40	44	86.3%	78.3%	87.4%	86.6%
SB	TZ	TZ4		40	39	63.6%	60.1%	71.1%	77.7%
SB	TZ	TZ5		40	44	89.5%	76.1%	90.1%	86.1%
SB	TZ	TZ6		40	38	66.7%	75.2%	83.4%	84.8%



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:	440	398	78.7%	87.9%	90.1%	90.8%
Totals May 2021	380	377	84.8%	86.2%	88.6%	87.7%
Difference	60	21	-6.1%	1.8%	1.5%	3.0%

**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	BT	BT1		40	33	66.6%	57.0%	86.9%	89.7%
SD	CV	CV1		40	38	85.0%	73.8%	93.7%	91.2%
SD	CV	CV2		40	38	88.8%	72.5%	94.8%	94.0%
SD	CV	CV3		40	38	87.0%	81.0%	92.3%	90.3%
SD	OR	OR1		40	39	84.4%	86.5%	86.5%	90.6%
SD	OR	OR2		40	39	80.6%	80.3%	84.2%	86.1%
SD	PLB	PLB1		40	37	78.5%	86.6%	95.4%	94.7%
SD	PLB	PLB2		40	29	63.1%	80.6%	89.4%	90.2%
SD	PLB	PLB3		40	32	72.9%	85.2%	91.4%	93.0%
SD	PLB	PLB4		40	40	79.4%	80.7%	84.1%	86.5%
SD	PLB	PLB5		40	35	79.4%	71.1%	92.7%	91.3%



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:	440	379	75.2%	86.8%	90.3%	90.7%
Totals May/June 2021	380	368	83.9%	86.0%	90.8%	88.0%
Difference	60	11	-8.7%	0.8%	-0.4%	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
SD	BT	BT1		40	32	66.1%	59.9%	91.3%	90.2%
SD	CV	CV1		40	37	76.3%	74.0%	89.1%	91.0%
SD	CV	CV2		40	37	87.2%	73.8%	98.8%	94.5%
SD	CV	CV3		40	39	87.9%	81.6%	94.8%	90.6%
SD	OR	OR1		40	39	84.3%	86.3%	87.9%	90.4%
SD	OR	OR2		40	36	75.3%	79.9%	85.6%	86.1%
SD	PLB	PLB1		40	31	72.8%	85.5%	93.9%	94.6%
SD	PLB	PLB2		40	29	64.5%	79.3%	90.7%	90.2%
SD	PLB	PLB3		40	31	66.4%	83.1%	87.2%	92.5%
SD	PLB	PLB4		40	37	77.0%	80.4%	84.9%	86.3%
SD	PLB	PLB5		40	31	69.5%	71.0%	89.6%	91.2%

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, Wayland Myers – Member

ANNUAL BOARD OF DIRECTORS MEETING MINUTES

Friday, June 24, 2022, 1:00 p.m.

Via Video Conference and at

North Carlsbad RC 3821 Plaza Drive Suite 401, Oceanside, 92056, South Carlsbad RC 6965 El Camino Real, Suite 202, Carlsbad, CA 92009, and Escondido RC 200 E. Via Rancho Parkway, Suite 143, Escondido, 92025, and Audeo Valley RC 27130 Eucalyptus Avenue, Suite A, Moreno Valley, CA 92555, and El Cajon RC 111 Fletcher Parkway, El Cajon, 92020, La Mesa RC 5975 Severin Drive, La Mesa, 91942, Paradise Valley RC 123 Worthington Street, Suite 104, Spring Valley, 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 Steet, Suite 202, Chula Vista, 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, 91950

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/>

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

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

1.2 Roll Call

Members present at the meeting were Laura Barreiro, Gregg Haggart and Wayland Myers.

Also in attendance: Amanda Akle, Lynne Alipio, Wade Aschbrenner, Mary Bixby, Debbie Giaquinta, Angela Neri, Tim Tuter, Macy Vedder and Paul Minney from Young, Minney, Corr LLC.

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

The Audeo 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 Barreiro and seconded by Myers to Approve the Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1).

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

1.4 Establishment of Quorum

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

1.5 Pledge of Allegiance

Haggart led all in the Pledge of Allegiance.

1.6 Approval of Agenda

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

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

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

There were no comments from the public.

2.2 Agenda Items Public Comment

There were no comments from the public.

3.0 PUBLIC HEARING - *Time Certain 1:05 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 Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School.

The Public Hearing opened at 1:06 p.m.

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

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

3.2 Public Hearing for the Local Control Accountability Plan (LCAP) Annual Update

3.2.1 Audeo Charter School II

3.2.2 Audeo Charter School III

- 3.2.3 Audeo Valley Charter School
- 3.2.4 Grossmont Secondary School
- 3.2.5 Sweetwater Secondary School
- 3.3 Public Hearing for the 2022-2023 Local Control Accountability Plan (LCAP)
 - 3.3.1 Audeo Charter School II
 - 3.3.2 Audeo Charter School III
 - 3.3.3 Audeo Valley Charter School
 - 3.3.4 Grossmont Secondary School
 - 3.3.5 Sweetwater Secondary School

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

The Public Hearing closed at 1:52 p.m.

4.0 CLOSED SESSION

The Closed Session opened at 1:52 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 2:55 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 Review of Comparable Compensation Data for CEOs/Superintendents/Executive Directors

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 Haggart presented and read out loud the Review of Comparable Compensation Data for CEOs/Superintendents/Executive Directors.
Chairperson Gregg Haggart led the Board to review the comparable executive compensation package. A comparability study was reviewed and the Board adopted the comparability study and the terms of the Employment Agreement.

5.2 Oral Report of Executive Compensation Paid to the Founder, President, and Chief Executive Officer
Chairman Haggart presented and read out loud the Oral Report of Executive Compensation Paid to the Founder, President, and Chief Executive Officer.

Chairman Haggart declared that the agreement for this position is not being changed in any substantive way from the existing agreements both Student Success Programs and Mirus Education, affiliated corporations of Audeo Charter School, maintained with this position. Given the impending merger of Audeo Charter School and Mirus Education which will result in Audeo Charter School assuming the position's 0.10 FTE status per the existing contractual obligations with Mirus Education, and with the goal of having the position at 0.40 FTE status total with Audeo Charter School the agreement will reflect a minor update to add 0.30 FTE status with Audeo Charter School from July 1, 2022 to June 30, 2023.

5.3 Approval of Employment Agreement for the Founder, President, and Chief Executive Officer
Presented in Item 4.2.2.1

It was moved by Barreiro and seconded by Myers to Approve the Employment Agreement for the Founder, President, and Chief Executive Officer Presented in Item 4.2.2.1
Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

5.4 Review of Comparable Compensation Data for Charter School CBOs/CFOs/Business Managers
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 Haggart presented and read out loud the Review of Comparable Compensation Data for Charter School CBOs/CFOs/Business Managers

The Board adopted a comparability study. Chairman Haggart noted that the employment agreement is the same agreement which Student Success Programs, an affiliated corporation of Audeo Charter School, previously executed with this position. The agreement has been updated to reflect a change to the FTE status, with corresponding impacts on the compensation and certain benefits.

5.5 Oral Report of Executive Compensation Paid to the Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director

Chairman Haggart 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 Haggart declared that the agreement for this position is not being changed in any substantive way from the existing agreements both Student Success Programs and Mirus Education, affiliated corporations of Audeo Charter School, maintained with this position. Given the impending merger of Audeo Charter School and Mirus Education which will result in Audeo Charter School assuming the position's 0.10 FTE

status per the existing contractual obligations with Mirus Education, and with the goal of having the position at 0.40 FTE status total with Audeo Charter School the agreement will reflect a minor update to add 0.30 FTE status with Audeo Charter School from July 1, 2022 to June 30, 2023.

5.6 Approval of Employment Agreement for the Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director Presented in Item 4.2.2.2

It was moved by Barreiro and seconded by Myers to Approve the Employment Agreement for the Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director Presented in Item 4.2.2.2.

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

5.7 Report on Governance Parental Representatives Postings 2022 – 2023

5.7.1 Approval of Board Member Parental Representative Cristina Stevens effective July 1, 2022

It was moved by Barreiro and seconded by Myers to Approve the Board Member Parental Representative Cristina Stevens effective July 1, 2022.

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

5.8 Approval of 2022-2023 Board Meeting Dates

Wednesday, August 31, 2022, 1:00 pm

Wednesday, December 7, 2022, 1:00 pm

Wednesday, March 1, 2023, 1:00 pm

Thursday, June 22, 2023, 8:00 am

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

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

5.9 Approval of Memorandum of Understanding Between Audeo Charter School and Student Success Programs Regarding Operations

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

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

5.10 Approval of Pupil Attendance Calendar

5.10.1 Audeo Charter School II

5.10.2 Audeo Charter School III

5.10.3 Audeo Valley Charter School

5.10.4 Grossmont Secondary School

5.10.5 Sweetwater Secondary School

It was moved by Barreiro and seconded by Myers to Approve the Pupil Attendance Calendar for Items 5.10.1 – 5.10.5.

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

5.11 Approval of Email Policy 1725

It was moved by Barreiro and seconded by Myers to Approve the Email Policy 1725.

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

5.12 Approval of Immunization Policy 1756

It was moved by Barreiro and seconded by Myers to Approve the Immunization Policy 1756.

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

5.13 Approval of Support For Research Policy 1810

It was moved by Barreiro and seconded by Myers to Approve the Support For Research Policy 1810.

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

5.14 Approval of Confidentiality Policy 5170

It was moved by Barreiro and seconded by Myers to Approve the Confidentiality Policy 5170.

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

5.15 Consider Approval of Salary Apportionment Policy 5180

It was moved by Barreiro and seconded by Myers to Approve the Salary Apportionment Policy 5180.

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

5.16 Presidents Report

5.16.1 Annual Site Visit Letter for Grossmont Secondary School Conducted on March 8-9, 2022
Bixby reported that the California Department of Education (CDE) conducted the Annual Oversight Site Visit for Grossmont Secondary School on March 8-9, 2022. The letter expressed that based upon interviews with board members, school leadership, and school staff as well as review of documentation and classroom observations, CDE deemed that Grossmont Secondary School is in compliance with its charter petition and Memorandum of Understanding.

5.16.2 Annual Site Visit Letter for Sweetwater Secondary School Conducted on March 8-9, 2022
Bixby noted that the California Department of Education (CDE) conducted the Annual Oversight Site Visit for Sweetwater Secondary School on March 8-9, 2022. The letter expressed that based upon interviews with board members, school leadership, and school staff as well as review of documentation and classroom observations, CDE deemed that Sweetwater Secondary School is in compliance with its charter petition and Memorandum of Understanding.

5.16.3 Graduation Ceremony Update

Bixby indicated that Graduation Ceremony was extraordinary. It was noted that we graduated over 880 students.

5.16.4 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.

5.16.5 Fellows Program Update Presented by Wade Aschbrenner

Aschbrenner presented the Fellows Program Update. It was noted that we continue to implement and refine the Altus Fellows Program that provides leadership training, engagement, and opportunities to internal employees. Since the inception of the Fellows Program in 2017-18, there have been 27 participants and 11 Leadership Team members that have served as mentors. 73% of the participants have increased in their level of leadership. The Fellows projects have produced 18 processes that have been deployed and integrated into the organization.

5.16.6 Digitization of Records Presentation by Macy Vedder

Macey Vedder presented the Digital Transformation of Student Cumulative Records, which increased efficiency, security, organization, and ease of access which was developed from this year's Fellows Program Cohort.

5.17 Strategic Plan Update

5.17.1 Audeo Charter School II

5.17.1.1 School Participation Report for the period of 2021-2022

Months 9-11: 2/07//2022 – 4/29/2022

5.17.2 Audeo Charter School III

5.17.2.1 School Participation Report for the period of 2021-2022

Months 9-11: 2/07//2022 – 4/29/2022

5.17.3 Audeo Valley Charter School

5.17.3.1 School Participation Report for the period of 2021-2022

Months 9-11: 2/07//2022 – 4/29/2022

5.17.4 Grossmont Secondary School

5.17.4.1 School Participation Report for the period of 2021-2022

Months 9-11: 2/07//2022 – 4/29/2022

5.17.5 Sweetwater Secondary School

5.17.5.1 School Participation Report for the period of 2021-2022

Months 9-11: 2/07//2022 – 4/29/2022

Tuter reviewed the School Participation Report for all Schools.

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 II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School for Each School

6.1.1 Approval of Meeting Minutes for June 2, 2022

- 6.1.2 Approval of President and Chief Executive Officer (CEO) Authorization of Local, State and Federal Agency Documents; Specified Real Estate Transactions; Human Resources Action Policy 1220 Amendment
- 6.1.3 Approval of Code of Ethics Policy 1300 Amendment
- 6.1.4 Approval of Travel and Expense Reimbursement Policy 4160 Amendment
- 6.1.5 Approval of the Employee Manual Amendment
- 6.1.6 Approval of Student and Parent Handbook 2022-2023 Amendment
 - 6.1.6.1 *Audeo Charter School II*
 - 6.1.6.2 *Audeo Charter School III*
 - 6.1.6.3 *Audeo Valley Charter School*
 - 6.1.6.4 *Grossmont Secondary School*
 - 6.1.6.5 *Sweetwater Secondary School*

It was moved by Barreiro and seconded by Myers to Approve the Consent Agenda Items 6.1.1 – 6.1.6.5.

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

7.0 ACTION ITEMS

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

- 7.1.1 Approval of the 2022-2023 Local Control and Accountability Plan with Budget Overview for Parents and Presentation of Dashboard Local Indicators
 - 7.1.1.1 *Audeo Charter School II*
 - 7.1.1.2 *Audeo Charter School III*
 - 7.1.1.3 *Audeo Valley Charter School*
 - 7.1.1.4 *Grossmont Secondary School*
 - 7.1.1.5 *Sweetwater Secondary School*

It was moved by Barreiro and seconded by Myers to Approve the 2022-2023 Local Control and Accountability Plan with Budget Overview for Parents and Presentation of Dashboard Local Indicators items 7.1.1.1 – 7.1.1.5.

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

7.2 Action Items for Audeo Charter School II

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

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

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

- 7.2.2 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 and Discussed the May Revised Operational Budget Assumptions for FY 2021-2022. It was moved by Barreiro and seconded by Myers to Approve the May Revised Operational Budget for FY 2021-2022.

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

7.2.3 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 and discussed the Preliminary Operational Budget Assumptions for FY 2022-2023. It was moved by Barreiro and seconded by Myers to Approve the Preliminary Operational Budget for FY 2022-2023.

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

7.2.4 Approval of the 2022-2023 Educational Protection Account (EPA) Resolution and Expenditure Plan

It was moved by Barreiro and seconded by Myers to Approve the 2022-2023 Educational Protection Account (EPA) Resolution and Expenditure Plan.

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

7.3 Action Items for Audeo Charter School III

7.3.1 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 and Discussed the May Revised Operational Budget Assumptions for FY 2021-2022. It was moved by Barreiro and seconded by Myers to Approve the May Revised Operational Budget for FY 2021-2022.

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

7.3.2 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 and discussed the Preliminary Operational Budget Assumptions for FY 2022-2023. It was moved by Barreiro and seconded by Myers to Approve the Preliminary Operational Budget for FY 2022-2023.

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

7.3.3 Approval of the 2022-2023 Educational Protection Account (EPA) Resolution and Expenditure Plan

It was moved by Barreiro and seconded by Myers to Approve the 2022-2023 Educational Protection Account (EPA) Resolution and Expenditure Plan.

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

7.4 Action Items for Audeo Valley Charter School

7.4.1 Approval of the American Rescue Plan Act – Elementary and Secondary School Emergency Relief (ESSER III) Fund Expenditure Plan

It was moved by Barreiro and seconded by Myers to Approve the American Rescue Plan Act – Elementary and Secondary School Emergency Relief (ESSER III) Fund Expenditure Plan.

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

7.4.2 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 and Discussed the May Revised Operational Budget Assumptions for FY 2021-2022. It was moved by Barreiro and seconded by Myers to Approve the May Revised Operational Budget for FY 2021-2022.

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

7.4.3 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 and discussed the Preliminary Operational Budget Assumptions for FY 2022-2023. It was moved by Barreiro and seconded by Myers to Approve the Preliminary Operational Budget for FY 2022-2023.

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

7.4.4 Approval of the 2022-2023 Educational Protection Account (EPA) Resolution and
Expenditure Plan

It was moved by Barreiro and seconded by Myers to Approve the 2022-2023 Educational Protection Account (EPA) Resolution and Expenditure Plan.

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

7.5 Action Items for Grossmont Secondary School

7.5.1 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 and Discussed the May Revised Operational Budget Assumptions for FY 2021-2022. It was moved by Barreiro and seconded by Myers to Approve the May Revised Operational Budget for FY 2021-2022.

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

7.5.2 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 and discussed the Preliminary Operational Budget Assumptions for FY 2022-2023. It was moved by Barreiro and seconded by Myers to Approve the Preliminary Operational Budget for FY 2022-2023.

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

7.5.3 Approval of the 2022-2023 Educational Protection Account (EPA) Resolution and
Expenditure Plan

It was moved by Barreiro and seconded by Myers to Approve the 2022-2023 Educational Protection Account (EPA) Resolution and Expenditure Plan.

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

7.6 Action Items for Sweetwater Secondary School

- 7.6.1 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 and Discussed the May Revised Operational Budget Assumptions for FY 2021-2022. It was moved by Barreiro and seconded by Myers to Approve the May Revised Operational Budget for FY 2021-2022.

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

- 7.6.2 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 and discussed the Preliminary Operational Budget Assumptions for FY 2022-2023. It was moved by Barreiro and seconded by Myers to Approve the Preliminary Operational Budget for FY 2022-2023.

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

- 7.6.3 Approval of the 2022-2023 Educational Protection Account (EPA) Resolution and Expenditure Plan

It was moved by Barreiro and seconded by Myers to Approve the 2022-2023 Educational Protection Account (EPA) Resolution and Expenditure Plan.

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

8.0 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.

Barreiro thanked staff for their work on the meeting materials.

9.0 ADJOURNMENT

It was moved by Barreiro and seconded by Myers to adjourn the meeting at 4:35 p.m.

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

**Resolution of the Audeo Charter School Board of Directors
Amending a Conflict-of-Interest Code**

WHEREAS, Audeo Charter School (“Corporation”) operates the following California public charter schools: Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School and Sweetwater Secondary School;

WHEREAS, pursuant to Education Code section 47604.1 (b)(4)(A) a charter school and an entity managing a charter school must comply with the Political Reform Act and adopt a conflict of interest code;

WHEREAS, the charter schools operated by the Corporation are authorized by chartering authorities located in San Diego County, Riverside County and San Bernadino County and therefore the Corporation is a Multi-County Local Agency as it has jurisdiction in more than one county;

WHEREAS, the Code Reviewing Body for a Multi-County Local Agency is the Fair Political Practices Commission (“FPPC”) (Govt. Code § 82011.);

THEREFORE, the Corporation must submit its approved Conflict of Interest Code to FPPC for approval;

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

1. A Conflict of Interest Code, in the form attached as Exhibit A, is approved;
2. The President/CEO is hereby directed and authorized to submit a copy to the FPPC for preliminary approval pursuant to Title 2 Cal. Code of Regs. § 18750.

APPROVED AND ADOPTED this _____ day of _____, 2022.

AYES:

NOES:

ABSENT:

ABSTAIN:

Chairman, Board of Directors
Audeo Charter School

ATTEST:

Secretary, Board of Directors
Audeo Charter School

AUDEO CHARTER SCHOOL CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for **Audeo Charter School (AUDEO)**.

Individuals holding designated positions shall file statements of economic interests with **AUDEO**, which will make the statements available for public inspection and reproduction (Government Code § 81008). All statements will be retained by **AUDEO**.

APPENDIX A DESIGNATED POSITIONS

<u>Designated Positions</u>	<u>Disclosure Category</u>
Members of the Board of Directors	1, 2
Corporate Officers (e.g., President/CEO, CFO/Treasurer, Secretary)	1, 2
Executive Director	1, 2
Finance Administrator	1, 2
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The President/CEO or designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and based upon that description, a statement of the extent of disclosure requirements. The President/CEO or designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

APPENDIX B
DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
 - of any school district or county office of education that has authorized a **AUDEO** charter school, or
 - of any facility utilized by **AUDEO**'s charter schools, or
 - of a proposed site for an **AUDEO** facility.
- b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by **AUDEO**.

Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

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, **October 20, 2021, August 31, 2022**

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, [Mirus 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**.
 - 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 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.

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- 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 60-50~~ 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 ~~but are not necessarily limited to local programs intended to address chronic absenteeism, as applicable, with at least~~ 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.
 - e. 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:
- i. 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~~ teacher or teachers of record 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~~ 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.

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.

- ii. 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~~teacher or teachers of record 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~~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.

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~~teacher or teachers of record shall be as follows: Students have one or more weekly opportunities for synchronous instruction in the following ways;

- (1) In-person one-on-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.

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.

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 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/ca21assurance.toc.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*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

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 Enter the adoption date of the current LCAP	06/24/2022
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director

*****Warning*****

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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
---	-----

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
---	-----

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. 1111et 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

*****Warning*****

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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/ca21assurancestoc.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*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

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)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

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 Enter the adoption date of the current LCAP	06/24/2022
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

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
---	-----

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. 1111et 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

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

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/ca21assurancestoc.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)	

*****Warning*****

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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 Enter the adoption date of the current LCAP	06/24/2022
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director

*****Warning*****

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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
---	-----

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
---	-----

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. 1111et 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

*****Warning*****

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Grossmont Secondary (37 77099 0136077)

Status: Certified
Saved by: Norma Guerrero
Date: 8/17/2022 12:53 PM**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/ca21assurance.toc.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)	

*****Warning*****

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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 Enter the adoption date of the current LCAP	06/24/2022
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director

*****Warning*****

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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
---	-----

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
---	-----

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. 1111et 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

*****Warning*****

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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/ca21assurancestoc.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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Mirus Secondary (36 75044 0114389)

Status: Certified
Saved by: Norma Guerrero
Date: 8/17/2022 2:52 PM**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)	

*****Warning*****

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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 Enter the adoption date of the current LCAP	06/21/2022
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director

*****Warning*****

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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
---	-----

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
---	-----

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. 1111et 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

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Sweetwater Secondary (37 77107 0136473)

Status: Certified
Saved by: Norma Guerrero
Date: 8/17/2022 3:07 PM**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/ca21assurance.toc.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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Sweetwater Secondary (37 77107 0136473)

Status: Certified
Saved by: Norma Guerrero
Date: 8/17/2022 3:08 PM**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)	

*****Warning*****

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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 Enter the adoption date of the current LCAP	06/24/2022
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director

*****Warning*****

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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
---	-----

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
---	-----

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. 1111et 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

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

AUDEO CHARTER SCHOOL CORPORATION
*DBA: Audeo Charter School II,
 Audeo Charter School III, Audeo Valley Charter School,
 Grossmont Secondary School, Mirus Secondary School and
 Sweetwater Secondary School*

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

AUDEO CHARTER SCHOOL CORPORATION

***DBA: Audeo Charter School II,
Audeo Charter School III, Audeo Valley Charter School,
Grossmont Secondary School, Mirus Secondary School, and
Sweetwater Secondary School***

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

AUDEO CHARTER SCHOOL CORPORATION

*DBA: Audeo Charter School II,
Audeo Charter School III, Audeo Valley Charter School,
Grossmont Secondary School, and Sweetwater Secondary School*

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

AUDEO CHARTER SCHOOL CORPORATION

*DBA: Audeo Charter School II,
Audeo Charter School III, Audeo Valley Charter School,
Grossmont Secondary School, and Sweetwater Secondary School*

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

AUDEO CHARTER SCHOOL CORPORATION

DBA: Mirus Secondary School

Resource Center Associate (RCA)

Effective Sept 1, 2022

Step 1	19.74
Step 2	21.13
Step 3	22.56
Step 4	24.13
Step 5	25.82

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

AUDEO CHARTER SCHOOL CORPORATION

DBA: Mirus Secondary School

Certificated Teacher Resource (CTR)

Effective Sept 1, 2022

Step 1	20.10
Step 2	21.51
Step 3	23.01
Step 4	24.66
Step 5	26.36

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

**COMPLIANCE MONITORING AND
CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW
2022–2023**

**SBE-Authorized Schools: Grossmont Secondary School CDS Code Number:37770990136077
Sweetwater Secondary School CDS Code Number: 37771070136473**

Compliance Requirements	Supporting Documentation Examples
1. The charter school follows the credentialing requirements in California <i>Education Code (EC)</i> , Section 47605 (l)(1)(2) and that each teacher has satisfied the requirements for the Certificate of Clearance as outlined in <i>EC</i> , sections 44339, 44330, and 44341	SBE-authorized schools completed the required SBE Annual Credential Template, which was submitted to SBE Oversight. Please see attached.
2. The charter school maintains timely and current verification of tuberculosis (TB) clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). <i>EC</i> , sections 47605(b)(5)(F), 45122.1, 45125.1, and 49406.	The Audeo Corporation schools maintain current documentation of TB clearances for all employees. These documents are securely stored in each employee's confidential personnel folder within the Human Resources department. Moreover, to ensure all employees are informed on the requirement of the law and comply for TB clearance, the Employment Agreement signed by each employees included this language – <i>The employees are required to submit evidence from a licensed physician and/or licensed entity that he/she was found to be free from tuberculosis risk factors, or active tuberculosis of risk factors were present. Both clearances must be in place prior to the first day of service.</i>
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2021–2022 Board meetings calendar.	Board Member profiles, contact information, and the Board meetings calendar are on each school's website. Here are the website links: https://grossmontsecondarycharter.com/board-and-governance/ https://sweetwatersecondarycharter.com/board-and-governance/
4. The charter school complies with the pre- and post-lottery and enrollment forms guidelines.	As Independent Study charter schools that enroll any student throughout the year, we do not have a need for a lottery system at this time. In the event we need to move to a lottery system, the process is approved and documented in each school's charter

	<p>petition in Element H: Admission Requirements. Charter petitions can be found on each school's website at:</p> <p>https://grossmontsecondarycharter.com/board-and-governance/ https://sweetwatersecondarycharter.com/board-and-governance/</p>
<p>5. The charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to:</p> <ul style="list-style-type: none"> • Health, Safety and Emergency Preparedness Plan (School Safety Plan), <i>EC</i> 32280–32289 • Child Abuse Mandated Reporter Training, AB 1432 (2014); <i>EC</i> 44691; <i>Penal Code (PC)</i> 11165.7 <ul style="list-style-type: none"> ▪ Blood borne Pathogens training, <i>California Code of Regulations</i>, Title 8, Section 5193 ▪ Pupil Suicide Prevention Policy, AB 2246 (2016) 	<p>Mandated Safety Drills are conducted three times per year in October, January, and June. Records of all drills are kept on file.</p> <p>Child Abuse Mandated Reporter Training and Bloodborne Pathogens Training are completed annually during Fall Semester. Records of the completed trainings are kept on file.</p> <p>The Health, Safety, and Emergency Preparedness Plan is updated annually and available on each school's website.</p> <p>Suicide prevention, intervention, and postvention trainings are offered throughout each school year. All teachers are also required to complete the Youth Mental Health First Aid certification training. Records of the completed trainings are kept on file.</p>
6. The charter school's school climate and student discipline systems and procedures align with best practices.	The Board Approved the Amended Suspension and Expulsion Policy on February 16, 2022.
7. The charter school shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available upon request.	<p>Audeo Corporation schools rarely suspend or expel a student. In the case this happens, all information is documented in the school's Student Information System (School Pathways) and reported to the California Department of Education website at:</p> <p>https://dq.cde.ca.gov/dataquest/.</p>
8. The charter school ensures that any and all school communications, including the Parent Student Handbook, are consistent with the provisions of school's approved charter as well as applicable law (e.g., translated for 15 percent and above languages)	<p>The Audeo Corporation Parent and Student Resource Guide can be found on each school's website at:</p> <p>https://grossmontsecondarycharter.com/enrolled-students/school-policies/ https://sweetwatersecondarycharter.com/enrolled-students/school-policies/</p>

<p>9. The charter school's occupancy and use of facilities shall follow applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act, EC 47610</p>	<p>All school facilities are appropriately approved by their municipalities for occupancy as required by law. Occupancy permits are on file at the main office.</p>
<p>10. The charter school complies with all federal and state laws related to public entities, including, but not limited to:</p> <ul style="list-style-type: none"> • Ralph M. Brown Act • Political Reform Act • Public Records Act • <i>Government Code</i>, Section 1090 <p><i>During the COVID-19 Pandemic the meeting location requirement was lifted through Senate Bill (SB) 98. This requirement is expected to be reinstated after the COVID-19 crisis has passed.</i></p>	<p>All Audeo Corporation Schools comply with the Brown Act, the Political Reform Act, the Public Records Act (PRA), and Government Code 1090. Here are the school website links that monitor this compliance: https://grossmontsecondarycharter.com/board-and-governance/ https://sweetwatersecondarycharter.com/board-and-governance/</p> <p>Board members participated in the trainings to comply with Senate Bill 126 and continue to participate annually. The training for this school year will be confirmed at the Board Meeting on August 31, 2022.</p> <p>Compliance to the PRA is written in the Charter Document and the schools respond to the PRA as mandated by the law.</p>
<p>11. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.</p>	<p>The Articles of Incorporation can be found on each Audeo Corporation school website at: https://grossmontsecondarycharter.com/board-and-governance/ https://sweetwatersecondarycharter.com/board-and-governance/</p>
<p>12. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.</p>	<p>The By-laws can be found on each Audeo Corporation school website at: https://grossmontsecondarycharter.com/board-and-governance/ https://sweetwatersecondarycharter.com/board-and-governance/</p>
<p>13. The charter school implements its own Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website,</p>	<p>The Board approved the Uniform Complaint Procedure (UCP) on May 5, 2009 and amended on August 26, 2020. The UCP can be found on each school's website at: https://grossmontsecondarycharter.com/about-2/public-notices/</p>

<p>that are compliant with federal and state requirements. Guidance provided at http://www.cde.ca.gov/re/cp/uc/</p>	<p>https://sweetwatersecondarycharter.com/about-2/public-notices/</p>
<p>14. The Governing Board oversees the development of and approves/adopts the Local Control Accountability Plan for the 2022–2023 school year, <i>EC</i> 47606.5.</p>	<p>The 22-23 Board approved Local Control and Accountability Plan (LCAP) can be found on each school's website at: https://grossmontsecondarycharter.com/wp-content/uploads/2022/06/GSS-LCAP-All-Components-2022-23.pdf https://sweetwatersecondarycharter.com/wp-content/uploads/2022/06/SSS-LCAP-All-Components-2022-23.pdf</p> <p>The Audeo Corporation Board reviewed and approved both documents for each school. Documentation of the Board Meeting Agenda and Board Minutes can be found on each school's website at: https://grossmontsecondarycharter.com/board-and-governance/ https://sweetwatersecondarycharter.com/board-and-governance/</p>
<p>15. The charter school ensures that it follows all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and <i>EC</i> 48850</p>	<p>The Board approved the Student Transition Policy on June 13, 2013. Additionally, Audeo Corporation schools comply with all applicable State laws regarding Homeless and Foster Youth. Information is disseminated in the Student and Parent Resource Guide, which is provided to parents annually. Moreover, the Student and Parent Resource Guide can be found on each school's website at: https://grossmontsecondarycharter.com/about-2/public-notices/ https://sweetwatersecondarycharter.com/about-2/public-notices/</p>
<p>16. The charter school has a form posted on their website for complaints pursuant to <i>EC</i> 47605(d)(4) to be filed with the charter authorizer.</p> <p>The California Department of Education has provided a template form for use by charter schools. This template form must be modified before distributing to parents and posting on the charter school's website. The template form can be found</p>	<p>The complaint form for each Audeo Corporation school can be found on each school's website at: https://grossmontsecondarycharter.com/about-2/public-notices/ https://sweetwatersecondarycharter.com/about-2/public-notices/</p>

at: https://www.cde.ca.gov/sp/ch/documents/rescscomplaints.pdf	
17. Schools serving grade nine only: The charter school complies with all applicable requirements of the California Mathematics Placement Act (CMPA) of 2015.	Audeo Corporation schools comply with all applicable requirements of the California Mathematics Placement Act (CMPA) of 2015. The policy is located on each school's website.
18. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies.	Audeo Corporation schools comply with all applicable requirements of AB2246: Pupil Suicide Prevention Policies. The policy is located on each school's website.
19. For high schools only: The charter school has obtained or is in the process of obtaining, Western Association of Schools and Colleges (WASC) accreditation and University of California Office of the President (UCOP) Doorways Course Approval.	Grossmont Secondary and Sweetwater Secondary are WASC accredited and received the full-term approval. The most recent accreditation letter can be found on each school's website at: https://grossmontsecondarycharter.com/wasc/ https://sweetwatersecondarycharter.com/wasc/

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW


(by October 31, 2022)

The undersigned hereby certifies that, on August 16, 2022 the
School Administrator of
Date(s)

Grossmont Secondary School

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

Allison Fleck		08/16/2022
<i>Printed Name of School Administrator</i>	<i>Signature of School Administrator</i>	<i>Date Signed</i>

CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW

(by October 31, 2022)

The undersigned hereby certifies that, on August 31, 2022 the
Governing Board of
Date(s)

Grossmont Secondary School

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

Gregg Haggart		8/31/2022
<i>Printed Name of Governing Board Chair</i>	<i>Signature of Governing Board Chair</i>	<i>Date Signed</i>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW


(by October 31, 2022)

The undersigned hereby certifies that, on August 16, 2022 the
School Administrator of
Date(s)

Sweetwater Secondary School

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

Allison Fleck		08/16/2022
<i>Printed Name of School Administrator</i>	<i>Signature of School Administrator</i>	<i>Date Signed</i>

CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW

(by October 31, 2022)

The undersigned hereby certifies that, on August 31, 2022 the
Governing Board of
Date(s)

Sweetwater Secondary School

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

Gregg Haggart		8/31/2022
<i>Printed Name of Governing Board Chair</i>	<i>Signature of Governing Board Chair</i>	<i>Date Signed</i>