California Department of Education  
Charter Schools Division  
Revised 05/2018  
lacb-csd-mar25item01  
Attachment 1

# Attachment 1: Charter School Petition Review Form: Altus Schools South Bay

## Key Information

### Charter Renewal

Altus Schools South Bay[[1]](#footnote-1) (Charter School) operates a nonclassroom-based program at four sites located in the Sweetwater Union High School District (District).

Pursuant to California *Education Code* (*EC*) Section 47605.9(b), the Charter School submitted its petition for renewal to the California State Board of Education (SBE) on or about November 18, 2024.

### Brief History

On or about December 12, 2016, the District denied the petition to establish the Charter School, which proposed to operate a nonclassroom-based program in the boundaries of the District, serving students from grade seven to grade twelve. The Charter School submitted an appeal to the San Diego County Board of Education (County).

On or about February 8, 2017, the County denied the petition, and the Charter School submitted an appeal to the SBE.

On or about July 13, 2017, the SBE granted the Charter School’s petition for a five-year term effective July 1, 2017, through June 30, 2022. Pursuant to *EC* Section 47607.4, the Charter School was granted a total of three years of extensions to its charter term, resulting in a revised term ending date of June 30, 2025.

The Charter School currently operates the following four sites, which are all located within the boundaries of the District.

Table. Charter School’s Resource Centers

| **Resource Center** | **Address** |
| --- | --- |
| Plaza Bonita | 3030 Plaza Bonita Road, Suite 1000 National City, CA 91950 |
| Bonita | 3252 Bonita Road, Chula Vista, CA 91910 |
| Chula Vista | 1655 Broadway, Chula Vista, CA 91911 |
| Otay Ranch | 1392 East Palomar Street, Chula Vista, CA 91913 |

During the 2024–25 school year, as required by *EC* Section 47605.9(b), the Charter School submitted its petition for renewal to the District. On or about November 12, 2024, the District denied the Charter School’s renewal.

On or about November 18, 2024, the Charter School submitted this petition for renewal directly to the SBE pursuant to *EC* Section 47605.9(b).

### Enrollment

As of January 15, 2025, the Charter School reported an enrollment of 422 students in grades seven to twelve.

The Charter School’s actual enrollment for 2024–25 and projected enrollment from 2025–26 through 2029–30 are described in the below table.

Table. Actual Enrollment and Projected Enrollment

| **Grades** | **2024–25\*** | **2025–26** | **2026–27** | **2027–28** | **2028–29** | **2029–30** |
| --- | --- | --- | --- | --- | --- | --- |
| **7–8** | 49 | 53 | 54 | 54 | 55 | 56 |
| **9–12** | 373 | 396 | 399 | 404 | 408 | 412 |
| **Total** | 422 | 449 | 453 | 458 | 463 | 468 |

\* Enrollment as of January 15, 2025

### Lead Petitioner

Wade Aschbrenner, External Relations Officer, is the Lead Petitioner for the Charter School.

## Summary of Required Charter Elements Pursuant to California *Education Code* Section 47605

| **Description of Charter Requirement** | **Subsection and Paragraph(s)** | **Meets Requirements** |
| --- | --- | --- |
| Sound Educational Practice | (c)(1) | Yes |
| Ability to Successfully Implement the Intended Program | (c)(2) | Yes |
| Affirmation of Specified Conditions | (c)(4) | Yes |
| Description of Educational Program | (c)(5)(A)(i) | Yes |
| Goals to Address the Eight State Priorities | (c)(5)(A)(ii) | Yes |
| Transferability of Secondary Courses | (c)(5)(A)(iii) | Yes |
| Measurable Pupil Outcomes | (c)(5)(B) | Yes |
| Method for Measuring Pupil Progress | (c)(5)(C) | Yes |
| Governance Structure | (c)(5)(D) | Yes |
| Employee Qualifications | (c)(5)(E) | Yes |
| Health and Safety Procedures | (c)(5)(F) | Yes |
| Balance of Pupil Groups | (c)(5)(G) | Yes |
| Admission Requirements | (c)(5)(H) | Yes |
| Annual Independent Financial Audits | (c)(5)(I) | Yes |
| Suspension and Expulsion Procedures | (c)(5)(J) | Yes |
| Retirement System and Social Security Coverage | (c)(5)(K) | Yes |
| Public School Attendance Alternatives | (c)(5)(L) | Yes |
| Post-Employment Rights of Employees | (c)(5)(M) | Yes |
| Dispute Resolution Procedures | (c)(5)(N) | Yes |
| Closure Procedures | (c)(5)(O) | Yes |
| Exclusive Public-School Employer | (c)(6) | Yes |
| Standards, Assessments, and Parent Consultation | (d)(1) and (2) | Yes |
| Effect on Authorizer and Financial Projections | (h) | Yes |
| Teacher Credentialing | (l) | Yes |
| Transmission of Audit Report | (m) | Yes |

## Sound Educational Practice

### Evaluation Criteria

***EC*** **Section 47605(c) and (c)(1); 5 *CCR* Section 11967.5.1(a) and (b)**

For purposes of *EC* Section 47605(c), a charter petition shall be “consistent with sound educational practice” if, in the SBE’s judgment, it is likely to be of educational benefit to pupils who attend. A charter school need not be designed or intended to meet the educational needs of every student who might possibly seek to enroll in order for the charter to be granted by the [SBE].

For purposes of *EC* Section 47605(c)(1), a charter petition shall be “an unsound educational program” if it is either of the following:

1. A program that involves activities that the SBE determines would present the likelihood of physical, educational, or psychological harm to the affected pupils.
2. A program that the SBE determines not likely to be of educational benefit to the pupils who attend.

### California Department of Education Review

**The charter petition meets the requirements under *EC* sections 47605(c) and 47605(c)(1); and 5 *CCR* sections 11967.5.1(a) and (b).**

#### Dashboard Alternative School Status Alternative Metrics

California's accountability system, the California School Dashboard (Dashboard), significantly changed with the adoption of the Local Control Funding Formula (LCFF). The Dashboard contains state indicators and standards to help identify a school's strengths, weaknesses, and areas in need of improvement.

*EC* Section 52052(d) requires the following:

The Superintendent, with the approval of the State Board of Education, shall develop an alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, . . . and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools . . ..

Beginning with the 2022 Dashboard, the California Department of Education (CDE) treats Dashboard Alternative School Status (DASS) schools the same as all other schools on the Dashboard. The 2018 and 2019 Dashboard had previously used modified methods to calculate the Academic and Graduation Rate Indicators for alternative schools. On or about July 27, 2022, the U.S. Department of Education declined California's waiver request that would allow for the continued use of these modified methods within the accountability system.

Although the DASS modified methods are not used for federal accountability purposes, the state accountability system permits the continued use of DASS. Therefore, DASS schools identify as and receive the following:

1. Identify on the Dashboard with the DASS Status information under the School Details section.
2. Receive the label as a "DASS Community of Practice" for those that meet the eligibility for Comprehensive Support and Improvement low graduation rate or low performance to distinguish the uniqueness of these schools and the students served.
3. Receive the DASS One-Year Graduation Rate on the Dashboard for informational purposes in addition to the combined four- and five-year graduation rate reported under the Graduation Rate Indicator.

The Charter School’s application to participate in the DASS program was approved by the CDE. Accordingly, the Charter School is not assigned a performance category due to its DASS status. DASS charter schools are eligible to receive five-year charter terms.

The table below summarizes the 18 alternative metrics (renewal criteria) that were analyzed by the CDE as the basis for its renewal recommendation using the 2023 and 2024 Dashboards.

*Table. Alternative Metrics for Renewal of the Charter School*

| **Metric** | **Description of Metric** | **Metric Met** |
| --- | --- | --- |
| 1 | Charter School will exceed the county or state DASS school average distance from standard on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts/Literacy (ELA) | Yes |
| 2 | Charter School will exceed the county or state DASS school average distance from standard on the CAASPP in Mathematics (Math) | Yes |
| 3 | Charter School will exceed the county or state DASS school average proficiency results on the CAASPP in ELA | Yes |
| 4 | Charter School will exceed the county or state DASS school average proficiency results on the CAASPP in Math | Yes |
| 5 | Charter School will exceed the county or state DASS school average proficiency results for all significant subgroups who received a performance level on the Dashboard | Yes |
| 6 | Charter School will receive “met” performance level on all Dashboard local indicators | Yes |
| 7 | Charter School will provide verified assessment results in ELA and Math that show 60 percent of students in grades seven through eleven have met their growth targets in Reading, Language Usage, and Math | Substantially Met[[2]](#footnote-2) |
| 8 | Charter School will exceed the county or state DASS school graduation rate | Yes |
| 9 | Charter School will maintain a one-year dropout rate of 5 percent or less | Yes |
| 10 | Charter School will show 84 percent participation rate (student engagement) schoolwide and by subgroup | Yes |
| 11 | Charter School’s suspension rate will be 1.5 percent or less | Yes |
| 12 | Charter School’s expulsion rate will be 1 percent or less | Yes |
| 13 | Charter School will exceed the county or state DASS school average English Learner Progress Indicator (ELPI) | Yes |
| 14 | Charter School will exceed the county or state DASS school average chronic absenteeism indicator | Yes |
| 15 | Charter School will achieve 90 percent or higher on its student safety survey as part of the annual Local Control and Accountability Plan (LCAP) engagement survey | Yes |
| 16 | Charter School will achieve 90 percent or higher on its confidence survey of new students | Yes |
| 17 | Charter School will achieve 90 percent or higher on its parent safety survey as part of the annual LCAP engagement survey | Yes |
| 18 | Charter School will exceed the county or state DASS school average for college persistence rate and college completion rate, if available | Unavailable |

##### Alternative Metrics #1 and #2

The Charter School met Alternative Metrics #1 and #2 by exceeding the county DASS school average distance from standard on the CAASPP in ELA and Math based on the 2023 and 2024 Dashboards. The following tables display the Charter School’s and county DASS school average distance from standard on ELA and Math.

Table. 2023 and 2024 Dashboards for ELA Distance from Standard

| **ELA** | **Charter School** | **County DASS** |
| --- | --- | --- |
| 2023 Dashboard | -9.5 | -135.9 |
| 2024 Dashboard | -1.8 | -99.9 |

Table. 2023 and 2024 Dashboards for Math Distance from Standard

| **Math** | **Charter School** | **County DASS** |
| --- | --- | --- |
| 2023 Dashboard | -115.7 | -185.2 |
| 2024 Dashboard | -120 | -174.6 |

##### Alternative Metrics #3 and #4

The Charter School met Alternative Metrics #3 and #4 by exceeding the county DASS school average proficiency results on the CAASPP in ELA and Math in 2023 and 2024. The following tables display the Charter School’s and county DASS school average proficiency results on ELA and Math.

Table. 2023 and 2024 CAASPP Proficiency Results for ELA

| **ELA** | **Charter School** | **County DASS** |
| --- | --- | --- |
| 2023 CAASPP | 48.21% | 26.71% |
| 2024 CAASPP | 47.83% | 21.08% |

Table. 2023 and 2024 CAASPP Proficiency Results for Math

| **Math** | **Charter School** | **County DASS** |
| --- | --- | --- |
| 2023 CAASPP | 14.28% | 7.07% |
| 2024 CAASPP | 9.78% | 7.05% |

##### Alternative Metric #5

The Charter School met Alternative Metric #5 by exceeding the county DASS school average proficiency results for student groups who received a performance level on the 2023 and 2024 Dashboards. The following tables display the Charter School’s ELA proficiency results for the Hispanic and Socioeconomically Disadvantaged (SED) student groups.

Table. 2023 and 2024 CAASPP ELA Proficiency Results for Hispanic Student Group

| **Hispanic** | **Charter School** | **County DASS** |
| --- | --- | --- |
| 2023 CAASPP ELA | 43.53% | 22.07% |
| 2024 CAASPP ELA | 43.42% | 22.58% |

Table. 2023 and 2024 CAASPP ELA Proficiency Results for SED Student Group

| **SED** | **Charter School** | **County DASS** |
| --- | --- | --- |
| 2023 CAASPP ELA | 48.65% | 22.37% |
| 2024 CAASPP ELA | 46.67% | 23.08% |

The following tables display the Charter School’s Math proficiency results for the Hispanic and SED student groups.

Table. 2023 and 2024 CAASPP Math Proficiency Results for Hispanic Student Group

| **Hispanic** | **Charter School** | **County DASS** |
| --- | --- | --- |
| 2023 CAASPP Math | 11.76% | 4.72% |
| 2024 CAASPP Math | 6.58% | 6.31% |

Table. 2023 and 2024 CAASPP Math Proficiency Results for SED Student Group

| **SED** | **Charter School** | **County DASS** |
| --- | --- | --- |
| 2023 CAASPP Math | 12.16% | 5.00% |
| 2024 CAASPP Math | 6.67% | 6.74% |

##### Alternative Metric #6

The Charter School met Alternative Metric #6 by receiving “standard met” on all local indicators on the 2023 and 2024 Dashboards.

Table. 2023 and 2024 Dashboards for Local Indicators

| **Indicator** | **2023 Dashboard** | **2024 Dashboard** |
| --- | --- | --- |
| Basics: Teachers, Instructional Materials, Facilities | Standard Met | Standard Met |
| Implementation of Academic Standards | Standard Met | Standard Met |
| Parent and Family Engagement | Standard Met | Standard Met |
| Local Climate Survey | Standard Met | Standard Met |
| Access to a Broad Course of Study | Standard Met | Standard Met |

##### Alternative Metric #7

The Charter School met Alternative Metric #7 by providing verified, local assessment results in ELA and Math that show 60 percent of students, in grades seven through eleven, have met their growth targets in Reading, Language Usage, and Math.

The following table displays the percentage of students who met their growth targets on the MAP assessment developed by the NWEA. The NWEA MAP assessment is the Charter School’s local assessment and is an SBE-approved source of verified data.

Table. NWEA MAP Growth in Reading, Language Usage, and Math

N/A: Not Available

| **Subject** | **2018–19** | **2019–20\*** | **2020–21** | **2021–22** | **2022–23** | **2023–24** |
| --- | --- | --- | --- | --- | --- | --- |
| Reading | 90% | N/A | 87% | 68% | 68% | 66% |
| Language Usage | 85% | N/A | 82% | 67% | 73% | 78% |
| Math | 68% | N/A | 77% | 66% | 73% | 71% |

\* Data unavailable for 2019–20 school year due to the COVID-19 pandemic.

##### Alternative Metric #8

The Charter School met Alternative Metric #8 by exceeding the county DASS One-Year Graduation Rate for 2023. The One-Year DASS Graduation Rate is the percentage of students enrolled in grade twelve (and early grade eleven graduates) that meet specific enrollment requirements. In 2023, as reported by the CDE, the Charter School had 118 of 125 students or 94.4 percent of students meet graduation requirements by August 15. The seven remaining students do not necessarily reflect students who dropped out but could reflect students who needed additional time to complete graduation requirements.

The following table displays the Charter School’s graduation rate as reported on the 2023 DASS One-Year Graduate Rate Data File. At the time this item was prepared, the 2024 data file was not available.

Table. 2023 DASS One-Year Graduation Rate

| **DASS One-Year Graduation Rate** | **Charter School** | **County DASS** |
| --- | --- | --- |
| 2023 | 94.4% | 73.4% |

##### Alternative Metric #9

The Charter School met Alternative Metric #9 by maintaining a one-year dropout rate of 5 percent or less.

The following table displays the Charter School’s one-year dropout rate as reported by the Charter School via 2023–24 California Longitudinal Pupil Achievement Data System Fall 1 Data.

Table. One-Year Dropout Rate

| **Metric** | **2018–19** | **2019–20** | **2020–21** | **2021–22** | **2022–23** | **2023–24** |
| --- | --- | --- | --- | --- | --- | --- |
| One-Year Dropout Rate | 2.9% | 2.7% | 1.9% | 3.6% | 3.3% | 2.4% |

##### Alternative Metric #10

The Charter School substantially met Alternative Metric #10 by showing a 92.2 percent participation rate for all students in 2023 and above an 88 percent participation rate (student engagement) for all students over the course of its renewal period. The majority of subgroups over the course of the renewal period maintained above an 84 percent participation rate as required by Alternative Metric #10.

Participation rate is the cumulative schoolwide attendance rate based on the teacher evaluation of student completed work product. Participation rate is determined by totaling all the positive days of attendance and dividing it by the total days enrolled; this is totaled cumulatively for all students to determine the schoolwide rate.

In 2024, the Charter School reported exceeding a 93 percent participation rate for all students and for all student groups.

The following table displays the participation rates for all students and student groups as reported by the Charter School.

Table. Participation Rates for All Students and Student Groups

| **Criteria** | **2018–19** | **2019–20** | **2020–21** | **2021–22** | **2022–23** | **2023–24** |
| --- | --- | --- | --- | --- | --- | --- |
| All Students | 90.5% | 88.0% | 88.0% | 90.7% | 92.2% | 94.3% |
| Hispanic | 90.2% | 88.2% | 87.8% | 90.7% | 92.1% | 93.9% |
| White | 90.2% | 82.8% | 89.0% | 95.3% | 92.7% | 97.6% |
| African American | 85.4% | 92.2% | 94.9% | 94.8% | 95.9% | 95.4% |
| Students with Disabilities | 85.5% | 82.7% | 78.6% | 87.1% | 90.0% | 94.0% |
| English Learner | 91.3% | 87.3% | 82.7% | 88.9% | 93.4% | 94.0% |
| SED | 89.7% | 86.7% | 85.2% | 90.1% | 91.2% | 93.9% |

##### Alternative Metric #11

The Charter School met Alternative Metric #11. The Charter School’s suspension rate in 2018–19 was 0.2 percent. The Charter School maintained a suspension rate of 0 percent from 2019–20 to 2023–24. The suspension rate represents the percentage of students who were suspended for a total of one full day or more during the school year.

##### Alternative Metric #12

The Charter School met Alternative Metric #12 by maintaining an expulsion rate of 0 percent for its renewal period, from 2018–19 to 2023–24.

##### Alternative Metric #13

The Charter School met Alternative Metric #13 by exceeding the county DASS school average ELPI based on the 2023 and 2024 Dashboards. The ELPI reports the percentage of English Learner (EL) students making progress on the English Language Proficiency Assessments for California (ELPAC).

Table. 2023 and 2024 Dashboards for ELPI

| **ELPI** | **Charter School** | **County DASS** |
| --- | --- | --- |
| 2023 Dashboard | 47.8% | 37.1% |
| 2024 Dashboard | 49.3% | 33.7% |

##### Alternative Metric #14

The Charter School met Alternative Metric #14 by exceeding the county DASS school average chronic absenteeism rate.

Table. 2023 and 2024 Dashboards for Chronic Absenteeism

| **Chronic Absenteeism** | **Charter School** | **County DASS** |
| --- | --- | --- |
| 2023 Dashboard | 5.6% | 26.2% |
| 2024 Dashboard | 0% | 24.6% |

##### Alternative Metric #15

The Charter School met Alternative Metric #15 by achieving 90 percent or higher on its student safety survey as part of its annual LCAP. On the Student Safety Survey in 2023, 99.2 percent of students reported safety satisfaction. In 2024, 100 percent of students reported safety satisfaction. This survey is given annually to students. The data for this metric is self-reported by the Charter School.

##### Alternative Metric #16

The Charter School met Alternative Metric #16 by achieving 90 percent or higher on its student safety survey as part of its annual LCAP. On the Charter School Confidence Survey in 2023, 93 percent of students reported confidence in their ability to learn. In 2024, 92 percent of students reported confidence in their ability to learn. This survey is given upon enrollment and then again after 90 days of instruction. Data from this survey is self-reported by the Charter School and outlined in its LCAP.

##### Alternative Metric #17

The Charter School met Alternative Metric #17 by achieving 90 percent or higher on its parent safety survey as part of its annual LCAP. On the Parent Safety Survey in 2023, 98.1 percent of parents reported feeling that their child is learning in a safe and supportive environment. In 2024, 100 percent of parents reported safety satisfaction. This survey is given annually to parents. The data for this metric is self-reported by the Charter School.

### State and Local Indicators

The Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities and aligned to the measures required under Every Student Succeeds Act (ESSA). Those LCFF priorities for which there is no state level data collected are referred to as “local indicators.”

The academic indicators consist of two content areas: ELA and math. These indicators represent two of several state indicators that the CDE reports on the Dashboard and reflect how well students are meeting grade-level standards by reporting the average distance from standard. The following tables display the Charter School’s and statewide average distance from standard on ELA and Math.

Table. 2023 and 2024 Dashboards for ELA Distance from Standard

| **ELA** | **Charter School** | **Statewide[[3]](#footnote-3)** |
| --- | --- | --- |
| 2023 Dashboard | -9.5 | -13.6 |
| 2024 Dashboard | -1.8 | -13.2 |

Table. 2023 and 2024 Dashboards for Math Distance from Standard

| **Math** | **Charter School** | **Statewide** |
| --- | --- | --- |
| 2023 Dashboard | -115.7 | -49.1 |
| 2024 Dashboard | -120 | -47.6 |

The following tables display the Charter School’s and statewide outcomes for the ELPI and the College/Career Indicator (CCI) as reported on the 2023 and 2024 Dashboards. The ELPI reports the percentage of English Learner (EL) students making progress on the English Language Proficiency Assessments for California (ELPAC). The CCI reports the percentage of high school graduates considered prepared for college or a career.

Table. 2023 and 2024 Dashboards for ELPI

| **ELPI** | **Charter School** | **Statewide** |
| --- | --- | --- |
| 2023 Dashboard | 47.8% | 48.7% |
| 2024 Dashboard | 49.3% | 45.7% |

Table. 2023 and 2024 Dashboards for CCI

| **CCI** | **Charter School** | **Statewide** |
| --- | --- | --- |
| 2023 Dashboard | 14.2% | 43.9% |
| 2024 Dashboard | 16.4% | 45.3% |

The following tables display the Charter School’s and statewide outcomes for academic engagement as reported on the 2023 and 2024 Dashboards. The chronic absenteeism figure represents the percentage of students in kindergarten through grade eight who were absent for 10 percent or more instructional days they were enrolled. The graduation rate represents the percentage of students who graduate high school within five years.

Table. 2023 and 2024 Dashboards for Chronic Absenteeism

| **Chronic Absenteeism** | **Charter School** | **Statewide** |
| --- | --- | --- |
| 2023 Dashboard | 5.6% | 24.3% |
| 2024 Dashboard | 0% | 18.6% |

Table. 2023 and 2024 Dashboards for Four/Five-Year Graduation Rate

| **Graduation Rate** | **Charter School** | **Statewide** |
| --- | --- | --- |
| 2023 Dashboard | 65.1% | 86.4% |
| 2024 Dashboard | 64.3% | 86.7% |

The following table displays the Charter School’s and statewide suspension rates, which represent the percentage of students who were suspended for a total of one full day or more during the school year as reported on the 2023 and 2024 Dashboards.

Table. 2023 and 2024 Dashboards for Suspension

| **Suspension Rate** | **Charter School** | **Statewide** |
| --- | --- | --- |
| 2023 Dashboard | 0% | 3.5% |
| 2024 Dashboard | 0% | 3.2% |

As summarized above, the Charter School outperformed statewide averages on four of the seven state indicators on the 2024 Dashboard.

#### Evidence of Increases in Academic Achievement *EC* Section47607.2(b)(3)(A)

The Charter School reported administering the MAP assessment developed by the NWEA, an SBE-approved source of verified data, to its students. The Charter School’s target for MAP growth as identified in the Charter School’s DASS Renewal Criteria is 60 percent of students will meet their MAP growth target.

From 2018–19 through 2023–24, excluding 2019–20 due to the COVID-19 pandemic, 93 percent of the Charter School’s student groups over the past six years met or exceeded the 60 percent growth target on the NWEA MAP Reading and Language Usage. The Charter School’s Hispanic, Students with Disabilities, and SED student groups exceeded the growth targets each year, while the EL student group exceeded the growth target in four of five years in Reading and Language Usage during the same period.

In Math, 90 percent of the Charter School’s student groups met or exceeded the 60 percent growth target. From 2018–19 through 2023–24 the Hispanic and SED student groups met or exceeded the 60 percent DASS renewal criteria growth target each year, while both Students with Disabilities and EL student groups each met the growth target in four of five years.

#### Evidence of Strong Postsecondary Outcomes *EC* Section47607.2(b)(3)(B)

The Charter School’s DASS renewal criteria for college persistence rate and college completion rate have the agreed upon measures:

1. Exceed the county DASS schools average (charter and non-charter, excluding Altus schools)
2. If available, exceed the state DASS schools average (charter and non-charter)

Due to lack of participation among other DASS schools in San Diego County and the state, data is not available at this time for the college persistence and completion rates. During the development of the DASS renewal criteria, it was understood that this metric may not be available during this renewal process and would continue to be developed over time.

In the Charter School’s LCAP, the following goals and measures support postsecondary outcomes for students:

Provide a broad and rigorous course of study focused on twenty-first century learning skills that align to California Content Standards and is accessible to all students.

Metrics:

* Increase the annual number of students completing college credit courses
* Increase annual student participation in Advanced Placement (AP) Courses
* Maintain High-Quality and relevant Career and Technical Education (CTE) Pathways
* Maintain a compliant and accessible Work Experience and Education (WEE) Program

The Charter School met or exceeded all targets for the above metrics. The total number of early college credit completions increased from 39 in 2022–23 to 61 in 2023–24.

The number of students participating in AP classes increased from five students in 2018–19 to 22 students in 2023–24. The Charter School offered 9 AP courses from 2018–19 through 2021–22 and 10 AP courses in and 2022–23 and 2023–24.

In 2023–24, the Charter School offered a total of 11 CTE Pathways. The Charter School maintains a compliant and accessible WEE Program.

DataQuest, which is an SBE-approved source of verified data, reports that the Charter School maintained a college-going rate of 31.4 percent in 2021–22.

Table. Charter School Completion of A-G Requirements for entrance to a University of California or a California State University

| **Student Group** | **2021–22** | **2022–23** | **2023–24** |
| --- | --- | --- | --- |
| Schoolwide | 8.6% | 10.3% | 12.9% |
| Hispanic | 9.4% | 10.6% | 9.1% |
| White | \* | 0% | \* |
| African American | \* | \* | \* |
| Two or More Races | \* | \* | \* |
| EL | 0% | 8.7% | 6.7% |
| SED | 8.3% | 9.9% | 12.5% |
| Students with Disabilities | 0% | 7.9% | 5.6% |

An asterisk (\*) indicates that the student group consists of less than 11 students; data is not displayed for privacy.

## Ability to Successfully Implement the Intended Program

### Evaluation Criteria

***EC* Section 47605(c)(2); 5 *CCR* Section 11967.5.1(c)**

For purposes of *EC* Section 47605(c)(2), the SBE shall take the following factors into consideration in determining whether charter petitioners are "demonstrably unlikely to successfully implement the program":

1. If the petitioners have a past history of involvement in charter schools or other education agencies (public or private), the history is one that the SBE regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners’ control.
2. The petitioners are unfamiliar, in the SBE’s judgment, with the content of the petition or the requirements of law that would apply to the proposed charter school.
3. The petitioners have presented an unrealistic financial and operational plan for the proposed charter school (as specified).
4. The petitioners personally lack the necessary background in the following areas critical to the charter school’s success, and the petitioners do not have a plan to secure the services of individuals who have the necessary background in curriculum, instruction, assessment, and finance and business management.

### California Department of Education Review

**The charter petition meets the requirements under *EC* Section 47605(c)(2) and 5 *CCR* Section 11967.5.1(c).**

#### Since its establishment in 2017, the Charter School has operated under the authorization of the SBE, with oversight responsibilities delegated to the CDE Charter Schools Division, and has been in good standing with its chartering authority.

#### Fiscal Analysis

The CDE reviewed the Charter School’s multi-year budget and finds the Charter School’s multi-year financial plan to be reasonably sufficient.

The Charter School’s actual enrollment for 2024–25 and projected enrollment for 2025–26 through 2029–30 show stability and are reasonable projections.

Table. Actual Enrollment and Projected Enrollment

| **Grades** | **2024–25\*** | **2025–26** | **2026–27** | **2027–28** | **2028–29** | **2029–30** |
| --- | --- | --- | --- | --- | --- | --- |
| **7–8** | 49 | 53 | 54 | 54 | 55 | 56 |
| **9–12** | 373 | 396 | 399 | 404 | 408 | 412 |
| **Total** | 422 | 449 | 453 | 458 | 463 | 468 |

\* Enrollment as of January 15, 2025

The Charter School has a good financial record under SBE authorization. The Charter School’s fiscal year 2024–25 first interim report indicates that the Charter School is projecting a positive ending fund balance of $6,914,014 and reserves of 99.99 percent, which is above the recommended 5 percent in reserves outlined in the Memorandum of Understanding between the Charter School and the SBE. The CDE reviewed financial data from the 2023–24 audit report, which reflected an unqualified status with an ending fund balance of $6,550,085 and a reserve designated for economic uncertainty of 106.32 percent. The Charter School stated that it maintains a high reserve for its contractual lease obligations for its multiple resource centers, economic uncertainty, and retirement contingency due to rising costs of retirement contributions.

The projected financial plan for the Charter School is fiscally sustainable. The CDE concludes that the Charter School’s multi-year financial plan provides for projected operating surpluses, increasing positive fund balances, and adequate reserves.

## Affirmation of Specified Conditions

### Evaluation Criteria

***EC* Section 47605(c)(4) and (d); 5 *CCR* Section 11967.5.1(e)**

For purposes of *EC* Section 47605(c)(4), a charter petition that “does not contain an affirmation of each of the conditions described in (*EC* Section 47605[e])”, shall be a petition that fails to include a clear, unequivocal affirmation of each such condition. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in *EC* Section 47605(e).

| Criteria | Criteria Met |
| --- | --- |
| 1. A charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California *Penal Code*, including immigration status. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or guardian, within this state, except that any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. | Yes |
| 1. (A) A charter school shall admit all pupils who wish to attend the school.   (B) If the number of pupils who wish to attend the charter school exceeds the charter school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis.  (C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand. | Yes |
| 1. If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to *EC* Section 48200. | Yes |

### California Department of Education Review

**The charter petition meets the requirements for renewal under *EC* sections 47605(c)(4) and 47605(e) and 5 *CCR* Section 11967.5.1(e).**

The petition contains the required affirmations (Attachment 2, pp. 9–11 of Agenda Item 01 of the February 2025 Advisory Commission on Charter Schools [ACCS] Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>).

## Description of Educational Program

### Evaluation Criteria

***EC* Section47605(c)(5)(A); 5 *CCR* Section 11967.5.1(f)(1)**

The description of the educational program, as required by *EC* Section 47605(c)(5)(A), at a minimum:

| **Criteria** | **Criteria Met** |
| --- | --- |
| 1. Indicates the proposed charter school’s target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges. | Yes |
| 1. Specifies a clear, concise school mission statement with which all elements and programs of the school are in alignment and which conveys the petitioners' definition of an "educated person” in the twenty-first century, belief of how learning best occurs, and goals consistent with enabling pupils to become or remain self-motivated, competent, and lifelong learners. | Yes |
| 1. Includes a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population. | Yes |
| 1. Indicates the basic learning environment or environments (e.g., site-based matriculation, independent study, community-based education, technology-based education). | Yes |
| 1. Indicates the instructional approach or approaches the charter school will utilize, including, but not limited to, the curriculum and teaching methods (or a process for developing the curriculum and teaching methods) that will enable the school’s pupils to master the content standards for the four core curriculum areas adopted by the SBE pursuant to *EC* Section 60605 and to achieve the objectives specified in the charter. | Yes |
| 1. Indicates how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels. | Yes |
| 1. Indicates how the charter school will meet the needs of students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations. | Yes |
| 1. Specifies the charter school’s special education plan, including, but not limited to, the means by which the charter school will comply with the provisions of *EC* Section 47641, the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school’s understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities. | Yes |

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(c)(5)(A) and 5 *CCR* Section 11967.5.1(f)(1).**

#### Educational Program

The Charter School employs an independent study model where students are able to engage in a blended learning environment, incorporating traditional, independent, and online learning opportunities. The Charter School’s instructional design centers on the need to motivate and inspire students who are academically at-risk. The Charter School acts as an intervention for students at-risk for not graduating, allowing them to re-engage in an instructional setting or complete a course of study to meet high school graduation requirements. Students engage in a “university model” in which they are assigned only one or two courses per learning period where they are expected to spend a minimum of thirty hours per week, completing one course each month. The vision of the Charter School is to move students forward by developing literate, educated thinkers and achievers who understand their political and social culture; can use mathematics and scientific methods to solve daily problems and contribute to society; and develop positive values.

The Charter School’s educational program is aligned with Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). The Charter School provides professional development and structured collaboration for teachers and staff.

#### Plan for Low-Achieving Pupils

The Charter School identifies students who are below grade level upon enrollment through the deployment of NWEA MAPs ELA and Math survey assessments, the creation of a Pathways Personalized Education Plan, and the initiation of Multi-Tiered System of Supports.

The Charter School applies a multi-tiered approach to support students who are not achieving at expected levels with a variety of supports such as design of core instruction and social emotional learning. The tiered supports include tools and structures for staff to support students such as professional learning communities, data collection, monitoring and reporting. Additional tiered supports are described in the petition (Attachment 2, pp. 77–78 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>).

#### Plan for High-Achieving Pupils

The Charter School serves students achieving above grade level by providing a variety of course options (e.g., Honors, AP, Dual Enrollment and Articulated courses) and an Individualized Gifted and Talented Education Plan, for identified students.

#### Plan for English Learners

For ELs, the Charter School applies a variety of evidence-based approaches to support student learning and complies with all applicable legal requirements, including but not limited to administration of the English Language Proficiency Assessments for California and monitoring of Reclassified Fluent English Proficient students.

In the plan for ELs, the Charter School’s renewal petition states that Home Language Surveys will be administered upon a student’s enrollment to the Charter School (Attachment 2, p. 79). Home Language Surveys are required to be given upon a student’s first enrollment in any California public school. The CDE recommends a technical amendment for the Charter School’s renewal petition to state that a Home Language Survey will be administered to a student enrolling in the Charter School if it is the student’s initial enrollment in a California public school. The Charter School agrees to the technical amendment.

#### Plan for Special Education

The Charter School is a member of the El Dorado Charter Special Education Local Plan Area, as noted in its petition for renewal, and complies with legal requirements applicable to serving students with disabilities (Attachment 2 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>).

## Goals to Address the Eight State Priorities

### Evaluation Criteria

***EC* Section 47605(c)(5)(A)(ii)**

*EC* Section 47605(c)(5)(A)(ii) states that a charter school shall provide a description of annual goals for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(c)(5)(A)(ii).**

The petition articulates the Charter School’s plan to address the eight state priorities (Attachment 2, pp. 93–110 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>).

The Charter School’s 2024–25 LCAP is provided in Attachment 5 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a5.pdf>.

## Transferability of Secondary Courses

### Evaluation Criteria

***EC* Section 47605(c)(5)(A)(iii)**

*EC* Section 47605(c)(5)(A)(iii) states that if the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(c)(5)(A)(iii).**

The petition addresses transferability of high school courses and related communication to parents and guardians (Attachment 2, p. 76 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>).

## Measurable Pupil Outcomes

### Evaluation Criteria

***EC* Section 47605(c)(5)(B); 5 *CCR* Section 11967.5.1(f)(2)**

Measurable pupil outcomes, as required by *EC* Section 47605(b)(5)(B), at a minimum:

| Criteria | Criteria Met |
| --- | --- |
| Specify skills, knowledge, and attitudes that reflect the school’s educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. It is intended that the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students. | Yes |

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(c)(5)(B) and 5 *CCR* Section 11967.5.1(f)(2).**

The petition articulates the Charter School’s measurable pupil outcomes, which are in alignment with the Charter School’s LCAP and California’s eight state priorities (Attachment 2, pp. 92–93 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>). The Charter School uses a systematic process whereby numerous data points related to student performance are measured, monitored, evaluated, and reported. The system generates a monthly report (“The Storybook”) that is circulated to administration, faculty, support staff, and parents/guardians. The Storybook is a tool used to report data monthly and annually on key performance measures aligned to the State priorities.

## Method for Measuring Pupil Progress

### Evaluation Criteria

***EC* Section 47605(c)(5)(C); 5 *CCR* Section 11967.5.1(f)(3)**

The method for measuring pupil progress, as required by *EC* Section 47605(c)(5)(C), at a minimum:

| **Criteria** | **Criteria Met** |
| --- | --- |
| Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment consistent with the measurable pupil outcomes. | Yes |
| Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils’ parents and guardians, and for utilizing the data continuously to monitor and improve the charter school’s educational program. | Yes |

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(c)(5)(C) and 5 *CCR* Section 11967.5.1(f)(3).**

The petition lays out a variety of objective, open-ended, and performance assessments in alignment with the Charter School’s instructional program (Attachment 2, pp. 111–114 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>). Assessments are used for progress monitoring, communication of progress to students and families, opportunities for student reflection and agency, school program evaluation, and planning for schoolwide curriculum and instructional practices.

## Governance Structure

### Evaluation Criteria

***EC* Section 47605(c)(5)(D); 5 *CCR* Section 11967.5.1(f)(4)**

The governance structure of the charter school, including, but not limited to, the process to ensure parental involvement as required by *EC* Section 47605(c)(5)(D), at a minimum:

| Criteria | Criteria Met |
| --- | --- |
| 1. Includes evidence of the charter school’s incorporation as a non-profit public benefit corporation, if applicable. | Yes |
| 1. Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that:    1. The charter school will become and remain a viable enterprise.    2. There will be active and effective representation of interested parties, including, but not limited to parents (guardians).    3. The educational program will be successful. | Yes |

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(c)(5)(D) and 5 *CCR* Section 11967.5.1(f)(4).**

The Charter School is operated by the nonprofit public benefit corporation called Altus Schools Southern California (Altus) and its Board of Directors. The petition affirms compliance with charter school governance requirements set forth in *EC* Section 47604.1.

In addition to the Altus Board of Director’s management, the Charter School employs methods to foster parental involvement throughout its programs, with particular focus on communication and participation.

## Employee Qualifications

### Evaluation Criteria

***EC* Section 47605(c)(5)(E); 5 *CCR* Section 11967.5.1(f)(5)**

The qualifications (of the school’s employees), as required by *EC* Section 47605(c)(5)(E), at a minimum:

| Criteria | Criteria Met |
| --- | --- |
| 1. Identify general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support). The qualifications shall be sufficient to ensure the health and safety of the school’s faculty, staff, and pupils. | Yes |
| 1. Identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions. | Yes |
| 1. Specify that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to, credentials as necessary. | Yes |

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(c)(5)(E) and 5 *CCR* Section 11967.5.1(f)(5).**

The petition provides specific descriptions of subjective qualifications of the Charter School’s administrators, teachers, special education staff, and office personnel, stating that teachers must comply with applicable certification requirements (Attachment 2, pp. 122–128 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>).

## Health and Safety Procedures

### Evaluation Criteria

***EC* Section 47605(c)(5)(F); 5 *CCR* Section 11967.5.1(f)(6)**

The procedures, to ensure the health and safety of pupils and staff, as required by *EC* Section 47605(b)(5)(F), at a minimum:

| Criteria | Criteria Met |
| --- | --- |
| 1. Require that each employee of the school furnish the school with a criminal record summary as described in *EC* Section 44237 and comply with *EC* Section 44830.1. | Yes |
| 1. Include the examination of faculty and staff for tuberculosis as described in *EC* Section 49406. | Yes |
| 1. Require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school. | Yes |
| 1. Provide for the screening of pupils’ vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school. | Yes |

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(c)(5)(F) and 5 *CCR* Section 11967.5.1(f)(6).**

The petition contains reasonably comprehensive descriptions of how the Charter School will ensure the health and safety of pupils and staff as related to staff background checks, tuberculosis, pupil immunizations, and health screenings (Attachment 2, p. 129 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>). The petition affirms that the Charter School has a school safety plan that includes the topics in *EC* Section 32282(a)(2)(A)–(J), which is reviewed and updated by March 1 every year (Attachment 2, pp. 132–133 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>).

## Balance of Pupil Groups

### Evaluation Criteria

***EC* Section 47605(c)(5)(G); 5 *CCR* Section 11967.5.1(f)(7)**

Recognizing the limitations on admissions to charter schools imposed by *EC* Section 47605(e), the means by which the school(s) will achieve a balance of racial and ethnic groups, special education pupils, and English learners that is reflective of the general population residing within the territorial jurisdiction of the school district, as required by *EC* Section 47605(c)(5)(G), shall be presumed to have been met, absent specific information to the contrary.

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(c)(5)(G) and 5 *CCR* Section 11967.5.1(f)(7).**

The Charter School implements a student recruitment strategy that includes, but is not limited to, the following:

* An enrollment process that allows for broad-based recruiting and application process
* The development of promotional and informational material that appeals to all of the various racial and ethnic, special education, and EL student groups represented in the District.
* The development of appropriate promotional and informational materials in languages other than English to appeal to limited English proficient populations, targeting parents with children between ages of twelve to seventeen years old with a household annual income of under $40,000, and Spanish speaking parents with children between the ages of twelve to seventeen years old and with a household annual income of under $40,000. The language delivery of 60 percent of the marketing platforms will be in Spanish.
* Outreach meetings in several areas of the District for prospective students and parents/guardians.
* Collaborate with community organizations to network with families in need of the school’s educational model. Additionally, providing open houses and tours for the community.
* The Charter School implements hyper-local advertising strategies with local print, outdoor, and digital messages.
* The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, special education and EL student and other interest groups represented in the District.

## Admission Requirements

### Evaluation Criteria

***EC* Section 47605(c)(5)(H); 5 *CCR* Section 11967.5.1(f)(8)**

To the extent admission requirements are included in keeping with *EC* Section 47605(c)(5)(H), the requirements shall be in compliance with the requirements of *EC* Section 47605(e)(2)(B) and any other applicable provision of law.

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(c)(5)(H) and 5 *CCR* Section 11967.5.1(f)(8).**

The Charter School requires prospective students to submit an application form, comprised of basic information and grade level. Applications will be accepted during a publicly advertised open application period each year. In the event more applications exceed availability, the Charter School holds a public random drawing using the following admissions preferences:

* Residents of the District
* Siblings of existing students of the Charter School
* All other students

## Annual Independent Financial Audits

### Evaluation Criteria

***EC* Section 47605(c)(5)(I); 5 *CCR* Section 11967.5.1(f)(9)**

The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the SBE’s satisfaction, as required by *EC* Section 47605(c)(5)(I), at a minimum:

| Criteria | Criteria Met |
| --- | --- |
| 1. Specify who is responsible for contracting and overseeing the independent audit. | Yes |
| 1. Specify that the auditor will have experience in education finance. | Yes |
| 1. Outline the process of providing audit reports to the SBE, CDE, or other agency as the SBE may direct, and specifying the timeline in which audit exceptions will typically be addressed. | Yes |
| 1. Indicate the process that the charter school(s) will follow to address any audit findings and/or resolve any audit exceptions. | Yes |

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(c)(5)(I) and 5 *CCR* Section 11967.5.1(f)(9).**

The petition specifies that the Charter School’s selected auditor will have experience in education finance, outlines the process for providing audit reports to relevant agencies, and indicates the process the Charter School will follow to address audit findings and/or resolve audit exceptions (Attachment 2, p. 141 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>).

## Suspension and Expulsion Procedures

### Evaluation Criteria

***EC* Section 47605(c)(5)(J)**

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

| Criteria | Criteria Met |
| --- | --- |
| 1. For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story. | Yes |
| 1. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:    1. Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.    2. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. | Yes |
| 1. Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. | Yes |
| 1. A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. | Yes |

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(c)(5)(J).**

On the list of Discretionary Suspension Offenses, the Charter School’s renewal petition states willful defiance in section k as a reason a student may be suspended (Attachment 2, p. 145 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>). As of July 1, 2024, Senate Bill 274 amended *EC* sections 48900 and 48901.1 to remove willful defiance as a reason to suspend or expel a student. The CDE recommends a technical amendment for the Charter School’s renewal petition to remove section k from the list of Discretionary Suspension Offences. The Charter School agrees to the technical amendment.

## Retirement System and Social Security Coverage

### Evaluation Criteria

***EC* Section 47605(c)(5)(K); 5 *CCR* Section 11967.5.1(f)(11)**

The manner by which staff members of the charter schools will be covered by California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), or federal social security, as required by *EC* Section 47605(c)(5)(K), at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(c)(5)(K) and 5 *CCR* Section 11967.5.1(f)(11).**

The petition states that certificated employees shall be members of CalSTRS and classified employees may be members of CalPERS (Attachment 2, p. 162 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>). The Charter School’s Chief Business Officer will ensure proper arrangements and contributions for retirement coverage.

## Public School Attendance Alternatives

### Evaluation Criteria

***EC* Section 47605(c)(5)(L); 5 *CCR* Section 11967.5.1(f)(12)**

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, as required by *EC* Section 47605(c)(5)(L), at a minimum, specify that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(c)(5)(L) and 5 *CCR* Section 11967.5.1(f)(12).**

The public school attendance alternatives for pupils residing within the District contain the required information related to public school attendance alternatives (Attachment 2, p. 163 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>).

## Post-Employment Rights of Employees

### Evaluation Criteria

***EC* Section 47605(c)(5)(M); 5 *CCR* Section 11967.5.1(f)(13)**

The description of the rights of any employees of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school, as required by *EC* Section 47605(c)(5)(M), at a minimum, specifies that an employee of the charter school shall have the following rights:

| Criteria | Criteria Met |
| --- | --- |
| 1. Any rights upon leaving the employment of an LEA to work in the charter school that the LEA may specify. | Yes |
| 1. Any rights of return to employment in an LEA after employment in the charter school as the LEA may specify. | Yes |
| 1. Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the SBE determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school. | Yes |

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(c)(5)(M) and 5 *CCR* Section 11967.5.1(f)(13).**

The petition indicates that employees at the Charter School have no right of return to employment at the SBE’s designated chartering authority (Attachment 2, p. 164 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>).

## Dispute Resolution Procedures

### Evaluation Criteria

***EC* Section 47605(c)(5)(N)**

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter, as required by *EC* Section 47605(c)(5)(N).

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(c)(5)(N).**

The petition contains a reasonably comprehensive description of dispute resolution procedures (Attachment 2, pp. 165–166 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>).

## Closure Procedures

### Evaluation Criteria

***EC* Section 47605(c)(5)(O)**

A description of the procedures to be used if the charter school closes. The procedures ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(c)(5)(O).**

The petition contains a reasonably comprehensive description of the procedures the Charter School would follow in the event of closure (Attachment 2, pp. 167–168 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>).

## Exclusive Public-School Employer

### Evaluation Criteria

***EC* Section 47605(c)(6)**

The declaration of whether or not the district shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 [commencing with Section 3540] of Division 4 of Title 1 of the California *Government Code*) is included.

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(c)(6).**

The petition contains the necessary declaration (Attachment 2, p. 9 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>).

## Standards, Assessments, and Parent Consultation

### Evaluation Criteria

***EC* Section 47605(d)(1) and (2)**

Evidence is provided of the following:

| Criteria | Criteria Met |
| --- | --- |
| 1. The school shall meet all statewide standards and conduct the pupil assessments required pursuant to *EC* sections 60605, 60851, and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. | Yes |
| 1. The school shall, on a regular basis, consult with their parents and teachers regarding the school’s educational programs. | Yes |

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(d)(1) and (2).**

The petition contains descriptions of how CCSS, NGSS, and state assessments are built into the core curriculum (Attachment 2, pp. 111–114 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>). The petition also details how parents, guardians, and other educational partners will be consulted regarding the Charter School’s educational program (Attachment 2, p. 109 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>).

## Effect on Authorizer and Financial Projections

### Evaluation Criteria

***EC* Section 47605(h)**

[T]he petitioners [shall] provide information regarding the proposed operation and potential effects of the school, including, but not limited to the following:

| Criteria | Criteria Met |
| --- | --- |
| 1. The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. | Yes |
| 1. The manner in which administrative services of the school are to be provided. | Yes |
| 1. Potential civil liability effects, if any, upon the charter school and upon the school district. | Yes |
| 1. The petitioners have provided financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. | Yes |
| 1. If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school. | Yes |

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(h).**

The petitioner has provided the required information in the petition and in its recent financial reports (Attachment 2, pp. 169–173 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf> and Attachment 5 of Agena Item 01 of the February 2025 ACCS Meeting web page at [https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a5.pdf](https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a5.pdf" \o "Item 01 Attachment 5 on the February 2025 ACCS Meeting web page)).

## Teacher Credentialing

### Evaluation Criteria

***EC* Section 47605(l)**

Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for a teacher’s certificated assignment.

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(l).**

The petition contains a description of credential requirements for certificated staff employed by the Charter School, including affirmations that the Charter School shall satisfy all relevant requirements under the law (Attachment 2, pp. 124–128 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>).

## Transmission of Audit Report

### Evaluation Criteria

***EC* Section 47605(m); 5 *CCR* Section 11967.5.1(f)(9)**

A charter school shall transmit a copy of its annual independent financial audit report for the preceding fiscal year to the chartering entity, the Controller, the county superintendent of schools of the county in which the charter is sited, and the CDE by December 15 of each year.

### California Department of Education Review

**The petition meets the requirements of *EC* Section 47605(m) and 5 *CCR* Section 11967.5.1(f)(9).**

The petition contains the required declaration (Attachment 2, p. 169 of Agenda Item 01 of the February 2025 ACCS Meeting Agenda web page at <https://www.cde.ca.gov/be/cc/cs/documents/accs-feb25item01a2.pdf>).

1. Altus Schools South Bay changed its name from Sweetwater Secondary School in April of 2023. [↑](#footnote-ref-1)
2. During the charter term, the Charter School exceeded the 60 percent growth target rate schoolwide. In Reading and Language Usage, 93 percent of student groups exceeded the growth target rate. In Math, 90 percent of student groups exceeded the growth target rate. [↑](#footnote-ref-2)
3. Statewide data includes district schools and charter schools, including DASS charter schools. [↑](#footnote-ref-3)