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April 4, 2018

**Re: Request for Summary Review of the Fall 2017 Dashboard Results, and Summary of Performance for Element Two: Measurable Pupil Outcomes and Element Three: Method for Measuring Pupil Outcomes.**

Audeo Charter School II (Audeo II) is in its second year of operation and currently serving approximately 400 students in grades K-12. The vast majority of students are in grades 9-12. Audeo II was approved as a Dashboard Alternative School Status (DASS) school in October 2017. As approved by the SBE in May 2017 DASS replaces the previously administered Alternative Schools Accountability Model (ASAM) and holds alternative schools and alternative schools of choice accountable for alternative accountability indicators that will be incorporated in the Dashboard beginning with the Fall 2018 release. The DASS criteria requires the school to have an unduplicated count of at least 70 percent of the schools' total enrollment composed of the following high-risk student groups: Expelled, Suspended, Wards of the Court, Pregnant and/or Parenting, Recovered Dropouts, Habitually Truant or Habitually Insubordinate and Disorderly, Retained More Than Once in Kindergarten through Grade Eight, Credit Deficient, Gap in Enrollment, High Level of Transiency, Foster Youth, and/or Homeless Youth. **Audeo II's current unduplicated high-risk student group count is 80%.** A summary review of Audeo II's Dashboard results will not be available until Fall 2018.

Each year Audeo II's staff work very hard to achieve the Measureable Pupil Outcomes as outlined in Element 2 of the charter petition. The Measureable Pupil Outcomes are aligned to the Eight State Priorities and to the school's Local Control Accountability Plan (LCAP).

**The following is a summary of our Element 2 Measureable Pupil Outcomes Progress:**

<b>Goal 1: Demonstrate Student Achievement Appropriate For High-Risk Populations.</b>		
Expected Annual Measurable Outcome	2016-2017 Outcome	2017-2018 Outcome
Dropout rate of 5% or less	TBD – 3.5% <i>(estimated 16-17 rate)</i>	TBD – 2.7% <i>(estimated potential dropout rate as of 02/09/2018)</i>
84% Student participation rate (attendance rate)	Goal Met – 84%	In Progress – 86% as of 02/09/18
50% Student credit completion rate	Not Met – 41.3%	In Progress – 52.8% as of 02/09/18

## Response from Audeo Charter II

Establish baseline for percent of students meeting NWEA MAP growth targets	Goal Met – Baseline Results Reading: 78% Language: 64% Mathematics: 65%	TBD
Establish baseline for percent of students “meeting” or “exceeding” standards on CAASPP results overall and by subgroup “*” designates a student group of less than 10	Goal Met – Baseline Results <b>ELA</b> Overall: 60.8% Hispanic: 46.8% White: 71.1% ED: 54.7% EL*: 9.1% SWD*: 36.9%  <b>Math</b> Overall: 22.5% Hispanic: 14.6% White: 28.9% ED: 16.7% EL*: 9.1% SWD*: 5.3%	TBD
Create a goal for improvement based on baseline reclassification percentage	In Progress – CELDT administered 58% of ELs scored Advanced/Early Advanced	In Progress – ELPAC currently being administered
Increase 4-year, 5-year, and 6-year cohort graduation rates by 1% annually	TBD	TBD
90% of students report confidence in their ability and skills to learn and succeed in school on annually confidence surveys	Goal Met – 94%	In Progress – 96.5% as of 02/09/2018
<b>Goal 2: Provide a Broad and Rigorous Course of Study Focused on 21<sup>st</sup> Century Learning Skills that Align to CCSS, NGSS, ELD, and CTE that is Accessible to All Students.</b>		
Expected Annual Measurable Outcome	2016-2017 Outcome	2017-2018 Outcome
Provide 100% of English courses aligned to CCSS and ELD	Goal Met – 100%	Goal Met – 100%
Provide 100% of Math courses aligned to CCSS	Goal Met – 100%	Goal Met – 100%
Provide 100% of Science courses aligned to NGSS	In progress – 40%	In progress – 60%
Establish a Work Experience Education Program	Goal Met – WEE program	Goal Met – WEE program

## Response from Audeo Charter II

	approved by CDE	approved by CDE
Establish 5 Honors courses and 5 AP courses	Goal Met – 7 Honors courses and 8 AP courses offered	Goal Met – 7 Honors courses and 8 AP courses offered
Provide 100% of English courses aligned to CCSS and ELD	Goal Met – 100%	Goal Met – 100%
<b>Goal 3: Provide Targeted and Data Informed Professional Development to Increase Teacher Effectiveness and Highly Qualified (HQ) Status.</b>		
Expected Annual Measurable Outcome	2016-2017 Outcome	2017-2018 Outcome
Percentage of HQ teachers available to students will be 100% in English and Math	Goal Met – 100%	Goal Met – 100%
100% of teachers will participate in at least 6 PD sessions per year	Goal Met – 100%	Goal Met – 100%
<b>Goal 4: Create a Safe and Supportive School Environment Conducive to Learning for all Students.</b>		
Expected Annual Measurable Outcome	2016-2017 Outcome	2017-2018 Outcome
Suspension rate at 3% or less	Goal Met – 0%	In Progress – 0%
Expulsion rate at 1% or less	Goal Met – 0%	In Progress – 0%
90% or higher satisfaction rate from students on safety from Annual Surveys	Goal Met – 99.3%	In Progress – 90.0% as of 02/09/18
90% or higher satisfaction rate from parents on safety from Annual Surveys	Goal Met – 99.2%	In Progress – 95.7% as of 02/09/18
Compliant School Safety Plan	Goal Met	Goal Met
<b>Goal 5: Maintain Parent and Community Engagement with Highly Regarded Neighborhood Resource Centers that Serve Students, Parents, and Communities.</b>		
Expected Annual Measurable Outcome	2016-2017 Outcome	2017-2018 Outcome
85% enrollment retention rates at resource centers to support a low dropout rate	Goal Met – 95%	In Progress – 98% as of 02/09/18
75% of parent respondents will report providing input into school programs in 3 or more ways through Annual Survey	Goal Met – 86.3%	In Progress – 95% as of 02/09/18
Develop formal partnerships with community based organizations- Baseline + 10%	Goal Met	Goal Met

**The following is a summary of our Element 3 Methods of Assessment and Other Uses of Data Progress:**

A comprehensive assessment program is imperative to measure student performance outcomes and maintain the vision of Audeo II. No single assessment can provide all the information needed to make informed decisions about every student's learning. A collection of measures aligned to academic standards will provide meaningful insights about each student's achievement and Audeo II's effectiveness.

The assessment tools used at Audeo II include both standardized and performance-based assessments as guided by the state frameworks and standards. Assessments also promote and support reflection and self-evaluation on the part of students, staff, and parents.

Measures used at Audeo II include, but not be limited to, a variety of assessment tools to determine academic progress such as:

<b>State Mandated Tests</b>	<b>Update</b>
CAASPP assessment system (e.g., the Smarter Balanced Assessments, the California Science Test (CAST), California Alternate Assessments (CAA))	Audeo II has implemented all state required CAASPP assessments. Results have been reported in Element 2 summary.
California English Language Development Test (CELDT)/ English Language Proficiency Assessment for California (ELPAC)	Audeo II has implemented all state required English language proficiency assessments. Results have been reported in Element 2 summary.
Fitnessgram (PFI)	Audeo II has implemented the annual Physical Fitness Test.

<b>Local Assessments and Performance Indicators</b>	<b>Update</b>
Pre-testing and post-testing of core content areas (i.e., reading, language usage, and mathematics), i.e., Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)	Audeo II has implemented NWEA MAP assessments. Results have been reported in Element 2 summary.
End-of-course examinations aligned to California state standards	All End-of-course examinations are aligned to California state standards. All students upon completion of a course are required to take an End-of-course exam.
Participation (attendance)	Participation results are monitored monthly and annually for each student, and by school and student groups.
Dropout rate (1 year)	Potential dropout rates are

	monitored monthly and annually by school and student groups.
Portfolios (evaluations made according to charter rubrics) and Exhibitions	Students have opportunities to display their work and present it.
Oral presentations	Oral presentations are required in the following courses: <ul style="list-style-type: none"> <li>• All English courses</li> <li>• ELD Literacy 1-4</li> <li>• All foreign languages</li> <li>• Pathways Exhibition</li> <li>• PE 1, 2</li> <li>• Hospitality, Tourism &amp; Recreation 1-4</li> <li>• Career explorations</li> </ul>
Student/parent/mentor observations	Observations are made regularly to ensure high levels of comprehension and collaboration.
Performance-based and skill demonstrations	All of the courses that we offer either require a performance based activity such as English (specifically writing essays, delivering speeches), VAPA courses, CTE, PE, and science labs. Skill based demonstrations are required in courses such as math, social science, CTE, foreign language (reproduce the language) and English.

<b>Other Measures</b>	<b>Update</b>
Academic Grade Point Averages	Audeo II counselors monitor GPA upon enrollment and as student complete and earn credits.
Completion of credits/coursework	Completion of credits are monitored monthly and annually for each student, and by school and student groups.
Suspension and expulsion rates	Suspension and expulsion rates are monitored monthly and annually by school and student groups.
Surveys	Multiple surveys are administered upon enrollment and throughout

	the year. These results are monitored monthly and annually.
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Audeo II looks forward to continuing the important work providing an excellent and highly effective public school option for many high-risk students.