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**Audeo II Cover Letter Appeal to the
State Board of Education**



JANUARY 06, 2021

VIA: EMAIL
CharterAppeals@cde.ca.gov

Stephanie Farland, Director
Charter Schools Division
California Department of Education
1430 N Street, Suite 5401
Sacramento, CA 95814

Re: Audeo Charter School II Charter Renewal Petition Appeal to the State Board of Education

Dear Director Farland:

This letter serves as Audeo Charter School II's ("Audeo II" or the "Charter School") appeal of the denial of its charter renewal petition by the Carlsbad Unified School District ("CUSD" or the "District") to the State Board of Education ("SBE"), as provided for in Education Code Sections 47605.9(b) and 47607(k)(1)(B), and Title 5, California Code of Regulations ("5 CCR") Section 11966.6.

These laws require that Audeo II, currently an SBE-authorized charter school, submit its renewal charter first to CUSD, the school district within whose boundaries the Charter School is located. Audeo II followed this requirement, and CUSD denied the renewal charter on December 9, 2020. In this appeal, the Charter School is entitled to a *de novo* review of its charter by the SBE, in accordance with Education Code Sections 47605.9(b) and 47607(k)(1)(B).

THE DISTRICT DID NOT FOLLOW LEGAL REQUIREMENTS

At its December 9, 2020 Board Meeting, the District Board voted to deny the Charter School's charter petition. Audeo II is deeply concerned that CUSD disregarded a fundamental new legal requirement in taking action to deny the charter, and acted in contravention of plain legislative intent to encourage charter schools.

In accordance with Education Code Section 47607(c)(7), the Board may not deny the Audeo II charter petition for renewal unless it makes written findings, with specific facts supporting those findings, **that the closure of the charter school is in the best interest of pupils**. Audeo II is categorized as a DASS school and thus its renewal is considered only through the limited lens of the renewal criteria applicable to DASS schools.

Education Code Section 47607(c)(7) demonstrates that the default outcome is for a DASS school's renewal charter to be approved. The chartering authority can only deny a charter renewal if it makes written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

Because of the current state of affairs in California and across the nation with the COVID-19 pandemic, along with the critical importance of academic and learning continuity, this standard is a very high bar to reach at this time. This new finding is in addition to the findings that form the traditional bases for denial of a charter. Clearly absent from the District resolution is the finding (and any supporting evidence) that the closure of the charter school is in the best interest of pupils.

Audeo II included a detailed description of its students' performance during the course of the current charter term, on both standardized and internal assessments, along with non-academic data and survey results, to provide a comprehensive overview of Audeo II's successes from the last charter term.

The District did not make any written findings that the closure of Audeo II is in the best interest of pupils, and did not include any specific facts to support such a finding for denial of the renewal petition. No information was shared about the schools that students would enroll in and how those schools are performing better; no information was shared about how learning loss and loss of continuity of educational program would be overcome upon closure of Audeo II; no information whatsoever was shared to meet this legal requirement. CUSD's denial action was plainly unlawful.

DOCUMENTS COMPRISING THIS APPEAL

In accordance with 5 CCR Section 11966.6, the Audeo II renewal charter petition includes the following:

1. A complete copy of the charter petition as denied by the District, including a reasonably comprehensive description of how the Charter School has met all new charter school requirements enacted into law after the charter was originally granted, and including all appendices. (*Attached under **Tab 1.***) Also attached is the Certificate of Completeness required by Education Code Section 47605(b). The charter petition itself contains documentation that Audeo II met the renewal criteria.
2. A copy of the District governing board's written factual findings denying the petition for renewal. *Attached under **Tab 2,*** please find:
 - a. District Staff Report and findings for denial of the charter petition.
 - b. The Charter School's response to the District's findings for denial of the charter petition.

3. A description of any changes to the petition necessary to reflect the SBE as the chartering authority are not necessary to submit, as the SBE will designate either the District or the San Diego County Board of Education as the chartering authority.

* * *

At its December 9, 2020 meeting, the District Board voted to deny the Charter School's charter petition. This appeal is therefore within the 30-day limit for submission of an appeal of a charter petition, as stated in Education Code Section 47605(k)(1)(A)(i). A copy of the appeal has been transmitted to CUSD.

We look forward to working with the CDE and the SBE during their consideration of the charter petition. Please feel free to contact me (waschbrenner@altuschools.net; 760.473.6075) if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Wade Aschbrenner". The signature is fluid and cursive, with a long horizontal stroke at the end.

Wade Aschbrenner
Lead Petitioner

ENCLOSURES

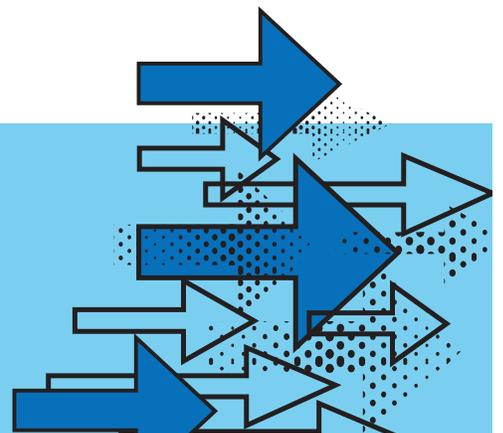
Tab 1

Tab



- ★ **Signed Certification of Complete Charter Petition**
- ★ **Audeo Charter School II Renewal Petition as denied by Carlsbad Unified School District**
- ★ **Charter Renewal Petition Appendices**

Audeo II
Charter School II



Signed Certification of Complete Charter Petition

CERTIFICATION OF COMPLETE CHARTER PETITION

Education Code Section 47605(b)

A charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605(b).

No later than 60 days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

- Date of submission: 10/8/20
- Deadline for public hearing: 12/7/20
- Deadline for granting or denying the charter petition: 1/6/21

Certification

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of Education Code Section 47605(b) only; and
4. That I deem the charter petition to be complete.

Name: Wade Aschbrenner, Lead Petitioner

Signature: 

Date: 10/8/20

School Name: Audeo Charter School II

 10/8/20

**Final Copy of Audeo Charter II Petition as denied
by Carlsbad Unified School District**

Audeo II Charter School II

CHARTER RENEWAL PETITION

Submitted to the Carlsbad Unified School District Board of Education
October 8, 2020

Charter Term: July 1, 2021 – June 30, 2026

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 F – COVID-19 Operations Written Report

 G – 501(c)(3) IRS Letter

 H – Articles of Incorporation

 I – Proof of Active Corporation Status

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 L – Uniform Complaint Policy and Forms

 M – Board of Directors Roster

 N – DASS Approval by CDE

 O – WASC Letter

 P – UC a-g Approval List

 Q – NCAA Approval List

 R – College Board Approval List

 S – 20-21 GATE Plan

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T – 20-21 EL Plan
U – Sample Curriculum Scope and Sequence
V – Course Catalog with descriptions
W – Work Experience Education Program CDE Approval Letter
X – 20-21 Pupil Calendar
Y – SB740 Funding Determinations
Z – Carlsbad Chamber of Commerce Letter of Support
AA – Community Letters of Support
AB – CDE/SBE Oversight Letters of Full Compliance
AC – Resource Center Photos

Affirmations and Declaration

As the authorized lead petitioner, I, Wade Aschbrenner, hereby certify that the information submitted in this petition for renewal of a California public charter school named Audeo Charter School II (“Audeo II” or the “Charter School”), operated by Audeo Charter School, a California non-profit public benefit corporation, authorized by the State Board of Education (“SBE”), and located within the boundaries of the Carlsbad Unified School District (“CUSD” or the “District”), is true to the best of my knowledge and belief; I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Audeo Charter School declares that it shall be deemed the exclusive public school employer of the employees of Audeo School II for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(e)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Sections 47605(e)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973,

Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

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- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



Wade Aschbrenner, External Relations Officer
Audeo Charter School II

10/05/2020

Date

Introduction

OVERVIEW OF AUDEO CHARTER SCHOOL II

Audeo Charter School is a nonprofit public benefit corporation that operates Audeo Charter School II (“Audeo II”), which is in good standing with its authorizer, the State Board of Education (“SBE”) (See Appendix AB). In 2016, Audeo II was founded by an experienced group of educators, board members and administrators and was authorized by the SBE to serve students in an independent study educational setting. The Audeo II board members, leadership team, faculty and staff are asking Carlsbad Unified School District (“CUSD”) to grant the renewal of the charter petition due to the overwhelming demand from CUSD families who seek Audeo Charter School II as a high quality school option.

School History

Audeo II has a proven history of success. Academic, operational and fiscal excellence serve as a foundation as Audeo II’s credentialed, specially trained staff continue to offer an engaging educational program to the students in the Carlsbad community. The Audeo II instructional program was first introduced to the Carlsbad community in 2009 when Audeo Charter School began serving students at its resource center located in the Westfield Plaza Camino Real Mall, now The Shoppes at Carlsbad. Audeo II was originally developed to cure the geographical restrictions created by the outcome of the *Anderson Union High School District v. Shasta Secondary Home School* case that restricted nonclassroom-based schools’ resource center locations. The school is modeled after the very successful Audeo Charter School, which has been authorized by San Diego Unified School District since 2001 and has transformed the lives of thousands of students, lowered the dropout rate, and provided a high-quality educational option to students and their families.

As indicated in the Table 1 below, Audeo Charter School served a growing number of CUSD students every year during its seven years of operation. From 2009 to 2016 the total number of unduplicated students served in Carlsbad was 777. This enrollment trend has continued with Audeo II.

Innovative and Proven School Design to Meet the Needs of All Students

Audeo II serves a unique student population. The vast majority of students who choose to enroll at Audeo II have not been successful in a traditional school setting and are seeking a personalized educational environment. Audeo II is an independent study school that serves students in grades Transitional Kindergarten through 12 and focuses on individualizing and personalizing each student’s academic plan in order to achieve their pathway to success. Each Audeo II student benefits from a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. Audeo II teachers are committed to collaborating with students and parents to provide an engaging and rigorous academic experience that is tailored to each student’s interests and post-secondary plans.

Audeo II’s focus is to improve student learning for a largely at-risk student population in a safe learning environment. High quality, credentialed teachers are held directly accountable for their students’ progress. This infuses high expectations for each student and helps teachers *Transform Lives*.

Number of Audeo Students Served from Carlsbad Unified School District							
School Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of Students Served from CUSD	6	51	161	255	309	377	394

Table 1. Audeo – Number of Students Served from Carlsbad Unified School District from 2009-2010 through 2015-2016

Shown in Table 2 below is the total number of students from CUSD served by Audeo II by fiscal year. Audeo II has served 550 unduplicated students between 2016-2017 and 2019-2020. Adding these students to the unduplicated students served from Audeo between 2009-2010 and 2015-2016, the Resource Centers have served more than 1,320 students from the Carlsbad Unified School District.

Number of Audeo II Students Served from Carlsbad Unified School District				
School Year	2016-2017	2017-2018	2018-2019	2019-2020
Number of Students Served from CUSD	188	283	245	245

Table 2. Audeo II - Number of Students Served from Carlsbad Unified School District from 2016-2017 through 2019-2020

Audeo II seeks to create a fluid relationship between its program and CUSD schools. The re-directive nature of Audeo II offers a unique intervention, which provides complementary assessment and instruction centered on assisting students in the completion of instructional objectives. The number of students redirected back to CUSD schools each year can be found in Table 3 and Table 4 below. Audeo II has redirected back to CUSD more than 330 unduplicated students since 2016-2017 (**Table 4**). Moreover, combined with Audeo Charter School, the Resource Centers have successfully redirected back to CUSD more than 800 unduplicated students since 2010. The re-direction of students back to CUSD once they have met their academic goals is viewed as a success by Audeo II.

Number of Audeo Students Redirected to Carlsbad Unified School District							
School Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of Students Re-directed back to CUSD	0	2	57	98	121	126	253

Table 3. Audeo – Number of Students Redirected to Carlsbad Unified School District from 2009-2010 through 2015-2016

Number of Audeo II Students Redirected to Carlsbad Unified School District				
School Year	2016-2017	2017-2018	2018-2019	2019-2020
Number of Students Redirected to CUSD	11	162	103	114

Table 4. Audeo II - Number of Students Redirected to Carlsbad Unified School District from 2016-2017 through 2019-2020

Solid Financial Plan

The four-year period from July 1, 2016, through June 30, 2020, has shown steady growth in Audeo II’s reserve, from \$1,132,504 as of June 30, 2017, to \$1,755,309 as of June 30, 2020. This represents an average contribution to the Charter School’s reserve of \$194,725 per year. Looking forward, the four-year budget prepared by Audeo II’s experienced financial team is fiscally sound with very conservative revenue assumptions and a healthy reserve contribution of \$169,082 in FY 2021-22, \$173,422 in FY 2022-23, \$179,298 in FY 2023-24 and \$185,384 in FY 2024-25.

Audeo II’s budgetary and financial results, which reflect its value of using business principles to manage the organization, demonstrate a fiscally sound charter school. It provides the resources to support a highly engaged staff and meet the educational needs of students. The revenues all trend favorably from FY 2016-17 through FY 2019-20. Audeo II maintains financial stability through prudent monitoring of budgeted expenses and forecasted revenues to ensure adequate reserves are built and maintained when closing a fiscal year.

Audeo II prepares cash flow of financial resources with a focus on the annual operating budget and current liabilities. The Board of Directors and Senior Leaders compare the actual revenues and expenditures with the adopted budget three times a year. Tracking costs and resources allows Audeo to make effective decisions and to ensure fiscal solvency. Audeo II develops a budget that supports the goals of the Charter School. When developing the annual budget, factors such as student populations, past years’ experience and trends, need for new services, expansion and curtailment of existing services, estimated revenues and proposed expenditures, as well as strategic initiatives are considered. The budget is monitored and revised through the fiscal year to ensure that it depicts the financial operations, current obligations and goals are met.

In addition, since the beginning of the operation of Audeo Charter School II in 2016, the operation and financial audits are consistently clean with no audit findings.

ACCOMPLISHMENTS OF PRIOR CHARTER TERM

Audeo Charter School II is an independent study, academic intervention program serving grades TK through 12. Every Audeo II student enjoys the benefits of a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. Audeo II teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

Audeo II serves a unique student population. Students choose to enroll at Audeo II because they have not been successful in the traditional school system. Approximately 62 percent of Audeo II students in grades 6-12 are credit deficient upon enrollment; 52 percent are socio-economically disadvantaged, and 61 percent represent a minority student population. Additionally, approximately 20 percent have been identified as Special Education students.

Audeo Charter School II has been approved for Dashboard Alternative School Status (“DASS”) by the California Department of Education (“CDE”). The DASS program replaces the previously administered Alternative Schools Accountability Model (“ASAM”) and holds alternative schools and alternative schools of choice accountable for modified methods of measurement for accountability indicators, when appropriate. Charter schools that serve high-risk students and have an unduplicated count of at least 70 percent of the school’s total enrollment comprised of high-risk student groups are qualified for certification as a DASS school. DASS schools need to re-certify every three years. The high-risk groups include the following: Expelled, Suspended, Wards of the Court, Pregnant and/or Parenting, Recovered Dropouts, Habitually Truant, Retained more than once in kindergarten through grade eight, Students who are credit deficient, Students with a gap in enrollment, Students with high level transiency, Foster Youth, and Homeless Youth.

Some of Audeo II’s accomplishments over the current charter term include:

- Audeo II outperformed comparable DASS schools (schools students may otherwise attend in the District or communities served) in the Smarter Balanced Summative Assessments in English Language Arts (“ELA”)/Literacy and Mathematics in both Distance From Standard and proficiency rates (**Figures 1-12**).
- Audeo II exceeds the San Diego County DASS schools average and the state DASS schools average for the Academic Indicators in ELA and Math (**Figures 1-6**).
- Despite having students enter Audeo II on average 1-2 grade levels behind in reading and in math, an overall increased number of Audeo students over the past three years have been meeting their Northwest Evaluation Association (“NWEA”) growth targets (**See Figures 13-16**).
- In the last four years, more than 300 Audeo II students (majority not on track to graduate) have completed their high school requirements by receiving a diploma (251), passing the General Equivalency Diploma (“GED”) or High School Equivalency Test (“HiSET”) (56) or passing the California High School Proficiency Exam (“CHSPE”) (12) (**See Figure 19**).
- Audeo II continues to increase its Participation Rate, exceeding the 84.0% Local Control and Accountability Plan (“LCAP”) target for all students and student groups over the last four years (**See Figure 20**).
- Audeo II outperforms the majority of DASS schools in serving its English Learners. Audeo II exceeds the county and state DASS schools average for the English Learner Progress Indicator (“ELPI”) (**See Figure 21**).
- Audeo II continues to provide a safe and supportive learning environment for all the students it serves. Audeo II’s educational setting allows students to focus on academics and learn positive behaviors. Audeo II maintains a 0% suspension and expulsion rate over the last four years (**See Figure 22**). In addition, Audeo II outperforms the majority of DASS schools, and exceeds the county and state DASS schools average for the Suspension Rate Indicator for all students and significant groups (**See Figures 23-25**).

- Over the last four years, Audeo II students indicated a dramatic increase in self-confidence after just 90 days of enrollment. Overall, the results in 90 days yield on average a 27% increase in confidence from when students first start at Audeo II (**See Figures 26-30**).
- Audeo II annually surveys its parents and students as one of many ways to gather feedback on their experience at the Charter School. Overwhelmingly, students and parents continue to indicate their satisfaction with Audeo II (**See Figures 31-35**).
- In July 2020, Audeo II received a 6-year “Clear” Western Association of Schools and Colleges (“WASC”) term. This is the highest term granted by WASC (**See Appendix O**).
- The University of California (“UC”) has approved several new and revised Audeo II courses during the current charter term (**See Appendix P**).
- The National Collegiate Athletic Association (“NCAA”) has approved several new and revised Audeo II courses during the current charter term (**See Appendix Q**).
- In Spring 2018, Audeo II’s Work Experience program was approved by the California Department of Education (**See Appendix W**).
- Audeo II’s LCAP was developed and unanimously approved by its Board of Directors (**See Appendix D**).
- Audeo II has achieved student success without sacrificing fiscal responsibility. Resources and processes are utilized in ways that directly support teaching and learning. In May 2018, Audeo II was granted 100 percent state funding by the State Board of Education for 3 years for exceeding the criteria prescribed by the SB 740 Funding Determination. (**See Appendix Y**).

JUSTIFICATION FOR RENEWAL AS A DASHBOARD ALTERNATIVE SCHOOL STATUS (“DASS”) CHARTER SCHOOL

Evidence of Meeting Charter Renewal Criteria Pursuant to:

- **Education Code Section 47607(c)(7) (DASS School)**

Education Code Section 47607(c)(7) states:

[High, middle, and low track renewal criteria] shall not apply to a charter school that is eligible for alternate methods for calculating the state and local indicators pursuant to subdivision (d) of Section 52064.5. In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school’s performance on the state and local indicators included in the [Dashboard], the charter school’s performance on alternative metrics applicable to the charter school based on the pupil population served. The chartering authority shall meet with the charter school during the first year of the charter school’s term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The chartering authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

The new charter renewal criteria became effective law on July 1, 2020. Audeo II and the District could not go backwards in time to have a discussion about which alternative metrics would be reviewed at the time of charter renewal. The data below is presented to provide the District a

snapshot of the Charter School’s performance on the Dashboard, followed by the Charter School’s performance on alternative metrics. Audeo II is making gains and closing the Charter School is certainly not in the best interest of students.

Audeo II State and Local Indicators

State Indicator	2018 Results	2019 Results
English Language Arts	Yellow	Yellow
Mathematics	Yellow	Orange
Chronic Absenteeism	Orange	Red
Suspension Rate	Blue	Blue
Graduation Rate	Red	Green
College/Career	Yellow	Orange
English Learner Progress	72.5% well developed and moderately developed (levels 4 and 3)	71.4% making progress towards English language proficiency (“very high”)

Notably, Audeo II students’ graduation rate improved between 2017-18 to 2018-19, resulting in a change from red to green on the Dashboard. In addition, Audeo II students’ EL progress has been significant in both 2017-18 and 2018-19, as reflected in the table above.

Local Indicator	2018 Result	2019 Result
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

As demonstrated above, the Charter School met standards for all local indicators in 2018 and 2019.

Alternative Metrics

Audeo Charter School II complies with all applicable requirements under the state accountability system, including the California School Dashboard. Audeo Charter School II was a DASS Active School for the 2017, 2018 and 2019 Dashboards. Audeo II renewed and completed its application in July 2020 to participate in DASS for the 2020, 2021 and 2022 Dashboards. Audeo II’s percent of unduplicated students in its application was 80%, with the majority of students meeting the credit deficient or high transiency categories for DASS. Audeo Charter School II will be listed as a DASS Active School **(See Appendix N)**.

Audeo II’s greatest achievements are those of its students. As detailed in the “Academic Achievement Data” below, Audeo Charter School II has shown increases in pupil academic achievement across

several indicators. These metrics include state and local indicators on the Dashboard as well as alternative metrics applicable to DASS schools. These metrics are identified within the “Academic Achievement Data” below and includes schoolwide and significant student group results, as applicable. Audeo II’s significant student groups includes: Hispanic students and socioeconomically disadvantaged students. Audeo II compares its results against other DASS schools in the communities it serves. As an educational option for students in North County San Diego, Audeo II compares its results to the following DASS schools in the Carlsbad Unified School District and near the communities it serves:

- Carlsbad Village Academy – Carlsbad Unified School District (“CUSD”)
- Ocean Shores High (Surfside High) – Oceanside Unified School District (“OUSD”)
- Twin Oaks High – San Marcos Unified School District (“SMUSD”)
- SIATech – Vista Unified School District (“VUSD”)

Audeo II has demonstrated based on its overall academic achievement outcomes that the Charter School is a high-performing DASS school compared to similar DASS schools in the district and communities it serves. Audeo also exceeds the San Diego County DASS schools’ averages as well as the state DASS schools averages for several indicators as demonstrated in the section below.

Audeo Charter School II Academic Achievement Data

Smarter Balanced Assessment (“SBA”) Results

Audeo II administers the Smarter Balanced Summative Assessments in ELA and Mathematics annually. Students entering Audeo II are 1-2 grade levels behind in Reading and Math and enroll, on average for 11 months. Students who are assessed one year may not have been enrolled at Audeo II the previous year. Given these unique circumstances, Audeo II’s Distance From Standard (“DFS”) may fluctuate from year to year in schoolwide and significant student groups. Distance From Standard includes students with valid scores who were continuously enrolled throughout the year.

Academic Indicator – Smarter Balanced Assessments ELA Distance From Standard

On the 2019 Dashboard Academic Indicator in ELA, Audeo II received a -2.0 DFS for all students (*Figure 1*), a -0.8 DFS for Hispanic students (*Figure 2*), and a -23.7 DFS for socioeconomically disadvantaged students (*Figure 3*). Audeo II overwhelmingly outperforms DASS schools that students may otherwise attend in the district and the communities served in ELA for all students and for significant student groups (*Figures 1-3*). In addition, Audeo II compares its results against the San Diego County average for DASS Schools as well as the state average for DASS schools. Averages are calculated utilizing the CDE’s Dashboard Data Files on the California School Dashboard and System of Support website. Audeo II far exceeds both the San Diego county and state average for DASS schools in ELA for all students and significant student groups (*Figures 1-3*).

Dashboard Indicator - Academic Indicator ELA All Students			
School	2016-2017	2017-2018	2018-2019
Audeo II	+17.6	-4.5	-2.0
Carlsbad Village Academy	-64.7	-61.3	-59.1
Ocean Shores High	-127.6	-132.6	-153.9
Twin Oaks High	-69.0	-121.2	-88.9
SIATech	-55.2	-89.4	-104.9
SD County DASSAvg	n/a	-102.6	-89.9
State DASSAvg	n/a	-110.2	-96.6

Figure 1. Academic Indicator ELA (All Students) Distance from Standard
Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

Dashboard Indicator - Academic Indicator ELA Hispanic			
School	2016-2017	2017-2018	2018-2019
Audeo II	+8.2	-22.8	-0.8
Carlsbad Village Academy	-79.4	*	-87.5
Ocean Shores High	-139.2	-139.1	-162.6
Twin Oaks High	-68.7	-122.0	-99.4
SIATech	-32.5	*	-101.0
SD County DASSAvg	n/a	-117.2	-105.6
State DASSAvg	n/a	-116.4	-101.2

Figure 2. Academic Indicator ELA (Hispanic) Distance from Standard
Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

Dashboard Indicator - Academic Indicator ELA Socioeconomically Disadvantaged			
School	2016-2017	2017-2018	2018-2019
Audeo II	+5.1	-22.6	-23.7
Carlsbad Village Academy	-94.2	*	-84.2
Ocean Shores High	-128.4	-142.7	-162.9
Twin Oaks High	-63.2	-121.2	-99.2
SIATech	-62.1	-97.6	-107.6
SD County DASSAvg	n/a	-109.6	-98.9
State DASSAvg	n/a	-116.5	-103.2

Figure 3. Academic Indicator ELA (SEDA) Distance from Standard
Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

Academic Indicator – Smarter Balanced Assessments Mathematics Distance From Standard

Through its continuous improvement process, Audeo II recognizes its continued need to focus on Math achievement. On the 2019 Dashboard Academic Indicator in Math, Audeo II received a -82.6 DFS for all students (*Figure 4*), a -77.3 DFS for Hispanic students (*Figure 5*), and a -91.8 DFS for socioeconomically disadvantaged students (*Figure 6*). Math achievement continues to be an area for improvement for DASS Schools throughout the state. Audeo II overwhelmingly outperforms DASS schools that students may otherwise attend in the district and the communities served in Math for all students and for significant student groups (*Figures 4-6*). In addition, Audeo II compares its results against the San Diego County average for DASS Schools, as well as the state average for DASS schools. Audeo II far exceeds both the San Diego County and state average for DASS schools in Math for all students and significant student groups (*Figures 4-6*).

Dashboard Indicator - Academic Indicator Math All Students			
School	2016-2017	2017-2018	2018-2019
Audeo II	-79.6	-67.2	-82.6
Carlsbad Village Academy	-123.0	-132.5	-163.8
Ocean Shores High	-230.2	-220.6	-224.8
Twin Oaks High	-176.5	-221.9	-200.5
SIATech	-178.5	-170.4	-206.4
SD County DASSAvg	n/a	-184.3	-174.5
State DASSAvg	n/a	-193.0	-179.5

Figure 4. Academic Indicator Math (All Students) Distance from Standard

Source: California Dashboard Data Files (2019); <https://nmm.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

Dashboard Indicator - Academic Indicator Math Hispanic			
School	2016-2017	2017-2018	2018-2019
Audeo II	-95.4	-88.6	-77.3
Carlsbad Village Academy	-138.2	*	-180.5
Ocean Shores High	-225.9	-230.6	-232.8
Twin Oaks High	-180.9	-226.4	-209.5
SIATech	-148.9	*	-203.0
SD County DASSAvg	n/a	-194.7	-189.4
State DASSAvg	n/a	-199.3	-184.7

Figure 5. Academic Indicator Math (Hispanic) Distance from Standard

Source: California Dashboard Data Files (2019); <https://nmm.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

Dashboard Indicator - Academic Indicator Math Socioeconomically Disadvantaged			
School	2016-2017	2017-2018	2018-2019
Audeo II	-88.0	-80.6	-91.8
Carlsbad Village Academy	-129.5	*	-186.1
Ocean Shores High	-229.3	-225.7	-234.1
Twin Oaks High	-177.8	-220.1	-215.8
SIATech	-180.0	-176.3	-209.8
SD County DASSAvg	n/a	-195.8	-185.8
State DASSAvg	n/a	-198.5	-185.8

Figure 6. Academic Indicator Math (SEDA) Distance from Standard

Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

Smarter Balanced Assessments ELA Proficiency Rate

Smarter Balanced Assessment results are published by the CDE on the California Assessment of Student Performance and Progress (“CAASPP”) results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance From Standard calculations for the Academic Indicator on the Dashboard. Students are proficient if they receive a performance level of Standard Met or Standard Exceeded.

In 2019 58.00% of all students, 57.60% of Hispanic students, and 46.70% of socioeconomically disadvantaged students at Audeo II were proficient in English Language Arts/Literacy (**Figures 7-9**). Audeo II overwhelmingly outperforms DASS schools that students may otherwise attend in the district and the communities served in ELA for all students and for significant student groups. In addition, Audeo II compares its results for all students against the San Diego County DASS school’s average proficiency rate as well as the state DASS school’s average proficiency rate. Averages are calculated utilizing the CDE’s CAASPP Research files on the CAASPP Results website. Audeo II far exceeds the county DASS school’s average in ELA for all students and student groups (**Figures 7-9**) and exceeds the state DASS school’s average for all students (**Figure 7**).

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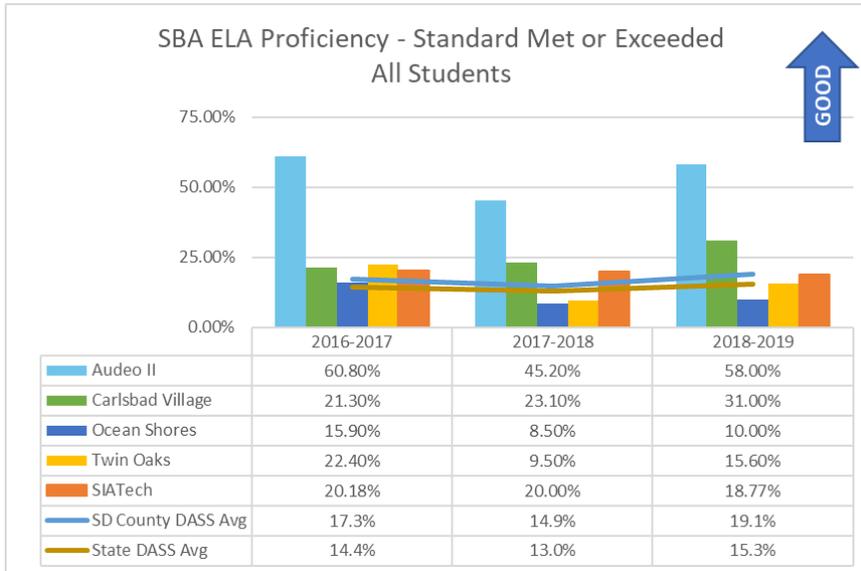


Figure 7. SBA ELA Proficiency – Standard Met or Exceeded (All Students)
Source: CDE CAASPP Results (2018-2019); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

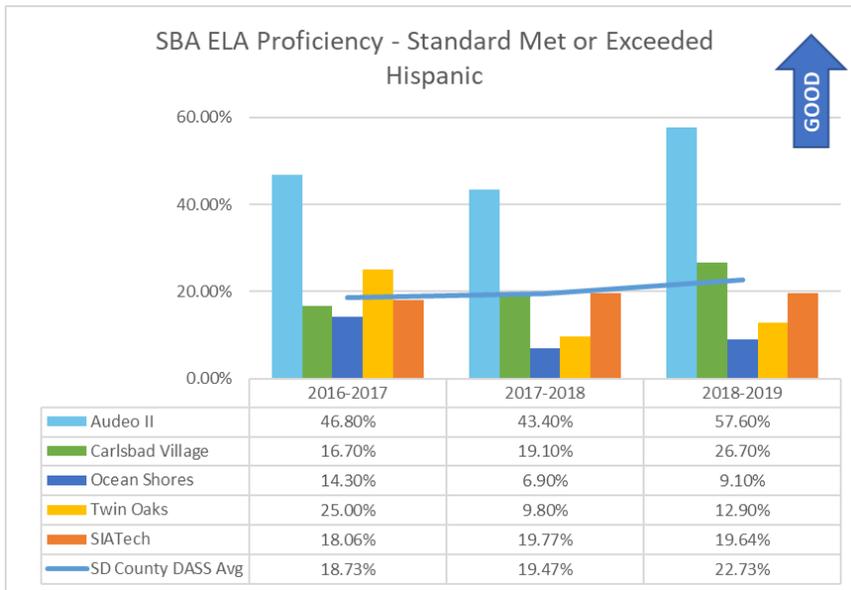


Figure 8. SBA ELA Proficiency – Standard Met or Exceeded (Hispanic Students)
Source: CDE CAASPP Results (2018-2019); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

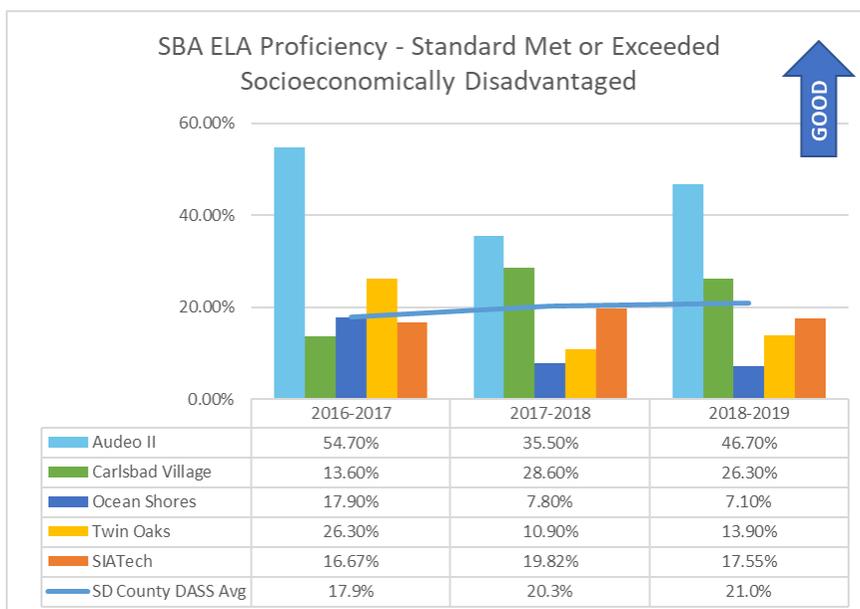


Figure 9. SBA ELA Proficiency – Standard Met or Exceeded (Socioeconomically Disadvantaged Students)

Source: CDE CAASPP Results (2018-2019); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

Smarter Balanced Assessments Math Proficiency Rate

Smarter Balanced Assessment results are published by the CDE on the CAASPP Results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance From Standard calculations. Students are proficient if they receive a performance level of Standard Met or Standard Exceeded.

Audeo II recognizes its need to continuously improve in Mathematics. Audeo II outperformed comparable schools in the district and communities it serves (**Figures 10-12**). Standards proficiency in Math continues to be an area of improvement for DASS Schools. San Diego County DASS schools’ average proficiency rate was 2.8% for all students. The proficiency rate average for all DASS schools at the state level was 2.7% for all students. Audeo II outperforms both county and state DASS schools’ averages for all students (**Figure 10**). Hispanic students and socioeconomically disadvantaged students at Audeo II outperform comparable DASS schools and also exceed the county DASS schools’ average (**Figures 11-12**).

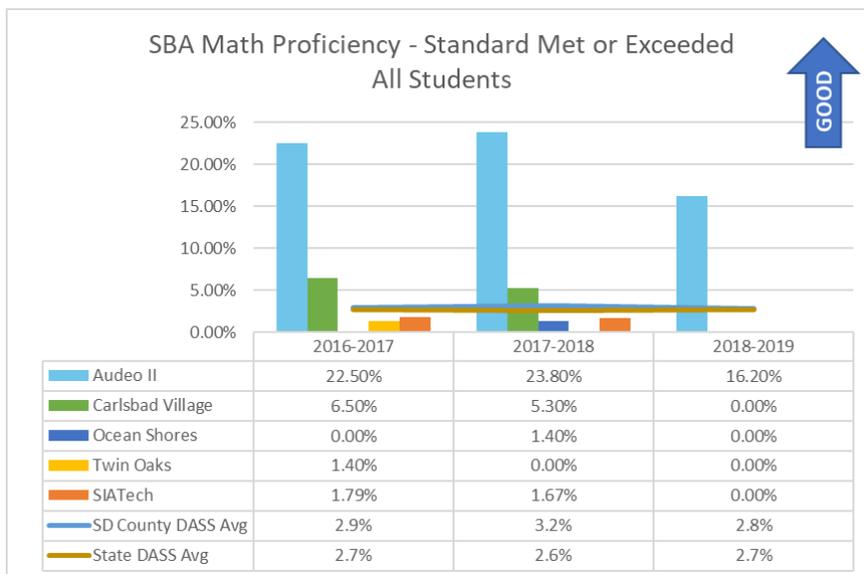


Figure 10. SBA Math Proficiency – Standard Met or Exceeded (All Students)
Source: CDE CAASPP Results (2018-2019); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

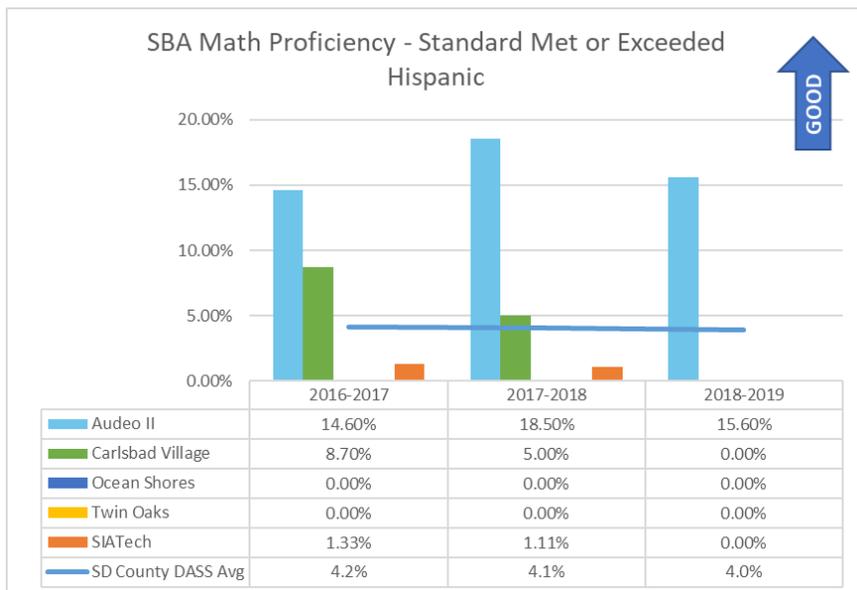


Figure 11. SBA Math Proficiency – Standard Met or Exceeded (Hispanic Students)
Source: CDE CAASPP Results (2018-2019); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

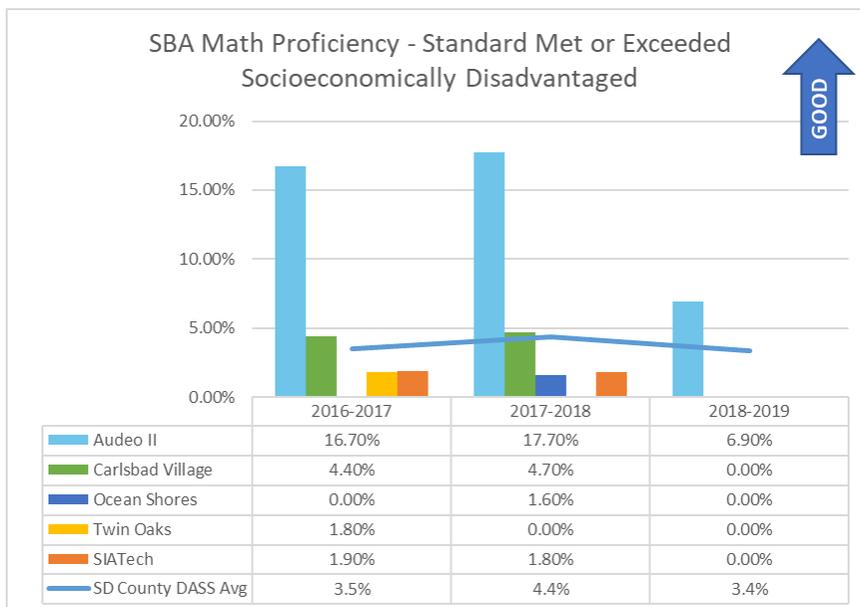


Figure 12. SBA Math Proficiency – Standard Met or Exceeded (Socioeconomically Disadvantaged Students)

Source: CDE CAASPP Results (2018-2019); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

NWEA MAP Results

In addition to the mandated state assessments in ELA and Math, Audeo II utilizes the NWEA Measures of Academic Progress (“MAP”) as a local assessment to evaluate student growth and performance in Reading, Language Usage and Mathematics. Once students are enrolled, the initial MAP survey assessment is administered to students to identify initial grade level proficiency. Over the last three years, on average, students are entering Audeo II 1-2 grade levels behind in Reading and in Math.

Each year, Audeo II administers the MAP Growth assessments in Reading, Language Usage, and Mathematics in the Fall and Spring semesters. Students’ fall assessment results are used to set growth targets and identify areas for improvement. These targets and areas are also used to plan and differentiate instruction throughout the year for all students and significant student groups. Students are assessed again in the spring to determine growth from the fall. Audeo II’s target for MAP growth as identified in the Charter School’s LCAP is 60% of students will meet their MAP growth target. Audeo II has seen an increase of all students meeting their growth targets over the last three years (*Figure 13*).

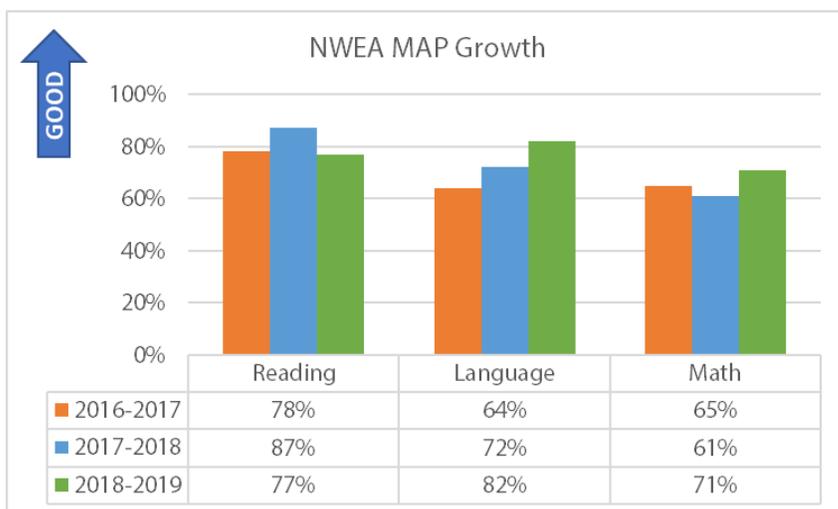


Figure 13. NWEA MAP Growth (Reading, Language Usage, and Mathematics)
Source: NWEA MAP Growth Reports (2019)

MAP Growth results are also disaggregated by student group and utilized to apply differentiated strategies for significant student populations at Audeo II. The 60% LCAP growth target also applies to student groups. Overall, the majority student groups met the 60% target or demonstrated growth in Reading. All student groups saw an increase in the percent of students meeting their growth targets in Reading in 2018-2019 except White students (**Figure 14**).

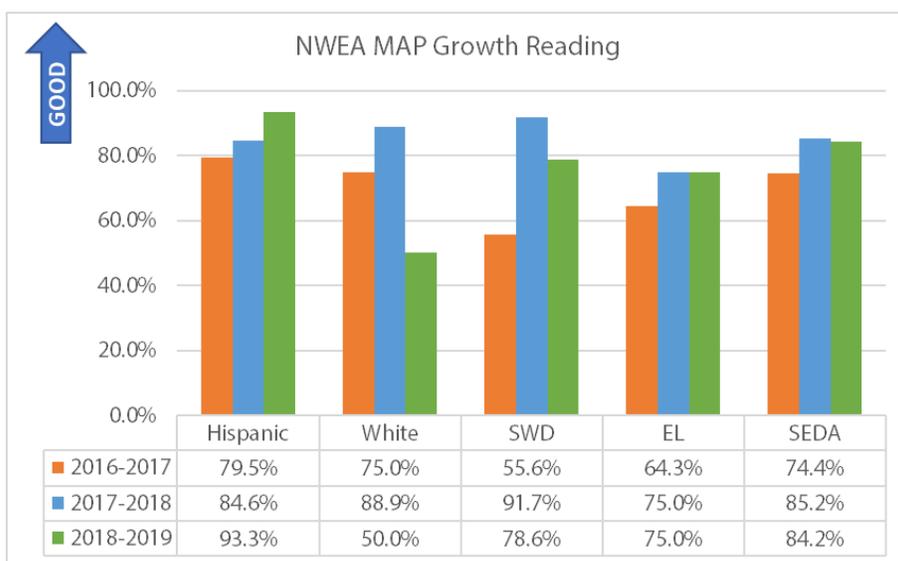


Figure 14. NWEA MAP Growth by Student Group (Reading)
Source: NWEA MAP Growth Reports (2019)

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Over the last three years, all student groups have seen an increase in students meeting or exceeding their growth targets in Language. In the 2018-2019 school year, all student groups met or exceeded the 60% LCAP growth target in Language (*Figure 15*).

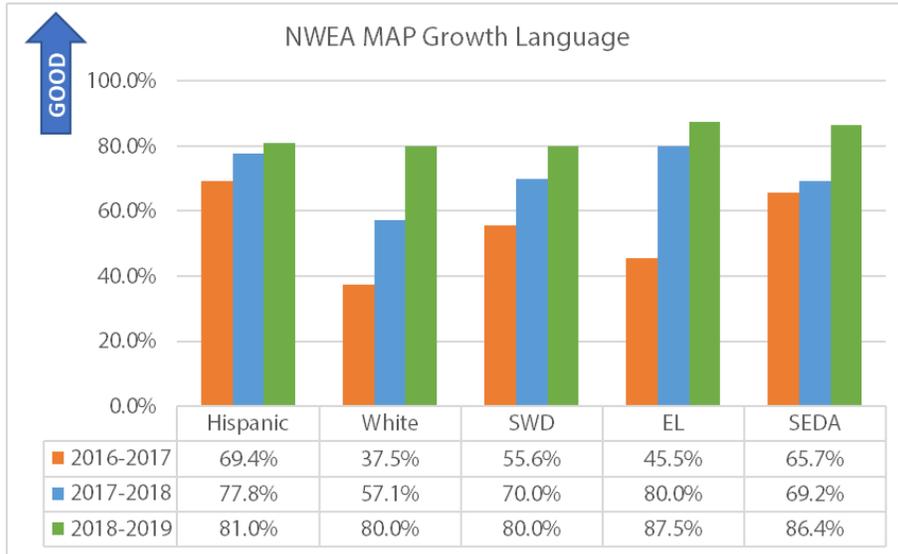


Figure 15. NWEA MAP Growth by Student Group (Language)
Source: NWEA MAP Growth Reports (2019)

In 2018-2019, all student groups met or exceeded the 60% LCAP growth target in Mathematics (*Figure 16*). Significant increases were made for English Learners in Math over the last three years.

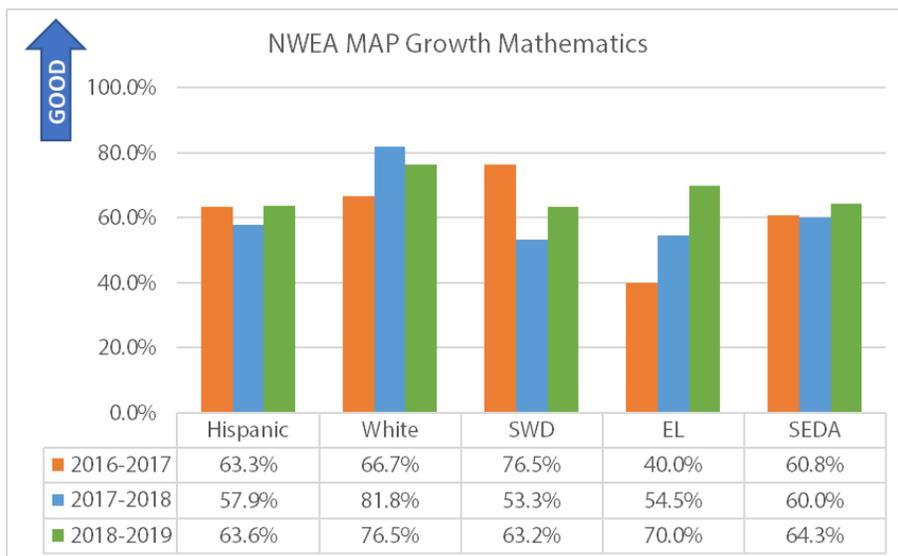


Figure 16. NWEA MAP Growth by Student Group (Mathematics)
Source: NWEA MAP Growth Reports (2019)

One Year Graduation Rate for DASS Schools

The State Board of Education approved the graduation rate methodology for DASS schools in May 2018 for the December 2018 Dashboard release. Since the release of the new methodology, Audeo II has focused on strategies to increase its One Year Graduation Rate. This improvement is evident in the results below (*Figures 17-18*).

Audeo II has increased its graduation rate over the last three years for all students and significant student groups (*Figure 17*). Over the last three years,

- All Audeo II students had a 31.6% increase.
- Hispanic students had a 45.0% increase.
- White students had a 0.7% increase.
- Socioeconomically disadvantaged students had a 47.4% increase.

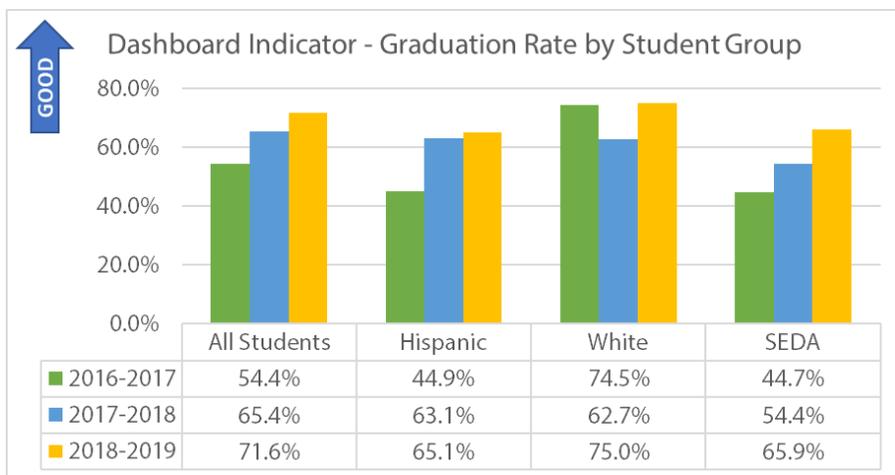


Figure 17. Dashboard Indicator – Audeo II Graduation Rate by Student Group
Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

In addition to increasing graduation rates for all student groups, Audeo II compares its results to the average graduation rate for DASS schools in San Diego County and DASS schools throughout the state (*Figure 18*). In 2019, Audeo II exceeded either the county and/or state DASS schools average for all students and significant student groups (Hispanic students, White students and socioeconomically disadvantaged students). Students who may not have completed graduation requirements within their 12th grade school year may still require more time to complete those requirements given many students coming to Audeo II are credit deficient or high transient. Audeo II will continue to prioritize increasing its graduation rate as it relates to student engagement (State Priority 5).

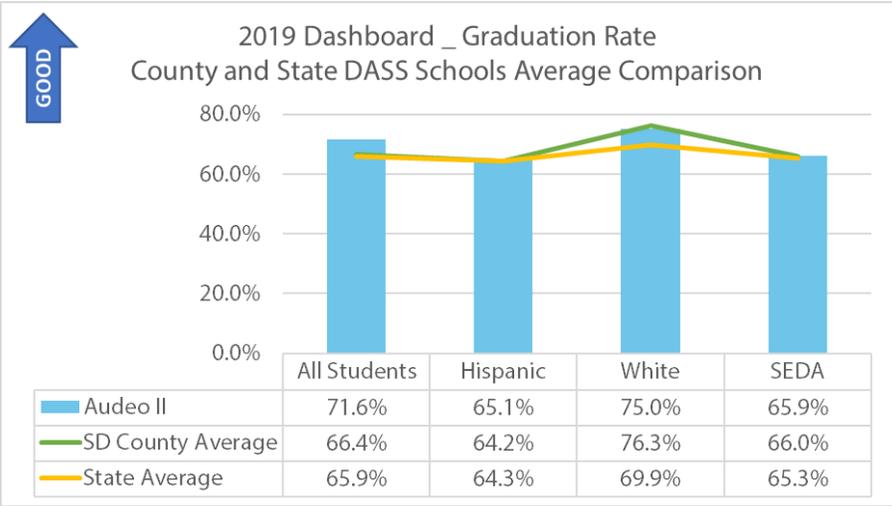


Figure 18. 2019 Dashboard Graduation Rate – San Diego County DASS Schools Average and State DASS Schools Average Comparison

Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

Completers

Many students come to Audeo II one or more semesters behind in credits and not on track to graduate. Despite these deficiencies, over the past four years, Audeo II has graduated over 300 students who received a diploma (251), passed the GED or HiSET (56) or passed the CHSPE (12) (**Figure 19**).

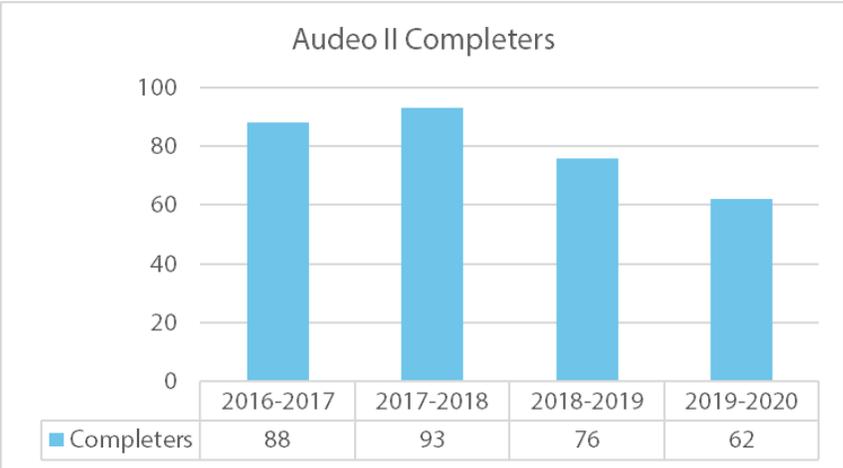


Figure 19. Audeo High School Completers

Source: CALPADS EOY Data – Completers (2020)

Participation Rate

Audeo II measures Participation Rates for students as an evaluation of student engagement and progress. Audeo II’s target for participation is 84% as part of its LCAP metrics. Over the last four years, Audeo II has met the 84% target participation rate for all students and the majority of student groups (*Figure 20*).

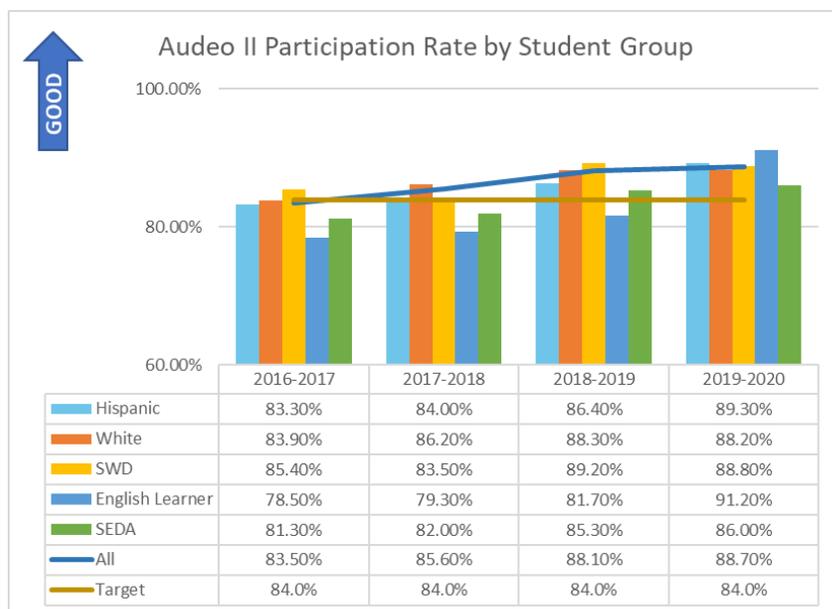


Figure 20. Audeo II Participation Rate (All Students and Student Groups)
Source: School Pathways Student Information System (2020)

English Learner Progress Indicator

The 2019 Dashboard was the first year the English Learner Progress Indicator was reported. The ELPI is calculated based on a student’s performance on the English Language Proficiency Assessments for California (“ELPAC”). Schools received Status results only on the 2019 Dashboard.

Eight percent of Audeo II students are English Learners. Based on the Status Cut Scores, Audeo II received a Very High status level. Audeo II had 71.4% of English Learners increase at least one ELPI level or maintain the English Language Proficiency criterion Level 4 for the 2019 Dashboard. Audeo II outperformed DASS schools in the communities it serves. In addition, Audeo II exceeded the average ELPI for San Diego County DASS schools (46.8%) and exceeded the state DASS schools average of 37.4% (*Figure 21*).

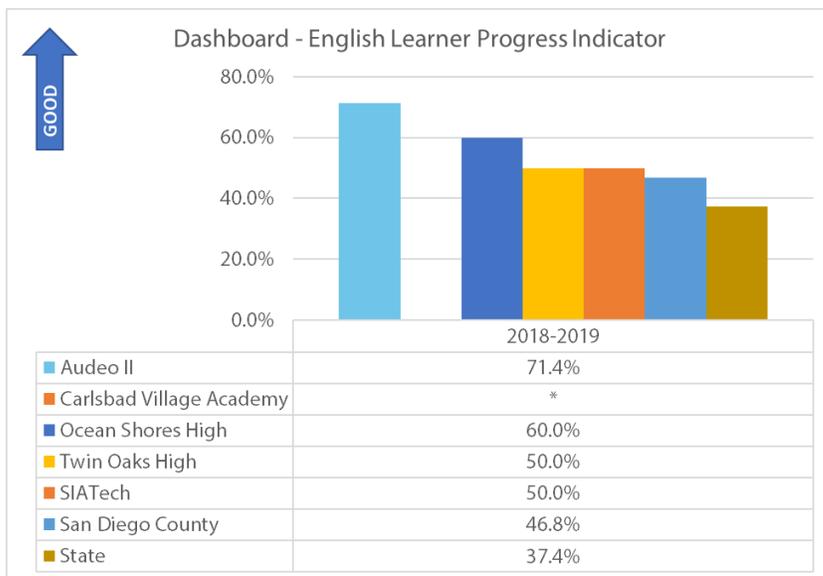


Figure 21. 2019 Dashboard -English Learner Progress Indicator
Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

Suspension/Expulsion Rate

Audeo II’s resource centers provide students with an innovative and engaging educational setting that differs from a traditional environment. Audeo II’s resource centers and instructional model allow students to focus on academics and deter students from distractions that may occur in a larger comprehensive environment. Audeo II’s LCAP target goal is to maintain a suspension rate of 1.5% or less and an Expulsion Rate of 1% or less. Over the last four years, Audeo II has maintained 0% suspension and expulsion rates (**Figure 22**).

Audeo Charter School II Suspension and Expulsion Rates		
	Suspension Rate	Expulsion Rate
2016-2017	0.00%	0.00%
2017-2018	0.00%	0.00%
2018-2019	0.00%	0.00%
2019-2020*	0.00%	0.00%
*Estimated Pending Final Release From CDE		

Figure 22. Audeo II Suspension and Expulsion Rates
Source: California School Dashboard (2019); <https://www.caschooldashboard.org/> and CDE DataQuest (2019).

Audeo II also outperforms the majority of DASS schools in the district and communities it serves for all students and significant student groups. Audeo II exceeds the average suspension rate for San Diego County and state DASS schools (**Figures 23-25**).

Dashboard Indicator - Suspension Rate All Students			
School	2016-2017	2017-2018	2018-2019
Audeo II	0.0%	0.0%	0.0%
Carlsbad Village Academy	10.1%	6.7%	10.1%
Ocean Shores High	10.0%	14.8%	15.0%
Twin Oaks High	10.4%	13.9%	19.8%
SIATech	0.0%	0.0%	0.2%
San Diego County	n/a	10.7%	11.9%
State	n/a	12.3%	11.5%

Figure 23. Dashboard Indicator – Suspension Rate (All Students)

Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

Dashboard Indicator - Suspension Rate Hispanic			
School	2016-2017	2017-2018	2018-2019
Audeo II	0.0%	0.0%	0.0%
Carlsbad Village Academy	8.7%	7.2%	15.7%
Ocean Shores High	10.7%	15.6%	14.3%
Twin Oaks High	11.0%	13.6%	20.8%
SIATech	0.0%	0.0%	0.0%
San Diego County	n/a	8.6%	11.7%
State	n/a	10.9%	10.0%

Figure 24. Dashboard Indicator – Suspension Rate (Hispanic Students)

Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

Dashboard Indicator - Suspension Rate Socioeconomically Disadvantaged			
School	2016-2017	2017-2018	2018-2019
Audeo II	0.0%	0.0%	0.0%
Carlsbad Village Academy	11.4%	8.5%	11.4%
Ocean Shores High	11.4%	14.7%	14.1%
Twin Oaks High	11.4%	16.3%	21.8%
SIATech	0.0%	0.0%	0.2%
San Diego County	n/a	10.8%	11.8%
State	n/a	12.7%	11.8%

Figure 25. Dashboard Indicator – Suspension Rate (Socioeconomically Disadvantaged)

Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

Confidence Survey Results

High-risk students often lack the academic confidence needed to successfully engage in school. Audeo II is committed to monitoring its effectiveness at immediately engaging high-risk students. New students at Audeo II take a Confidence Survey when they first enroll at Audeo II to gauge their confidence levels in regard to their academic skills and abilities. After 90 days, these students are surveyed again to determine if their confidence levels have increased in order to be academically successful in school. This measure is used to demonstrate student engagement for new students as part of the Charter School’s LCAP. The target LCAP measure is that new students will achieve a 90% or higher rating on Confidence Survey questions after 90 days of enrollment at Audeo II. Overall, the results in 90 days yield an average 27% increase in confidence from when students first start at Audeo II. On average, 95% of students have reported increased confidence in their ability and skills to learn and succeed in school (*Figures 26-27*).

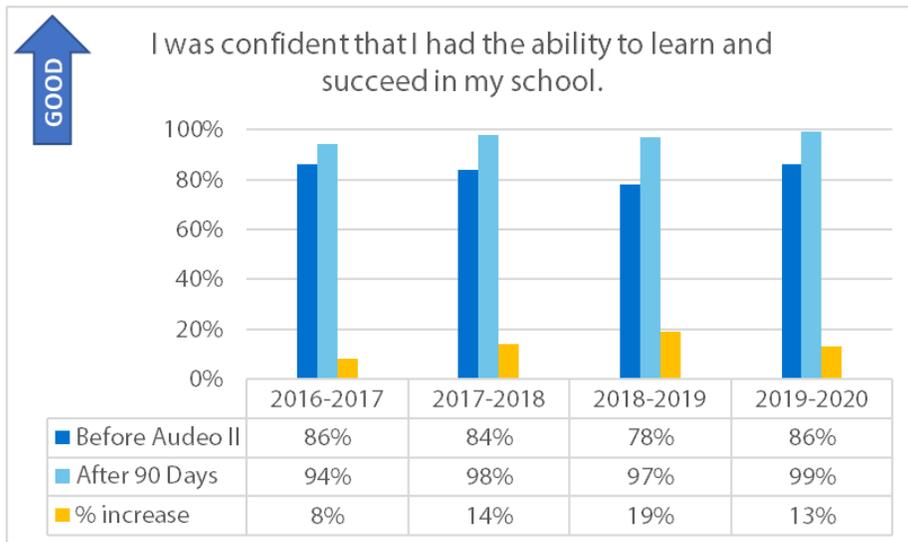


Figure 26. Audeo II Confidence Survey – Ability to Learn and Succeed
 Source: Naviance (2019-2020)

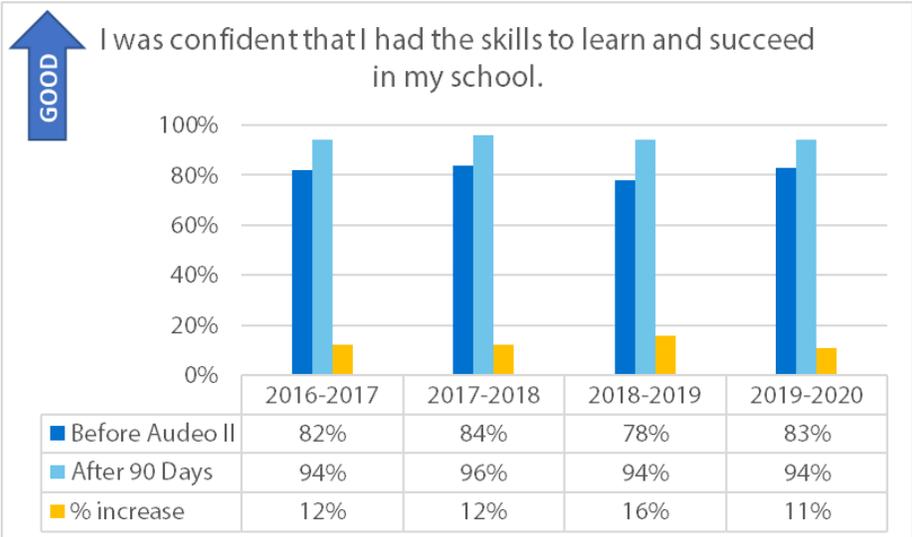


Figure 27. Audeo II Confidence Survey – Skills to Learn and Succeed
 Source: Naviance (2019-2020)

Teacher effectiveness in engaging students is evident based on the Confidence Survey results on teacher support. Over the last four years, 97% of students felt confident after 90 days that they had support from their teacher to learn and succeed in school (Figure 28). This result is a testament to Audeo II teachers’ commitment to students, given on average, only 64% of students felt confident that they had support from teachers prior to attending the Charter School.

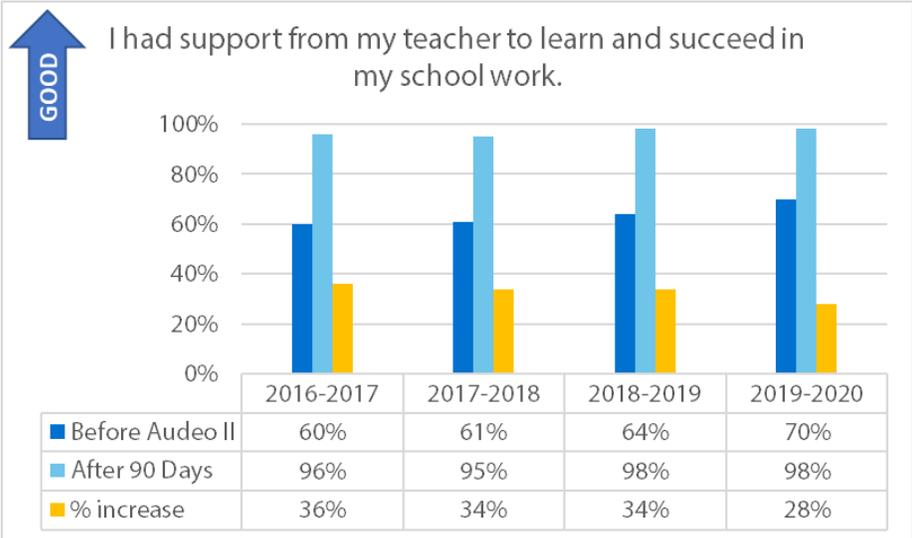


Figure 28. Audeo II Confidence Survey – Support from Teacher
 Source: Naviance (2019-2020)

Within the first 90 days, Audeo II engages students through the Pathways Personalized Education Plan (“PPEP”). The PPEP provides post-high school goals and plans that motivate students towards graduation. Over the last four years, 93% of students were confident in education being a high priority after 90 days (*Figure 29*). In addition, over 93% of students were confident that their learning performance would improve their future (*Figure 30*).

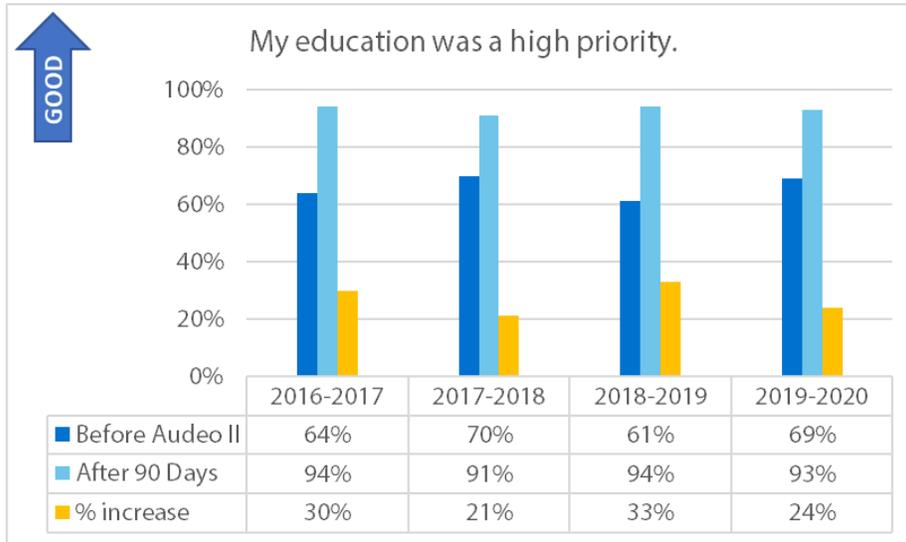


Figure 29. Audeo II Confidence Survey – Education a High Priority
Source: Naviance (2019-2020)

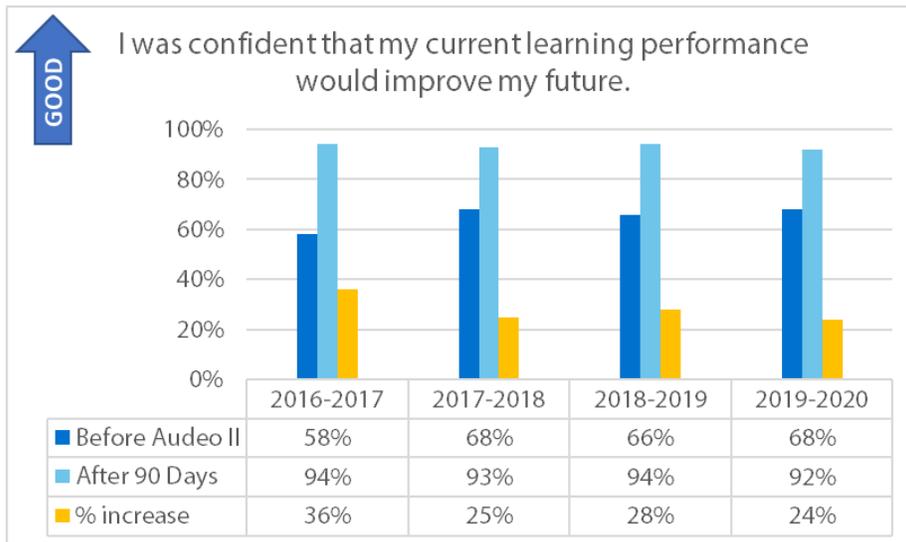


Figure 30. Audeo II Confidence Survey – Learning Performance
Source: Naviance (2019-2020)

Parent and Student Engagement Survey Results

Audeo II’s LCAP development seeks to engage its students and parents through multiple methods to ensure that the Charter School is meeting their needs and requirements. One of these methods is through our Parent and Student Engagement Surveys. These surveys are administered multiple times throughout the year in order to provide opportunities for meaningful and actionable feedback. Audeo II’s goal is to reach a 90% rating on questions aligned to LCAP actions and services. Over the last four years, parents and students have been overwhelmingly satisfied with the services that Audeo II provides and have exceeded the 90% LCAP target.

Safety

Providing a safe environment and supportive school culture is a key requirement from parents and students. Parent satisfaction survey results for the past four years indicate that 98% of parents feel that their child is learning in a safe and supportive environment (*Figure 31*). For the past four years, overall student safety satisfaction results indicate that 96% of enrolled students feel safe and supported at Audeo II.



Figure 31. Engagement Survey – Safety
Source: Survey Monkey (2019-2020)

High Teacher Expectations

At Audeo II, Kids Come First in order to achieve the Core Competency of Transforming Lives. Audeo II’s teachers believe that all students can be academically successful. Student and parent satisfaction survey results for the past four years indicate that, on average, 94% of students and 97% of parents believe that Audeo II teachers hold high expectations for all students (*Figure 32*).

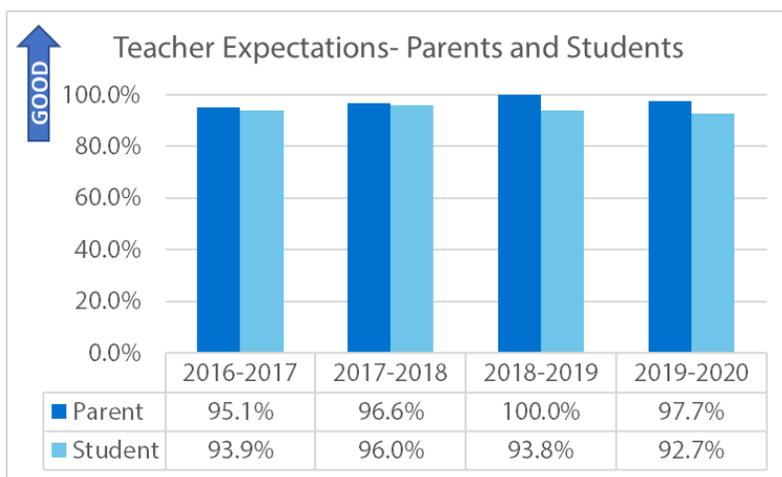


Figure 32. Engagement Survey – Teacher Expectation
Source: Survey Monkey (2019-2020)

Teacher Training and Ability to Meet Student Needs

Audeo II’s teachers benefit from a personalized professional development program that helps them best support students. Students and parents were asked to provide feedback on how well trained and skilled Audeo II’s teachers are at providing a personalized, individualized high quality educational experience that meets student needs. As a result, over the last four years, 98.7% of students and 99.4% of parents said they believe Audeo II teachers are highly trained and able to meet individual student needs (**Figure 33**).

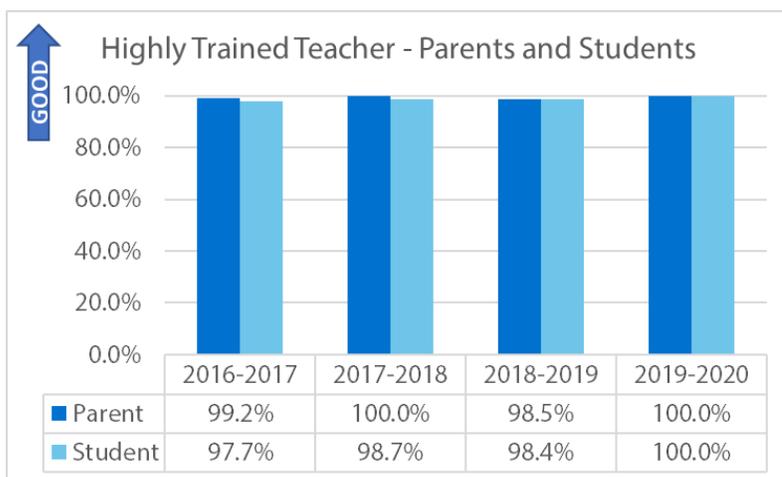


Figure 33. Engagement Survey – Highly Trained Teacher
Source: Survey Monkey (2019-2020)

Overall Satisfaction

Audeo II has seen successful results in overall satisfaction. Over the years, students and parents are satisfied with the educational experience that Audeo II provides. Over the last four years, over 98% of students and parents are satisfied with their experience at Audeo II (*Figure 34*).

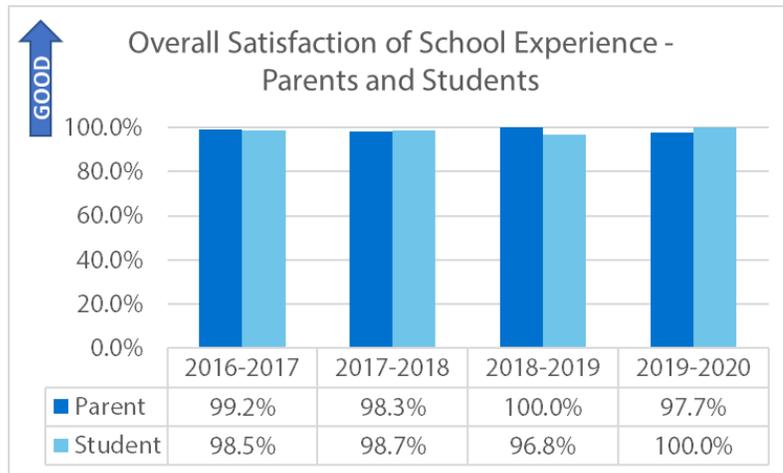


Figure 34. Engagement Survey – Overall Satisfaction

Source: Survey Monkey (2019-2020)

Recommend to Others

One of the ways Audeo II measures student and parent satisfaction is whether they would recommend the Charter School to others. Over the last four years, on average, 96% of students and 100% of parents would recommend Audeo II to others (*Figure 35*).

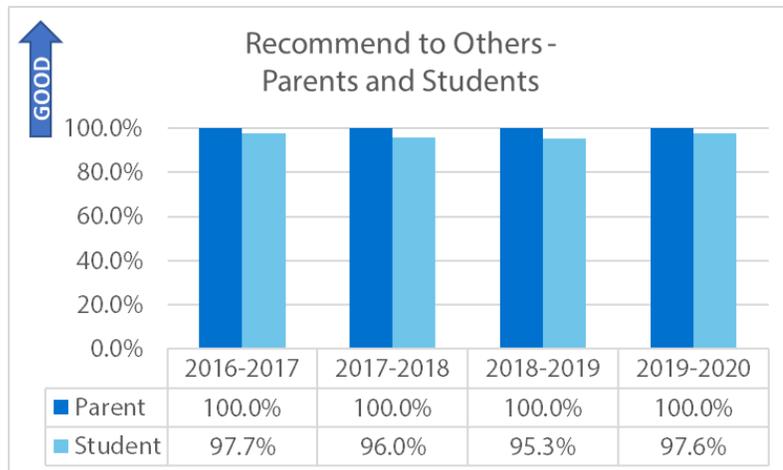


Figure 35. Engagement Survey – Recommend to Others

Source: Survey Monkey (2019-2020)

Conclusion

In accordance with Education Code Section 47607(c)(7), the default outcome is for the chartering authority to approve a charter renewal petition for a DASS school. The chartering authority can only deny a charter renewal if it makes written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

As demonstrated by the data above, Audeo II students have been performing better than students in other DASS schools within the county and/or state, and Audeo II students and parents have been also satisfied with their experiences at Audeo II.

Thus, Audeo II requests a 5-year renewal term, from July 1, 2021 to June 30, 2026.

Element A: Educational Program

Governing Law:

The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school 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. Education Code Section 47605(c)(5)(A)(ii).

If the proposed charter school will serve high school pupils, 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. Education Code Section 47605(c)(5)(A)(iii).

MISSION and VISION, and PROGRAM OBJECTIVES

Mission Statement

Audeo Charter School II will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

Vision Statement

The educational community known as Audeo Charter School II is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student.

Audeo Charter School II is dedicated to the creation of instructional, service, organizational, and governance models which can serve as prototypes for educational reform.

Audeo Charter School II is committed to collaborative efforts to improve the quality of life for students, their families, employees, and the Carlsbad community-at-large.

Strategic Objectives

To respond to its stakeholders’ requirements and to ensure the organization’s long-term sustainability, Audeo Charter School II will:

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- Provide a personalized and rigorous academic experience for its students
- Hire, develop and maintain a well-qualified faculty and staff
- Provide a supportive and safe environment
- Be a role model for reform

Program Objectives

Audeo Charter School II will achieve these program objectives:

- A. Improve student learning
- B. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving
- C. Encourage the use of different and innovative teaching methods
- D. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the Charter School
- E. Provide parents and students with expanded choices in the types of educational opportunities available within the publicly funded school system
- F. Hold the Charter School accountable for meeting measurable student outcomes and provide the Charter School with a method to employ a performance-based accountability system instead of a rule-based system
- G. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

OVERVIEW OF EDUCATIONAL PROGRAM

The primary purpose of Audeo II's instructional design centers on the need to motivate and inspire students who are academically high-risk or in need of a non-traditional academic environment. The Charter School's efforts focus on helping students to become re-engaged in an instructional setting or in completing their course of study. Students can meet high school completion requirements by earning a diploma, GED, HiSET, or CHSPE.

As an intervention program, the Charter School will be challenged by environmental expectations that are generally applied to comprehensive school sites. Audeo Charter School II holds its Vision and Mission as an over-arching mandate to put students first by implementing their personalized educational plan. The Charter School's leadership continues to communicate this important commitment.

The Charter School provides an educational option for the District. The Charter School acts as an intervention for students at risk of not graduating. This intervention function strongly fulfills the

original intent of the California Charter Schools Act. Through this charter renewal petition, Audeo II expects to serve students in a similar way with the Carlsbad Unified School District.

Audeo II provides an instructional program for students in grades TK-12 through a nonclassroom-based program, utilizing an independent study instructional model. The Charter School is open to all students and enrolls students throughout the year.

Students study the core curriculum while earning credits toward their course of study. At the time of enrollment, professionals review student reading, writing, math skills, and school records to determine appropriate placement at the Charter School. Students also receive a personal education plan that can include one-on-one tutoring, small group tutoring, online course options, field trips, supervised study, and assistance accessing community and government agency services.

Audeo Charter School II is fully accredited by the Western Association of Schools and Colleges (**See Appendix O**). The Charter School issues its own diplomas based on a course of study consistent with California State Standards, including the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and any other applicable state content standards and frameworks (hereinafter, collectively “State Standards”), and requirements for graduation. The Charter School’s courses are approved by the University of California and the NCAA. The Audeo Charter School Board of Directors is responsible for monitoring and approving both the course of study and graduation requirements. The Charter School affirms that college-bound students wishing to attend California colleges and universities will have the opportunity to take a-g courses.

Audeo Charter School II participates in the Dashboard Alternative School Status program and is currently listed on the California Department of Education’s Active DASS schools list (**See Appendix N**).

EDUCATIONAL VISION

Audeo II’s vision 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.

Audeo II’s philosophy:

- Innovate: Seek change leading to positive outcomes
- Maintain a professional staff complement
- Encourage and promote academic competency
- Model and support teamwork and cooperation
- Provide student-based education tailored to the specific and unique needs of each student
- Be accountable for outcomes
- Provide on-going professional development
- Forge partnerships with parents and community organizations

To achieve Audeo II’s overarching objectives, it will:

- Promote students' leadership experiences and skill building opportunities.

- Increase awareness/scope of career options, including non-traditional careers.
- Encourage and promote opportunities to achieve academic success: mentoring, tutoring, field trips, and other forms of academic enrichment.
- Acknowledge and accommodate individual learning styles.
- Develop/encourage parental involvement.
- Introduce and strengthen digital literacy and skills.

Students at Audeo II develop important skills that include the abilities to read, write, compute, speak, ask questions, listen, problem-solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and comfortably relate with others. The Charter School promotes curiosity, integrity, social responsibility, and self-esteem. Learning best occurs when parents or guardians take an active role in the education of their children, when teachers accommodate the individual learning speeds and modalities revealed by their students, when teachers give students reason to know that they genuinely care about them, when learning fuels personal interests, when rules, rewards, and sanctions are clear-cut, when teachers engage their students in learning activity rather than lecture them, and when teachers see all their students as capable of high achievement and expect it of them. The Charter School incorporates these maxims into its daily operations. In short, the Charter School equips its students to become motivated and self-disciplined, productive, socially competent, academically competent, self-sustaining learners, and contributing citizens.

Audeo II is committed to developing curriculum that is rigorous, relevant, and aligned to the State Standards. Curriculum is designed to foster career and college readiness skill development and citizenship in a global society.

A summary of Audeo II's curriculum is provided below. See **Appendix U** for the sample scope and sequence of select grade levels.

Audeo II's curriculum departments are led by well-qualified teachers guided and directed by the Curriculum and Professional Development Coordinator. The Charter School uses state adopted texts and other materials aligned to the State Standards. Textbooks are specifically selected utilizing criteria developed from stakeholder input. Teachers use a variety of research-based instructional practices to teach diverse student populations, including technology-based learning. Many of Audeo II's students take online courses and engage in blended (independent study/online) learning opportunities. As Audeo II continues to offer independent study opportunities for students through online learning, the Charter School will encourage its instructional staff to become Leading Edge Certified. This national online teacher certification guides educators through rigorous and engaging curriculum based on the Quality Matters Standards for Online Teaching. This certification gives assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance learning opportunities for all students.

Audeo II students demonstrate progress by producing daily work, which reflects learning consistent with the State Standards, engaging in formative assessments that guide instructional practices, successfully passing end of course exams, meeting growth targets set by NWEA MAP, semester assessments, and achieving proficient results on state assessments and other summative assessments as developed by the teacher and/or the Charter School.

As a result of the Audeo Charter School II educational experience, successful students will be able, among other outcomes, to do the following commensurate with their age and grade level:

Read and Write

- Identify and comprehend the main and subordinate ideas, details and facts in written work, and summarize the ideas in their own words.
- Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice, and spelling.
- Identify, comprehend, and infer comparisons, contrasts, sequences, and conclusions in written work.
- Select, organize, relate ideas, and develop them in coherent paragraphs.
- Make critical judgments about written work including separating fact from opinion.

Compute

- Add, subtract, multiply, divide, using whole numbers, decimals, fractions, and integers.
- Make and use measurements in traditional and metric units to compute lengths, areas, volumes, weights, temperatures, and times.
- Use ratios, proportions, percent, powers, and roots.
- Understand spatial relationships and geometric concepts.
- Apply probability and statistics.
- Formulate and solve problems.

Speak, Question, and Listen

- Engage critically and constructively in the oral exchange of ideas.
- Understand spoken instructions and give clear spoken instructions to others.
- Deliver oral presentations which demonstrate coherent sequence of thought, clarity of presentation, suitable vocabulary, and nonverbal communications.

Problem-Solve

- Recognize and apply inductive and deductive reasoning to real-world situations.

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- Recognize fallacies and examine arguments from various points of view.
- Formulate and test predictions based on relevant data.
- Develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions, and verify conclusions.

Work Independently and in Teams

- Perform measured tasks which require the collaboration of others for successful completion and where the team as a whole is evaluated on its accomplishments.
- Perform tasks which require independent initiative and measurement.

Achieve Digital Literacy

- Develop proficiency with all forms of digital tools (hardware, software, applications, Cloud, Axis, etc.).
- Use digital tools in creative and innovative ways in critical thinking, real-world problem solving, and decision making.

Manage Time

- Set learning goals and priorities consistent with stated objectives and allocate the time necessary to achieve them.
- Follow a schedule that accounts for both long and short-term project accomplishment.

Accept Personal Responsibility

- In accomplishing a task, accurately identify those forces which are within one's control and those which are not; understand the varying degrees between the two.
- Enumerate several alternative paths to achieve the same desired result.
- Describe with accuracy individual participation in a group event or assignment.
- Engage in meaningful service to the local community.

Stay Healthy

- Demonstrate knowledge, and to the extent practicable, the habits consistent with appropriate food, exercise, and sleep, with the avoidance of illegal drugs, hazardous activities and communicable diseases, and management of emotional stress.

Comfortably Relate with Others

- Resolve disputes through appropriate means without resorting to violence.
- Complete assignments while in the positions of leader, follower, mediator, collaborator, and observer.
- Practice tolerance and not discriminate on the bases of race or ethnicity, religion, creed, color, gender, national origin, sexual orientation, or disability of others.

TARGET STUDENT POPULATION

Audeo II welcomes all students who wish to attend the Charter School. The Charter School serves students in grades TK-12 as depicted in the table below.

Audeo Charter School II Projected Enrollments					
Description	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	FY 2025-26
Grades TK-3	0	0	0	0	7
Grades 4-6	4	5	6	7	8
Grades 7-8	16	17	18	19	20
Grades 9-12	260	267	275	284	285
Total Projected Enrollment	280	289	299	310	320

Figure 36. Projected Total Enrollment

The Charter School provides an educational option to students and parents in the community who are disengaged and are seeking an academic intervention or a personalized educational environment. Audeo II works to create a fluid relationship between its program and the comprehensive sites of the District. The re-directive nature of the Charter School offers a unique intervention, which provides complementary assessment and instruction centered on assisting students in the completion of instructional objectives. Students will be redirected to an appropriate instructional setting or successfully graduate from the Charter School.

Audeo II often serves students coming to the Charter School who are initially identified from referrals by the District’s school counselors. The Charter School is able to meet the needs of all students (e.g., English Learners, students with disabilities, or GATE) through a personalized education plan. This plan includes formative and summative testing data, which may include, but is not limited to, the California Assessment of Student Performance and Progress, the California Alternate Assessments (“CAAs”), English Language Proficiency Assessments for California, NWEA MAP pre/post local assessments, PSAT, SAT, ACT, Advanced Placement (“AP”) assessments, end-of-course exams, unit exams or learning checks, Naviance career and learning styles assessments, portfolios, and exhibitions. This data helps to establish each student’s needs. Based on each student’s needs, and in collaboration with the parent(s)/guardian(s), student, and teacher(s), a set of instructional goals will be developed. These goals will be achieved through a variety of strategies including: one-on-one

tutoring, small group tutoring, online courses, projects, seminars, field trips, guest speakers, and supervised study.

The District has a broad and diverse student population. Significant outreach efforts are made to ensure that the student body of Audeo Charter School II reflects the diverse characteristics of the territorial jurisdiction of the District, as demonstrated in the following table. The Charter School’s outreach efforts are further described in **Element G** of this charter petition.

Ethnicity	Total	Percentage
African American	135	1.2%
American Indian/Alaskan Native	32	0.3%
Asian	645	5.6%
Filipino	96	0.8%
Hispanic or Latino	3,127	27.2%
Pacific Islander	21	0.2%
White	6,434	56.0%
Two or More Races	990	8.6%
Other Student Groups		
Socioeconomically Disadvantaged	2,878	25.1%
Students with Disabilities	1,450	12.6%
English Learners	682	5.9%
Foster Youth	6	0.1%
Homeless Youth	67	0.6%
Migrant Education	18	0.2%

*Figure 37. Carlsbad Unified School District Demographics 2019-2020**

*Source: CDE DataQuest, 2019-20 California Longitudinal Pupil Achievement Data System (CALPADS), accessed August 19, 2020.

COMMUNITY INTEREST

Over the last four years, there has been a continued interest from the Carlsbad community to attend Audeo Charter School II (See **Appendices Z and AA**). The number of students served from the Carlsbad Unified School District each year is displayed in **Figure 38**. Audeo II has served approximately 550 unduplicated students from CUSD from 2016-2017 through 2019-2020. Over the last four years, more than 333 unduplicated students have been redirected into CUSD schools.

Number of Students Served from Carlsbad Unified School District				
School Year	2016-2017	2017-2018	2018-2019	2019-2020
Number of Students Served from CUSD	188	283	245	245

Figure 38. Number of Students Served from Carlsbad Unified School District

Based on the 2019-2020 enrollments, in comparison to Carlsbad Unified School District, Audeo II serves a higher population of Hispanic students, socioeconomically disadvantaged students and students with disabilities in (*Figure 39 below and Element G*).

Ethnicity	Audeo Charter School II	Carlsbad Unified School District
African American	2.7%	1.2%
American Indian/Alaskan Native	0.0%	0.3%
Asian	5.3%	5.6%
Filipino	0.5%	0.8%
Hispanic or Latino	43.1%	27.2%
Pacific Islander	0.5%	0.2%
White	38.3%	56.0%
Two or More Races	9.6%	8.6%
Other Student Groups		
Socioeconomically Disadvantaged	52.1%	25.1%
Students with Disabilities	20.7%	12.6%
English Learners	8.0%	5.9%
Foster Youth	2.1%	0.1%
Homeless Youth	2.1%	0.6%
Migrant Education	0.0%	0.2%

Figure 39. 2019-2020 Student Demographics compared to CUSD

**Source: CDE DataQuest, 2019-2020 California Longitudinal Pupil Achievement Data System (CALPADS), accessed August 19, 2020.*

This demonstrates the community’s interest in seeking an alternative educational option. Audeo II differs from DASS schools in CUSD and the communities it serves due to its unique instructional model and innovative, safe and non-traditional academic environment. Based on its overall academic achievement and engagement outcomes for all students and significant student groups (Hispanic or Latino and socioeconomically disadvantaged students), Audeo II demonstrates it is a high-performing DASS school across the state and in San Diego County (*Figures 1-35*). These outcomes demonstrate the continued need for a high-performing, quality option within the Carlsbad community.

HOW LEARNING BEST OCCURS

Audeo Charter School II believes that learning best occurs when:

- Children feel safe, cared about, respected, and are encouraged to be themselves and to explore their individual talents to the fullest extent possible.
- Children are provided a supportive environment, positive attitudes, high expectations, and fairness.

- Parents are taught how to help children with their schoolwork and participate in their student's education.
- Teachers are highly motivated and committed and love their work.
- Students are offered an exciting, challenging, and comprehensive curriculum supported with individual and small group tutoring sessions.
- Lessons are designed to appeal to all learning styles.
- All disciplines including the arts, academics, and technology are interrelated as they are in life, thus producing a well-rounded individual.
- Assignments present challenging problems that apply to real world situations and promote inquiry and discovery.
- Assessment of what a student knows and can do is measured by a variety of methods, especially performance assessment and self-assessment.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

Audeo Charter School II helps students acquire the skills to survive and prosper in the 21st century. These skills include the ability to read, write, compute, speak, ask questions, listen, problem solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and to comfortably relate to others. Audeo Charter School II promotes curiosity, integrity, social responsibility, and self-esteem.

DESCRIPTION OF THE EDUCATIONAL PROGRAM

It is the philosophy of Audeo Charter School II that every child is a born achiever. It is the challenge of the Charter School to help each child realize his or her talents.

The premise relating to the uniqueness of Audeo II's education program centers on two key elements:

1. Many students can benefit from flexible scheduling and personalized education that incorporates focused teaching and support.
2. The collaboration of teachers and parents in each student's academic goals is critical to a successful transformation of all students' academic careers.

The Audeo Charter School II educational program is based on the following elements of success:

- A vision, mission, and operational business plan that puts students first
- Academically rigorous, well-focused, basic core subject curricula
- Creation of a personalized education plan based on the student's academic level, learning style, strengths, interests, and goals

- Professional development that puts skills into a context consistent with the overall Charter School mission
- Autonomy that allows the Charter School to develop and implement a process of change tied to high standards as described in the International Society for Technology in Education (“ISTE”) and is responsive to technological innovations
- Parent and community involvement in, and support for, the Charter School programs
- Regular data analysis to measure progress toward achieving both student and staff performance goals
- An online community communication process detailing student and School performance
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial

The Charter School provides an education that allows each student, grades TK-12, to meet State Standards by: (1) using State Standards-based textbooks, resources, and instructional materials; (2) providing State Standards-based instruction; (3) utilizing course descriptions that are aligned with the State Standards; (4) developing and improving social skills by building self-esteem through achievement and discipline; and (5) learning in an environment that promotes achievement. The Charter School offers a menu of learning opportunities for students that includes independent study, home study, blended (independent study/online), and online learning, along with other creative modes of instructional delivery developed by staff in partnership with the community.

The Charter School serves a large population of students who are achieving below grade level and/or course content levels. This critical mass of students who are deemed “high risk,” and many with special needs, benefit from a personalized educational program that provides strong tutorial support.

After completion of enrollment, students are assessed and immediately engaged with a rigorous, technology-enhanced curriculum that is customized to meet their specific academic needs. Students in grades TK-5 benefit from one-on-one instruction provided by a parent at home, supported and overseen by a credentialed teacher. The parent and teacher build custom plans to meet the individual goals, strengths, and interests of each child. Students in grades 6-12 take one to two courses at a time, allowing them to focus on mastering the State Standards of one course before moving onto the next. Teachers utilize a variety of instructional modes of delivery to target student engagement and increase achievement. Independent study, online, home school, and blended learning options provide a range of student learning opportunities based on learning styles and pathways. In addition, each student’s pathways personalized education plan is enhanced with one-on-one and small group tutoring, field trips, volunteer opportunities, cultural events, guest speakers, career days, a wide variety of elective course options, and work experience customized to student interest and pathway choice. Each teacher has the support of a Certificated Teacher Resource who supports the delivery of curriculum.

To ensure the instructional strategies and engagement activities are providing a successful path for individual students, a variety of data is integrated into the personalized education plan. Teachers use instructional software tools such as Naviance, Audeo II’s college and career software. Teachers also utilize NWEA MAP assessment software, School Pathways Student Information System (“SIS”), and Illuminate’s Data and Assessment platform to view real time student achievement data. Naviance, MAP, SIS, and Illuminate data are integrated into the Charter School’s instructional data monitoring

system. The data is systematically reviewed and analyzed by teachers and Charter School leaders to ensure that the instructional strategies used are truly effective for each student. Based on the instructional data, teachers can immediately reconcile and adjust the student's instruction, methods of delivery, and resources. Because the Charter School has purposely designed its program so that teachers work with only a few students at a time, teachers are able to communicate frequently with the family and get to know each student's academic strengths and social needs. The largest differentiator for Audeo II's program is the ability to go well beyond traditional methods to transform the lives of all students. Teachers and staff conduct home visits, perform and track appropriate interventions, and refer students and families to specific community resources and partnerships.

Audeo II has an established Multi-Tiered System of Support ("MTSS"), which is a comprehensive framework that integrates State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These include the personalized education planning process, social-emotional learning programs, community-based partnerships, a healthy youth program, interventions for high-risk students, supports for Special Education, services for English Learners ("ELs"), and programs for Gifted and Talented Education ("GATE"). Audeo II has a systematic and integrated process for instructional support and interventions.

The teachers at Audeo II engage in professional learning on a monthly basis that is focused on standards-based instructional and engagement strategies for diverse student populations. Monthly Instructional Meetings cater to the best practices offered by the Instructional, Curriculum, and Assessment Teams.

Additionally, teachers attend trainings that include guest speakers from law enforcement agencies, community-based organizations, Child Protective Services, and other supportive agencies in order to assist the teachers in servicing the students' needs. The School Coordinator meets weekly with the Counselors to discuss student outcomes and possible interventions that need to take place or be instituted to assist the teachers or the students. The instructional team utilizes the personalized education planning process to monitor student progress and identify services to support student achievement.

Independent Study Assurances

Audeo Charter School II shall comply with all applicable independent study laws including, but not limited to, Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854. These laws require, among other things, that Audeo Charter School II shall operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and Audeo Charter School II must file for a funding determination as a condition of funding. The Charter School shall maintain written contemporaneous records that document all student attendance. An annual, independent audit of student records shall be conducted by a state-approved certified public accountant, which needs to be free of exceptions or qualifications. These records shall be made available for audit and inspection.

Parent/ Teacher/ Student Master Agreement

For all students participating in independent study, pursuant to Education Code Section 51747, an agreement shall be signed by: (1) the parent, guardian, or caregiver of each charter school pupil; (2)

the student; (3) the certificated charter school employee who has been designated as having responsibility for the general supervision of independent study; and (4) all persons who have direct responsibility for providing assistance to the pupil. This agreement shall include all of the elements described in Education Code Section 51747(c).

Parents of Audeo Charter School II students are expected to commit to the following principles to ensure a better education for their children:

- Understand the educational plan of the Charter School, the Charter School's operation, and the roles, rights, and responsibilities of parents and their children.
- After admission, attend a mandatory orientation meeting to learn about charter schools, the Charter School's educational program, the Parent/Teacher/Student Master Agreement, and ways in which parents can contribute to the success of both their child and the Charter School.
- Complete and return all forms, questionnaires, and other requests for information that may be required by the Charter School as approved by the Board of Directors.
- Ensure the completion of homework and class projects.
- Reinforce the importance of education on a daily basis and discuss with each student what was taught at school.
- Assure that each student arrives at school on time, dressed appropriately, and ready to learn.
- Understand and reinforce the Student Conduct Code.
- Attend Back-to-School Night and/or Open House each year.
- Keep informed about the Charter School through communication with the classroom staff and by materials regularly distributed to students and/or their families.

School Calendar

The Charter School is committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered as required by Education Code Section 47612.5 and Title 5, California Code of Regulations, Section 11960. Thus, the Charter School for each fiscal year will offer at a minimum the following number of minutes of instruction supervised by a certificated teacher:

1. To students in grades TK-K, 36,000 minutes.
2. To students in grades 1 to 3, inclusive, 50,400 minutes.
3. To students in grades 4 to 8, inclusive, 54,000 minutes.
4. To students in grades 9 to 12, inclusive, 64,800 minutes.

Audeo Charter School II's draft 2021-2022 school calendar is attached as **Appendix X**.

CURRICULUM

A summary of Audeo Charter School II's curriculum is provided below. See **Appendix U** for Audeo II's sample scope and sequence for grades 8 and 10 and **Appendix V** for a Course Catalog. As the State Standards develop and evolve, the curriculum may change to maximize learning.

Audeo II's academic program focuses on academic improvement and high caliber teaching in safe and supportive learning environments. The Charter School's curriculum is rigorous, relevant, student and teacher driven. The opportunities offered at Audeo II prepare students for their roles as learners, future employees, and contributing citizens in an ever-changing global society. The Charter School is committed to developing curriculum and assessments that measure the extent to which students possess college, career, and citizen-ready skills and knowledge of the State Standards. Audeo II fosters the natural talents and skills of the instructional team to ensure that all learners find success.

Audeo Charter School II's curriculum departments are led by well-qualified teachers and, under the guidance of the Curriculum and Professional Development Coordinator, design and create the subject matter curriculum using the State Standards as their guides. The textbooks and other resource materials, as identified either from the state adopted textbook list for TK-8 or 9-12 recommended lists, are used to complete the courses. The textbooks are further reviewed for application for independent study students. The teachers use a wide variety of teaching techniques to engage all learning modalities, including technology-based learning. Because Audeo II students have the option to take online and blended learning (independent study/online) courses, the Charter School encourages its instructional staff to become Leading Edge Certified. This national online teacher certification guides educators through rigorous and engaging curriculum based on the Quality Matters Standards for Online Teaching. Upon successful completion, the certification gives schools, districts, and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.

Audeo II's grade 6-12 course catalogs and course descriptions (**Appendix V**) are reviewed and revised as necessary on an annual basis to ensure that the optimal academic outcomes are met. Audeo Charter School II ensures that all of its core courses, foreign language, visual & performing arts, and some electives are listed on the approved UC a-g and NCAA lists.

English/Language Arts

English courses require students to be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Students are engaged in increasingly complex tasks of decoding, analyzing, and synthesizing materials that include many cross-curricular texts, playing an important part in building students' content knowledge. It is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently. Throughout the Language Arts and English courses, the students participate in various text types that explore text to text, text to self, and text to world items. They conduct research and create various forms of writings that demonstrate a high level of competency in each of the genres found in English/Language Arts. The students that demand a greater or more rigorous academic challenge will have the ability to take AP courses. Advanced Placement exams are offered and administered in the spring semester for students who have taken and passed the AP courses. All courses will also provide for remediation

and/or scaffolding for students with disabilities or English Learners. Audeo Charter School II has UC a-g and NCAA approval for all core high school English/Language Arts courses.

ENGLISH/LANGUAGE ARTS MATRIX	
Grade Levels	Course Titles/Semester
Transitional Kindergarten- Fifth Grade	Transitional Kindergarten – Fifth Grade English/Language Arts (grade level applicable)
Sixth Grade	English 6-1, 6-2 (textbook/online/blended options)
Seventh Grade	English 7-1, 7-2 (textbook/online/blended options)
Eighth Grade	English 8-1, 8-2 (textbook/online/blended options)
Ninth Grade	English 1, 2 (textbook/online/blended options)
Tenth Grade	English 3, 4 (textbook/online/blended options)
Eleventh Grade	American Literature 1, 2 (textbook/online/blended options) or Honors American Literature 1, 2 (textbook/online/blended options) or AP English Language & Composition 1, 2 (online option) or AP English Literature & Composition 1, 2 (online option)
Twelfth Grade	World Literature 1, 2 or English (British) Literature 1, 2 (textbook/online/blended options) or AP English Language & Composition 1, 2 (online option) or AP English Literature & Composition 1, 2 (online option)

Mathematics

Students use a focused and coherent curriculum that is aligned to the State Standards and that builds solid conceptual understanding through a focus on problem solving. Following the concrete to pictorial to abstract instructional sequence, students develop deep conceptual understandings and are well prepared for the challenge of higher levels of mathematics encountered in middle and high school. The students are provided a rigorous mathematical educational experience incorporating the mathematical shifts demanded by the State Standards of greater focus of the depth of a topic, coherence among topics and grade levels, and the rigorous authentic command of the mathematical concepts. Audeo Charter School II ensures that all 9-12 grade courses are UC a-g and NCAA approved. Audeo Charter School II offers a traditional textbook, blended (independent study/online), and online learning option for the college preparatory math courses listed below where applicable. All of the math courses allow the students to demonstrate concepts based on real world problems while preparing the students to graduate from the Charter School as college and career ready citizens.

MATHEMATICS MATRIX	
Grade Levels	Course Titles/Semester
Transitional Kindergarten – Fifth Grade	Transitional Kindergarten – Fifth Grade Mathematics (grade level applicable)
Sixth Grade	Math 6-1, 6-2 (textbook/online/blended options)
Seventh Grade	Math 7-1, 7-2 (textbook/online/blended options)
Eighth Grade	Math 8-1, 8-2 (textbook/online/blended options)

Ninth Grade	Algebra 1, 2 (textbook/online/blended options) or Integrated Math IA, IB (textbook/online/blended options)
Tenth Grade	Geometry 1, 2 (textbook/online/blended options) or Integrated Math IIA, IIB (textbook/online/blended options)
Eleventh Grade	Intermediate Algebra 1, 2 (textbook/online/blended options) or Integrated Math IIIA, IIIB (textbook/online/blended options)
Twelfth Grade	Statistics 1, 2 or Pre-Calculus 1, 2 (textbook/online/blended options) or Honors Pre-Calculus 1, 2 (textbook) or AP Calculus A/B (online)

Science

All science courses are aligned to the State Standards. All science courses have wet and virtual labs embedded throughout the course. The science curriculum encourages scientific inquiry, group activities, and real-world applications. Additionally, students are provided with curriculum that is progressively sequenced, builds upon what they already know, and helps them construct a deeper understanding of science and how their knowledge and skills can be used. The middle school students are introduced to Life Science, Physical Science, and Earth Science. They are engaged with hands-on experiences as well as virtual and wet labs throughout their courses. The 9th-12th grade students are required to take two years of Science within the subjects of Earth and Space Science, Physics, Chemistry, or Biology. All of these science courses are UC a-g and NCAA approved. As is the case with all of the other disciplines, the students that desire to have a blended (independent study/online) or online education may enroll in a UC a-g science course.

SCIENCE MATRIX	
Grade Levels	Course Titles/Semester
Transitional Kindergarten – Fifth Grade	Transitional Kindergarten – Fifth Grade Science (grade level applicable)
Sixth Grade	Middle School Earth Science (textbook/online/blended options)
Seventh Grade	Middle School Life Science (textbook/online/blended options)
Eighth Grade	Middle School Physical Science (textbook/online/blended options)
Ninth Grade	Earth and Space Science 1, 2 (textbook/online/blended options) or Physics 1, 2 (textbook/online/blended options)
Tenth Grade	Biology 1, 2 (textbook/online/blended options)
Eleventh Grade	Chemistry 1, 2 (textbook/online/blended options) or Honors Chemistry 1, 2 (textbook)
Twelfth Grade	AP Environmental Science (online)

Social Sciences

All social science courses are aligned to the State Standards while incorporating current real- world issues (i.e. Middle East conflicts, immigration & politics) as they are relevant to Audeo Charter School II’s student population. The middle school students participate in courses about ancient civilizations, medieval and modern times, and the history of the United States. The Charter School students have UC a-g approved and NCAA course offerings of World History, Geography & Economics, United States History, Government, and Economics. Audeo II offers Honors United States History and an online Advanced Placement course in Human Geography, US History, World History: Modern, and Psychology. The teachers incorporate current events into the curriculum at all grade levels through field trips, guest speakers, and virtual e-tours.

SOCIAL STUDIES MATRIX	
Grade Levels	Course Titles/Semester
Transitional Kindergarten – Fifth Grade	Transitional Kindergarten – Fifth Grade Social Science (grade level applicable)
Sixth Grade	Social Studies 6-1, 6-2 (textbook/online/blended options)
Seventh Grade	World History, Geography - Medieval & Early Modern Times 7-1, 7-2 (textbook/online/blended options)
Eighth Grade	United States History & Geography 8-1, 8-2 (textbook/online/blended options)
Ninth Grade	Geography 1 (textbook)
Tenth Grade	World History, Geography & Economics 1, 2 (textbook/online/blended options) or AP World History: Modern (online)
Eleventh Grade	United States History 1, 2 (textbook/online/blended options) or Honors United States History 1, 2 (textbook/online/blended options) or AP Human Geography 1, 2 (online elective)
Twelfth Grade	Government 1 (textbook/online/blended options) or AP US Government and Politics (online) and Economics 1 (textbook/online/blended options) or AP Human Geography 1, 2 (online elective)

World Languages (Languages Other Than English)

Audeo Charter School II offers a full three years of Spanish (1-6) (UC required/recommended), French (1-6) (UC required/recommended), and German (1-6) (UC required/recommended). The world language curriculum satisfies the UC requirement for admission. The students may take a world language as early as the 6th grade. Audeo II has UC a-g approval for the blended (independent study/online)/online courses, which will integrate a full speaking and listening component in a fun, interactive way using avatars and a token economy system of rewards while learning.

FOREIGN LANGUAGE COURSES MATRIX	
Grade Levels	Course Titles/Semester
Sixth Grade	Spanish 1, 2 (textbook/online/blended options)

	German 1, 2 (textbook/online/blended options) French 1, 2 (textbook/online/blended options)
Seventh Grade	Spanish 1, 2 (textbook/online/blended options) German 1, 2 (textbook/online/blended options) French 1, 2 (textbook/online/blended options)
Eighth Grade	Spanish 1-4 (textbook/online/blended options) German 1-4 (textbook/online/blended options) French 1-4 (textbook/online/blended options)
Ninth Grade	Spanish 1-6 (textbook/online/blended options) German 1-6 (textbook/online/blended options) French 1-6 (textbook/online/blended options)
Tenth Grade	Spanish 1-6 (textbook/online/blended options) German 1-6 (textbook/online/blended options) French 1-6 (textbook/online/blended options)
Eleventh Grade	Spanish 1-6 (textbook/online/blended options) German 1-6 (textbook/online/blended options) French 1-6 (textbook/online/blended options)
Twelfth Grade	Spanish 1-6 (textbook/online/blended options) German 1-6 (textbook/online/blended options) French 1-6 (textbook/online/blended options)

Visual and Performing Arts

Audeo Charter School II offers several Visual and Performing Arts (“VAPA”) courses and has UC a-g approval for these courses. The students take Art, Commercial Art, Drawing, or Photography to satisfy the UC a-g VAPA requirement. Audeo II also offers Music Appreciation and Art History courses for those students that are interested in a different approach in the arts. The students may also engage in a Digital Arts Photoshop course as offered on the Career Technical Education course list.

VISUAL AND PERFORMING ARTS COURSES MATRIX	
Grade Levels	Course Titles/Semester
Sixth Grade	Middle School Art 1, 2 (textbook)
Seventh Grade	Middle School Art 1, 2 (textbook)
Eighth Grade	Middle School Art 1, 2 (textbook)
Ninth Grade	*Art 1, 2 *Commercial Art 1, 2 *Photography 1, 2 *Drawing 1, 2 Art History 1 Music Appreciation 1, 2
Tenth Grade	*Art 1, 2 *Commercial Art 1, 2 *Photography 1, 2 *Drawing 1, 2 Art History 1 Music Appreciation 1, 2
Eleventh Grade	*Art 1, 2

	*Commercial Art 1, 2 *Photography 1, 2 *Drawing 1, 2 Art History 1 Music Appreciation 1, 2
Twelfth Grade	*Art 1, 2 *Commercial Art 1, 2 *Photography 1, 2 *Drawing 1, 2 Art History 1 Music Appreciation 1, 2

* UC a-g approved VAPA electives.

Physical Education

Audeo Charter School II offers physical education to all students. Physical education is an integral part of the total education of every student. It emphasizes vigor and healthy educational activities that increase students’ opportunities and abilities to engage in cooperative, competitive, and expressive motor activities for personal, physical, mental, emotional, and social well-being, as well as active lifestyles.

The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. Physically educated students become more confident, independent, self-controlled and resilient; develop positive social skills; learn to set and strive for personal, achievable goals; learn to assume leadership, cooperate with others and accept responsibility for their own behavior; and ultimately improve their academic performance.

PHYSICAL EDUCATION MATRIX	
Grade Levels	Course Titles/Semester
Sixth Grade	Physical Education 6-1, 6-2
Seventh Grade	Physical Education 7-1, 7-2
Eighth Grade	Physical Education 8-1, 8-2
Ninth Grade	Physical Education 1-2
Tenth Grade	Physical Education 1-4
Eleventh Grade	Physical Education 1-4
Twelfth Grade	Physical Education 1-4

General Electives

Audeo II offers many semester-length and year-long additional electives courses for the students that will attribute to their becoming a more well-rounded, college and career ready, 21st century citizen.

GENERAL ELECTIVE COURSES	
Grades 6-8	
ELD Literacy 1, 2 (textbook)	
ELD Literacy and Comprehension 1, 2 (online)	
Empower Math 1a, 1b (textbook)	
Literacy 6th 1, 2 (textbook)	
Literacy 7th 1, 2 (textbook)	
Literacy 8th 1, 2 (textbook)	
Service Learning 1, 2 (textbook)	
Study Skills 1, 2 (textbook)	
Grades 9-12	
Strategies for Academic Success (online)	
Comprehensive Health (textbook/blended/online)	
Driver's Education (textbook)	
Health (textbook/blended/online)	
Journalism (textbook)	
Geography 1 (textbook/blended/online)	
Service Learning 1, 2 (textbook)	
Empower Math 1a, 1b (textbook)	
Empower Math 2a, 2b (textbook)	
Empower Math 3a, 3b (textbook)	
Literacy 1, 2 (textbook/blended/online)	
Literacy 3, 4 (textbook/blended/online)	
ELD Literacy 1, 2 (textbook/blended/online)	
ELD Literacy and Comprehension 1, 2 (online)	
*Philosophy 1 (textbook)	
*AP Psychology 1, 2 (online)	
*Sociology 1 (blended)	
Study Skills 1, 2 (textbook/blended/online)	

* UC a-g approved electives.

Post High School Pathways

Once a student is enrolled at Audeo Charter School II, the student completes personality and career interest surveys on Naviance. Naviance is a comprehensive college and career readiness web-based tool for middle and high schools that helps align student strengths and interests to post-secondary goals and improves student outcomes. The parent/guardian, student, and teacher meet to discuss the results. The results demonstrate the student's learning style as well as career interests. Based on the career interests, the teacher assists the student with creating a post- high school plan. Audeo II's students are placed in one of four post-high school pathways: four-year college/university; two-year

college, school-to-work/Career Technical Education, or the military. The courses identified above satisfy the post-high school pathways for college bound students. In addition to the college preparatory coursework, Audeo Charter School II offers courses that are specifically designed for students in grades 9-12 that have expressed an interest in specific career pathways.

Career Technical Education

Audeo Charter School II offers 28 Career Technical Education (“CTE”) courses for students who have expressed an interest in a specific industry sector. Courses such as Photoshop 1, 2 can lead to certification once the student completes the course.

CAREER TECHNICAL EDUCATION COURSES
Grades 9-12
Altus Success (blended)
Business Careers 1,2 (textbook)
Career Planning and Development (online)
*Child Development Pathway 1, 2 (textbook)
*Child Development Pathway 3, 4 (textbook)
*Career and Life Management 1, 2 (textbook)
*Design Careers 1, 2 (textbook)
Foundations of Personal Finance 1, 2 (textbook)
General Work Experience Ed. 1,2 (textbook)
General Work Experience Ed. 3,4 (textbook)
*Health Science Concepts 1, 2 (online)
*Health Science and Medical Technology (online)
*Hospitality, Tourism & Recreation 1, 2 (textbook)
*Hospitality, Tourism & Recreation 3, 4 (textbook)
*Information and Communication Technology 1, 2 (online)
*Intro to Business 1, 2 (online)
*Intro to Coding 1 (online)
Intro to Parenting 1 (textbook)
Military Science 1, 2 (textbook)
Military Science 3, 4 (textbook)
*Nursing Assistant 1, 2 (online)
Nutrition 1, 2 (textbook)
Pathways Exhibition (blended)
*Photoshop 1, 2 (textbook)
*Psychology 1, 2 (textbook/blended/online)
*Personal Finance 1 (online)

* UC a-g approved electives.

California Cadet Corps

Audeo Charter School II offers several California Cadet Corp Leadership courses, similar to JROTC, to its students. The students who enroll in the California Cadet Corps program also have the option of taking Cadet Corp coursework as electives if they have expressed an interest in applied leadership or joining the military upon graduation. The students participate in weekly military style drills, inspections, leadership development, and camps as a part of their Cadet Corps experience.

CALIFORNIA CADET CORPS COURSES	
Grades 6-12	
Sixth – Eighth Grade	MS Cadet Corps 1, 2 (textbook) MS Cadet Corps Summer Camp 1, 2 (textbook) MS Cadet Corps 3, 4 (textbook)
Ninth Grade	CA Cadet Corps 1, 2 (textbook) CA Cadet Corps Summer Camp 1, 2 (textbook) CA Cadet Corps Leadership 1, 2 (textbook) CA Cadet Corps 3, 4 (textbook)
Tenth Grade	CA Cadet Corps 1, 2 (textbook) CA Cadet Corps Summer Camp 1, 2 (textbook) CA Cadet Corps Leadership 1, 2 (textbook) CA Cadet Corps 3, 4 (textbook) CA Cadet Corps 5, 6 (textbook)
Eleventh Grade	CA Cadet Corps 1, 2 (textbook) CA Cadet Corps Summer Camp 1, 2 (textbook) CA Cadet Corps Leadership 1, 2 (textbook) CA Cadet Corps 3, 4 (textbook) CA Cadet Corps 5, 6 (textbook)
Twelfth Grade	CA Cadet Corps 1, 2 (textbook) CA Cadet Corps Summer Camp 1, 2 (textbook) CA Cadet Corps Leadership 1, 2 (textbook) CA Cadet Corps 3, 4 (textbook) CA Cadet Corps 5, 6 (textbook)

GRADUATION REQUIREMENTS

Students graduating with a High School Diploma from Audeo Charter School II must complete 42 semester credits in grades 9-12. Audeo Charter School II Diploma graduation requirements may fulfill the UC and California State University (“CSU”) admission requirements.

GRADUATION COURSE REQUIREMENTS	
English - 8 semester credits (4 years required)	Mathematics - 6 semester credits (3 years required, 4 years recommended)
4 credits – <ul style="list-style-type: none"> • English 1-4 	2 credits – <ul style="list-style-type: none"> • Integrated Math 1 or • Algebra
2 credits – <ul style="list-style-type: none"> • American Literature, or • Honors American Literature or • AP English Language and Composition or • AP English Literature and Composition 	2 credits – <ul style="list-style-type: none"> • Integrated Math 2 or • Geometry
2 credits – <ul style="list-style-type: none"> • World Literature or • Contemporary Voices in Literature or • English Literature or • AP English Language and Composition or • AP English Literature and Composition 	2 credits – <ul style="list-style-type: none"> • Integrated Math 3 or • Intermediate Algebra
	Optional 4th Year Credits – <ul style="list-style-type: none"> • Statistics or • Pre- Calculus or • Honors Pre-Calculus • AP Calculus AB
Science - 4 semester credits (2 years required, 3 years recommended)	Social Studies - 6 semester credits (3 years required)
2 credits – Physical Science <ul style="list-style-type: none"> • Earth and Space Science or • Physics or • Chemistry 	2 credits – <ul style="list-style-type: none"> • World History, Geography & Economics or • AP World History Modern
2 credits – Life Science <ul style="list-style-type: none"> • Biology 	2 credits – <ul style="list-style-type: none"> • US History or • Honors US History or • AP US History
Optional 3rd Year Credits – <ul style="list-style-type: none"> • Honors Chemistry or • AP Environmental Science 	1 credit – <ul style="list-style-type: none"> • Government or • AP US Government and Politics
	1 credit – <ul style="list-style-type: none"> • Economics

Physical Education - 4 semester credits		Pathways Portfolio - 1 semester credit	
<ul style="list-style-type: none"> Physical Education 1-4 		<ul style="list-style-type: none"> Pathways Portfolio or Career Explorations 1-2 or Completed Career Pathway with Capstone Course or Approved college credit course 	
Electives Credits - 9 semester credits			
<ul style="list-style-type: none"> Students have the option to choose from a wide range of general elective options UC/CSU: 2 credits – Approved electives in same area 			
World Languages and Visual and Performing Arts (VAPA) – 2 semester credits			
<u>Option 1:</u>		<u>Option 2:</u>	
2 credits – <ul style="list-style-type: none"> World Language electives (same language) 		2 credits – <ul style="list-style-type: none"> VAPA electives 	
<u>UC/CSU Option:</u>			
4 credits – <ul style="list-style-type: none"> World Language electives (all semesters same language; 2 years required, 3 recommended) 			
2 credits – <ul style="list-style-type: none"> Visual and Performing Arts electives (both semesters need to be the same course) 			
Career & Technical Education (CTE)/Service Learning/ Work Experience Education (WEE) – 2 2 semester credits			
<u>Option 1:</u> 2 credits – Career and Technical Education	<u>Option 2:</u> 2 credits – Service Learning (120 hours total of community service)	<u>Option 3:</u> 2 credits - Work Experience (240 hours of paid employment approved by a School Counselor)	
Grade Point Average (GPA)			
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.			

PROFESSIONAL DEVELOPMENT

Audeo Charter School II is dedicated to the professional growth of all of its employees, and provides a very comprehensive professional learning system for its faculty and staff based on student achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices. As Audeo II is focused on improving the quality of life for students, their families, its employees, and the community at large, the professional development program is designed

to assist staff in fulfilling this mission and provides a rigorous academic experience for teachers, office staff, and other stakeholders. On a holistic level, the professional development program provides support for Audeo II's employees to develop skills and techniques crucial to their personal lives as they work toward a healthy work/life balance as aligned to the California Quality Professional Learning Standards and State Priorities. In short, the program is a 'school within a school' for the purposes of teaching and learning, and increases student achievement results, faculty and staff retention, and the overall well-being of Audeo II's employees and students.

Audeo Charter School II offers professional learning opportunities Monday-Friday throughout the school year from July-June. The professional development plan includes:

1. Ethical Responsibilities and Strategic Planning

- a. Quarterly Faculty Meetings
- b. Quarterly Office Meetings
- c. Monthly Instructional Meetings
- d. Mandated Trainings: Safety, Blood Borne Pathogens, Child Protective Services, Epi-Pen, and AED Trainings
- e. Executive Studies on Educational Leadership
- f. Leadership Meetings
- g. Youth Mental Health First Aid Responder Training

2. Curriculum Content Training

- a. Core Content: Math, English Language Arts, English Learner Development, Science, Social Studies, Career Technical Education, and World Language: Spanish, French, and German
- b. Visual & Performing Arts: Art, Drawing, Photography, and Music Appreciation
- c. Gifted and Talented Education: Audeo II offers cohort trainings to the teachers to meet the academic needs of this group of learners
- d. Leading Edge Certification: Audeo II offers this national online teacher certification that guides educators through rigorous and engaging curriculum based on the Quality Matters Standards for Online Teaching. Upon successful completion, the certification gives schools, districts, and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.

3. Student Engagement

- a. Post-High School Pathways Training consists of Naviance training, guest speakers from two- and four-year colleges/universities, the military, and industry.

- b. Special Instructional Services offers social-emotional learning trainings, suicide prevention/intervention/postvention trainings, special education training for general education teachers, literacy training specifically designed for EL students, and teacher training from the LGBTQ community.
- c. Partnerships include visiting guest speakers and various educational, medical, and industry entities.
- d. Healthy Youth Department provides information on pre- and post-medical care and resources for pregnant/parenting students, health and wellness trainings, and CHYA instruction.
- e. Parent Trainings that are geared toward understanding College and Career Readiness opportunities such as AP, articulation, and dual credit courses.
- f. Parent Engagement Training Series for parents of English Learners and parents of students with disabilities.

4. Workforce Efficiency and Effectiveness

- a. Edgenuity Training - online curriculum content provider
- b. Audit and Compliance/Rigor, Content, and Quality
- c. Tech Tools such as Office 365 Tools: Excel, PowerPoint, Publisher, Word, Teams, SharePoint, and other technology such as Google, Apple for Educators (InTech), Moodle, and Weebly (blended learning)
- d. New Teacher Training, Professional Growth Training, and Certificated Teacher Resource Training

ACCREDITATION, TRANSFERABILITY OF COURSES, AND NOTICE TO PARENTS

At the time that a parent submits an application to enroll his/her student in Audeo Charter School II, the Charter School will provide written information to parents of students in grades 9-12 regarding the transferability of courses to other public high schools and the eligibility of the courses to meet college entrance admissions requirements.

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in **Element B** of the charter for a description of Audeo Charter School II’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

PLAN FOR STUDENTS ACHIEVING BELOW GRADE LEVEL

Audeo Charter School II’s **Multi-Tiered System of Supports** engages high-risk students in participating and excelling in school. Audeo II identifies students who are below grade level

immediately upon enrollment. At the first student appointment, Audeo II administers the NWEA MAP English Language Arts and Math surveys. Counselors review these academic proficiency results along with academic history and records to assess student overall achievement levels and inform the creation of the **Pathways Personalized Education Plan** and the initiation of MTSS. Audeo II's goals in implementing the tiered system of support are to increase student engagement and increase student achievement for students who are achieving below grade level. The following components of tiered supports are targeted towards high-risk students:

Core Instruction: Research-based instructional strategies are integrated into all core content curricular areas. Content area teachers are trained in research-based instructional strategies: Universal Design for Learning (“UDL”), embedded literacy instruction across curricular area, blended (independent study/online) learning, differentiation, scaffolding, and formative assessments. Courses are adjusted based on student instructional level, interests, and Pathway. Students also participate in small group and individual tutoring sessions.

Social Emotional Learning Program:

- Employing Trauma Informed Practices for Schools (“TIPS”) in teacher engagement strategies: Teachers lead communications through a trauma-informed lens.
- RISE (Resilience in Students and Education): RISE is a social-emotional learning series of live, interactive, video broadcasts for students. RISE sessions are aligned to Social and Emotional Core Competencies in order to enhance a student’s capacity to integrate skills, attitudes, and behaviors which effectively and ethically deal with daily tasks and challenges.
- Healthy Youth Program (“HYP”) and Crisis Support: Audeo II understands how important it is to meet the needs of each student and family and to attend to the social and emotional needs that arise during times of crisis and challenge. Audeo II provides individual counseling and small group social-emotional learning sessions that are essential to mental health and wellness.

Professional Learning Communities: Instructional Leaders provide training, resources, structure, and guidance to teachers to engage in frequent collaboration, analyze assessments, and implement best practices to increase student achievement.

Data Collection, Monitoring, and Reporting: Curriculum, instructional, and professional development decisions are made based on close analysis of student achievement and engagement data.

Parent Trainings: Research-based parent trainings are held on topics relevant to current family issues and trends.

Intervention: Intensive intervention process is designed to identify all areas of concern, causal factors, and personalized plan to address challenges.

High School Completion Options: Multiple paths to successful completion, including preparation for GED or HiSET, are available to students who enroll significantly behind grade level in skills and high school credits.

Student and Family Services and Supports through partnerships: Established partnerships that are community-based and free or reduced cost are provided to students as part of their personalized intervention plan. The counselors facilitate appropriate referrals and resources for each student.

Student progress is monitored through the systematic Pathways Personalized Education Plan (PPEP) process that requires analysis of student achievement measures at least three times throughout the school year. The instructional team, including the parent(s), determines the supports and services that are most effective with each student and identifies any additional curricular and instructional supports necessary to support student achievement.

PLAN FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL

Through the **Multi-Tiered System of Supports**, Audeo II systematically addresses support for all students, including gifted students and high achievers. Students who demonstrate the ability, through a variety of assessments, to perform above grade level have a personalized education plan that reflects their strengths and interests through course selection and planning, differentiation of instruction, opportunities for acceleration, and curriculum enrichment and extension. The instructional team, including parents, teacher, counselor, and student, collaborate to select appropriate courses including Honors courses and AP courses. Following a course of study aligned to Audeo II's instructional framework, students are able to demonstrate mastery of subject matter standards at their own pace, giving students with advanced skills the option to complete courses in less time. The Charter School provides opportunities for students to be concurrently enrolled in community college courses and to consult regularly with one of Audeo II's college counselors. Additionally, teachers participate in monthly professional development that focuses on instructional strategies and engagement techniques for a diverse student population.

Audeo II recognizes that each student is a unique individual with his/her own interests, strengths, and challenges. The Charter School's goal is to identify and celebrate the unique gifts and talents of every student. "Giftedness" occurs along a continuum. Strategies that work for one gifted student will not necessarily work for all gifted students. Audeo II pairs the principles of personalized learning with research-based strategies for gifted students to maximize the academic, social, and personal successes of **Gifted and Talented** students.

At Audeo II, GATE students are offered an **Individualized GATE Plan ("IGP")**. The IGP is created by the student, parent(s), and teachers, to plan the services and program options that address the unique needs of each gifted student based on their needs, interests, and abilities.

Each IGP incorporates essential elements of gifted education:

- Differentiated learning experiences including Acceleration and Enrichment
- Differentiated curriculum responsive to the needs, interests, and abilities of students that utilizes a variety of teaching and learning platforms
- Learning environments that inspire creativity, flexibility, and autonomy
- Small group instruction
- Opportunities for independent study, community-based learning, and project-based learning

- Postsecondary Education

Students receive individualized instruction with a **GATE Certified teacher** one-on-one and in small groups. Students are encouraged to enroll in Honors courses, Advanced Placement courses, and Accelerated courses. Curriculum is compacted based on standards mastery. At all times possible, courses incorporate project-based learning, community-based learning, and student choice and voice in topics and subject matter to master key concepts and skills.

Please see Audeo II GATE Plan (**Appendix S**).

PLAN FOR ENGLISH LEARNERS

Audeo Charter School II will meet the applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, pertaining to annual notification to parents, student identification, placement, program options, ELD and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Audeo II implements policies to assure appropriate placement, evaluation, and communication regarding ELs and the rights of students and parents. Audeo II fully implements a specially designed English Learner Plan that addresses the needs of the high risk student population served and:

- Outlines consistent practices in the development, implementation, and evaluation of English Learner programs and services.
- Provides specific procedural guidelines for the identification, assessment, and reclassification of students.
- Articulates the English Language Development program and options for ELs.
- Describes the formation and functions of the English Learner Advisory Committee (“ELAC”).

Please see Audeo Charter School II’s English Learner Plan (**Appendix T**).

English Learner Identification

The Charter School administers the **Home Language Survey (“HLS”)** upon a student’s initial enrollment into the Charter School (on enrollment forms). Students who have been indicated, as with the Home Language Survey, to speak a language other than English at home are given the Initial ELPAC. If a student does not demonstrate proficiency, the student will qualify as an English Learner.

English Learner Assessment

All students who indicate that their home language is other than English are assessed with the state approved assessment of language proficiency (ELPAC Initial Assessment) within 30 days of initial

enrollment and at least annually (ELPAC Summative Assessment) thereafter until re-designated as fluent English proficient.

The Charter School notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC is used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing and progress reporting.

Results of each student's assessment are sent to parents or guardians in their primary language. These results are also included in the PPEP for instructional planning.

For students who enroll with previous ELPAC results, the ELPAC is administered annually based on the ELPAC testing cycle until students are reclassified as fluent English proficient. Students with disabilities who are also identified as ELs will be assessed based on modifications according to their Individualized Education Programs ("IEP") or 504 plans or by an alternate assessment as determined by the IEP or 504 team.

The Charter School notifies all parent/guardians annually, in writing, and in the student's home language, when possible, of the ELPAC assessment administration, the reasons their child is identified as an EL, and of ELPAC results.

Additionally, Audeo Charter School II assesses all students upon enrollment and at the beginning and end of each school year using a standards-based assessment, NWEA MAP in reading, language usage, and math. MAP assessments provide detailed, actionable data on student's present skill levels in relation to state standards to inform the creation of the PPEP upon enrollment. MAP pre- and post-assessments provide student growth data for the school year to inform the adjustment of the PPEP as necessary for student achievement. MAP data provides specific information about student reading skills in the areas of word recognition, word structure, vocabulary, reading literature, and reading informational text skills for comprehension and fluency.

English Learner Reclassification

Reclassification is the process in which an English Learner is reclassified as a Fluent English Proficient ("RFEP") student after meeting various linguistic and academic criteria. Audeo II has developed student reclassification procedures based on criteria set forth by CDE guidelines. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

Criteria A. Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.

ELPAC Results should demonstrate English proficiency in all domain areas

Criteria B. Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Demonstration of “basic skills” in English from an objective assessment that is also given to English proficient students of the same age.

- MAP: Reading and Language scores must fall within the student’s grade level range; or,
- Smarter Balanced ELA Summative Assessment score will meet or exceed the standard

Criteria C. Participation of the pupil’s teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.

Teacher Judgment: Observation Protocol for Teachers of English Learners (“OPTTEL”)

- Teachers use a standardized English language observation protocol to evaluate students’ English language proficiency.

Criteria D. Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

Parent Consultation

- Parents are consulted and engaged in the Reclassification determination process.

Monitoring Reclassified English Learners

Audeo II implements a systematic process to monitor the academic progress of all Reclassified Fluent English Proficient students for four years from the year of reclassification, as required by state and federal guidelines. RFEP students are expected to meet grade-level content standards and the requirements for high school graduation. Parents are notified of ongoing progress after reclassification during parent-teacher meetings at each semester. Each year, through the PPEP process, the instructional team meets to review the performance and progress of RFEP students. For students not meeting proficiency targets, staff analyzes student assessment data and creates an instructional intervention plan. Assessment data that is monitored includes:

- ELPAC scores
- MAP Reading scores
- MAP Language Usage scores
- Curriculum Embedded Assessments
- CAASPP scores
- Participation Rates
- Credit Completion Rates

- Teacher and parent observation

The instructional team, through the PPEP, collaborates to determine the effectiveness of the program for each student. When students have not made adequate progress, interventions are applied. These interventions can include additional ELD instruction, instructional aids and supports, and/or family and community support services.

Intervention measures may include:

- Conference with student and parent
- Referrals and resources given to student and family
- Specialized reading and/or writing tutoring sessions
- Placement in Literacy and/or Literature and Comprehension courses
- Customized curriculum with literacy supports, scaffolds, and learning resources

English Language Development Program

Audeo II's goal for English Learner programs is to support the development of ELs' fluency in English and proficiency in the core curriculum. Program participation and program effectiveness is monitored using assessment data. Programs are customized as needed based on information from assessments and instructional team input. Audeo II provides a comprehensive English Language Development Program that includes **Integrated** ELD and **Designated** ELD.

ELs have full access to the Charter School's educational program through **Integrated English Language Development**. Teachers use the California English Language Development Standards in tandem with the State Standards for ELA/Literacy and other content standards.

Teachers are specifically trained on ELD standards and research-based instructional strategies including SDAIE. Instructional strategies that are commonly embedded into curriculum and utilized in tutoring sessions include: building on prior knowledge, explicitly teaching comprehension strategies, vocabulary, text and language features, sequencing texts and tasks, rereading, structuring discussions, and utilizing supportive tools such as graphic organizers, charts, diagrams, and outlines.

Achieve 3000 is an online literacy tool that provides differentiated instruction based on individual student reading levels. The program allows students to build literacy and content-area knowledge simultaneously. Embedded scaffolds and supports, including Spanish language support, accelerate student learning gains within the school year.

MyPath Reading is a supplemental reading intervention program that provides differentiated instruction based on individual student reading levels. The program helps students improve reading comprehension, vocabulary, and fluency.

The Charter School utilizes a web-based comprehensive English language learning program (BrainPOP ESL) that uses highly engaging animated visuals and provides explicit instruction of grammar

concepts and academic vocabulary.

The Charter School offers EL students blended learning opportunities. Online courses (Edgenuity) offer many supports for EL students including audio translation of text, explicit instruction of academic vocabulary, and close reading of text.

Designated ELD is structured as a highly individualized curriculum based on CA ELD standards. Students are enrolled in courses that are aligned to the CA ELD standards in order to develop critical language ELs need for content learning in English. These literacy courses are enhanced with individualized tutoring sessions and literacy instruction with an instructional focus on linguistic elements and language communication. The instructional team, including parents, set proficiency goals for students with measures and benchmarks for achievement.

Students are identified to participate in appropriate Designated ELD programs based on their language proficiency according to ELPAC, OPTEL, and curriculum-embedded assessment data.

PLAN FOR STUDENTS WITH DISABILITIES

General Overview

Audeo Charter School II shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

Audeo Charter School II is an independent local educational agency (“LEA”) member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). Audeo Charter School was one of the founding partners of the El Dorado County Charter SELPA and in good standing.

Audeo Charter School II shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

Audeo Charter School II shall be solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by Audeo Charter School II shall be accessible for all students with disabilities.

Audeo Charter School II is strongly committed to serving the needs of all students enrolled in its program. Students with an IEP are welcomed and supported. The Charter School will work closely with the El Dorado County Charter SELPA in order to coordinate services locally. Audeo II representatives will attend El Dorado County Charter SELPA organizational meetings on a monthly basis. These meetings are designed to assure compliance in the administration of the program, delivery of service, and fiscal management. Fully credentialed Education Specialists and Resource Specialists will be hired locally and as direct Audeo II employees, will provide Specialized Academic Instruction (“SAI”) to students who have been identified as requiring the service as part of their Free and Appropriate Public Education (“FAPE”). Special Education related services will be contracted locally. Related services include, and are not limited to, Speech and Language services, Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services, Vision Therapy, and Social Work

services. These services will be provided by CDE-certified Non-public Agencies (“NPA”) and Non-public Schools. Contracts with these providers will assure adherence to all federal, state, and local requirements for special education compliance during the term of the agreement. El Dorado County Charter SELPA training and professional development for special education staff will be conducted in San Diego County. Facilities will be compliant with IDEA requirements.

Audeo II will exercise the flexibility to design a program based on the inclusive model that incorporates serving students with disabilities. Audeo II will engage the SELPA in the IEP placement of students who are identified as requiring an education placement that Audeo II is unable to provide.

Section 504 of the Rehabilitation Act

Audeo Charter School II recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team shall be assembled by the School Coordinator and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The School Coordinator will ensure that teachers include 504 Plans with instructional planning for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the “IDEA”

The following description regarding how special education and related services is provided and funded is included in the charter for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter, and is not binding on the District. The specific manner in which special education and related services is provided and funded will be set forth in a MOU, delineating the respective responsibilities of Audeo Charter School II and the SELPA. A copy of the MOU will be made available to the District upon request.

Audeo Charter School II shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

Audeo Charter School II shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at Audeo Charter School II shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. The Charter School staff shall participate in SELPA in-service training relating to special education.

Audeo Charter School II shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. Audeo II shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to the Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

Audeo Charter School II shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. Audeo Charter School II shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

Audeo Charter School II shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. Audeo II shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

Audeo II shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Audeo Charter School II shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Audeo II shall obtain parent/guardian consent to assess students.

IEP Meetings

Audeo Charter School II shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. Audeo II shall be responsible for having the following individuals in attendance at the IEP meetings: the School Coordinator and/or Audeo II designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Audeo II representatives who are knowledgeable about the general education program at Audeo II and/or about the student. Audeo II shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech

therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

Decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Audeo Charter School II students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

Audeo Charter School II shall be responsible for all school site implementation of the IEP. As part of this responsibility, Audeo II shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. Audeo II shall also provide all home-school coordination and information exchange. Audeo II shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

Audeo Charter School II shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Audeo II shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Audeo Charter School II from a district operated program under the same special education local plan area of Audeo II within the same academic year, Audeo II shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Audeo II agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to Audeo II with an IEP from outside of California during the same academic year, Audeo II shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until Audeo II conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by Audeo II, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

Audeo II shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to Audeo II and no student shall be denied admission nor counseled out of Audeo II due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

Audeo Charter School II implements policies for responding to parental concerns or complaints related to special education services. Audeo II shall receive any concerns raised by parents/guardians regarding related services and rights.

Audeo II's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

Audeo Charter School II may initiate a due process hearing or request for mediation with respect to a student enrolled in Audeo II if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, Audeo II shall defend the case.

SELPA Representation

Audeo Charter School II shall represent itself at all SELPA meetings.

Funding

Audeo Charter School II is subject to the allocation plan of the SELPA.

Element B: Measurable Pupil Outcomes

Governing Law: *The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).*

As a public charter school, Audeo Charter School II recognizes and accepts a heightened level of accountability for reaching ambitious standards for student achievement. The Charter School has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(c)(5)(B) and 52060(d).

Audeo Charter School II will continue to examine and refine its list of student outcomes over time to reflect the Charter School's mission and any changes to state or local standards that support this mission.

STUDENT OUTCOMES

Audeo Charter School II, by teaching a challenging and clearly defined core of shared content, grade by grade, will raise students' academic achievements and abilities across a wide range of subject matters and skills.

It is a goal of Audeo Charter School II for graduates to demonstrate appropriate age or grade-level mastery of the following core academic skills:

English/Language Arts Students will demonstrate strong reading, writing, listening, speaking and presentation skills, with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.

Mathematics Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects aligned with the state standards.

Science Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, astronomy, and earth sciences.

History and Social Studies Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.

World Language Students will be given the opportunity to gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to their native tongue.

Students will understand key aspects of the culture, both past and present, of the second language.

Visual and Performing Arts Students will study the various arts disciplines and careers related to those disciplines. Classes will demonstrate the influence of the arts across the curriculum and generate in the students an appreciation for visual and performing arts in their daily lives.

Physical Education Students will be offered courses that are consistent with the expectations established under charter law and each student's personalized education plan.

Underlying and utilized throughout each of the subject areas will be other core skills such as:

- Critical thinking skills, e.g. problem-solving, analyzing, and applying knowledge.
- The ability to effectively use technology consistent with the International Society for Technology in Education.
- Knowledge of pertinent issues of health and the development of physical fitness.
- Life-long learning skills: study skills and habits, planning, initiating and completing a project, and the ability to reflect and evaluate one's own learning.
- Social skills: citizenship and leadership as demonstrated by the planning and implementing of community service, conflict resolution as demonstrated by the responsible and compassionate interaction with peers, and the ability to work effectively with others in cooperative groups.
- Life skills: financial management, job readiness and career development, higher education continuance skills and appreciation for the arts.

In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress toward graduation readiness through a series of performance measurements at various points throughout their experience at Audeo Charter School II.

CHARTER SCHOOL GOALS, ACTIONS, AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of all student subgroups who will attend the Charter School, including low-income students, English Learners, and foster youth. The metrics associated with these goals will help Audeo Charter School II to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Each of the Charter School's goals, actions, and measurable outcomes are listed below, along with the specific metrics that will be used to monitor progress toward achieving these goals.

Local Control and Accountability Plan

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board

of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Goal 1: Increase Student Achievement in Areas Appropriate for a School Participating in the Dashboard Alternative School Status Program.

Aligned to State Priorities 4 (Student Achievement) and 5 (Student Engagement)

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

1.1 Data and Measures of Student Achievement

Applicable Student Groups: All

- a. Implement, monitor, and update a PPEP for every student based on assessments and post-secondary goals
- b. Collect, analyze, and disseminate key performance measures aligned to student achievement and publish in The Storybook (monthly, annually)
- c. Utilize the Data Integration Systems Department to best inform Curriculum, Instruction, and Professional Learning Systems of multiple measures of student achievement data
- d. Implement the web-based NWEA system, administer Pre- and Post- Assessments, analyze and report student group results to best inform Curriculum, Instruction and Professional Learning Systems and close the achievement gaps
- e. Utilize Illuminate to assess, disaggregate and report student group (English Learners, Low Income, Foster Youth, Special Ed, Pregnant/Parenting) data in order to make timely data-driven decisions to close the achievement gap
- f. Use Naviance Program to support the successful post-secondary planning of students who are high risk and/or disadvantaged

1.2 Intervention and Student Support

Applicable Student Groups: English Learners, Homeless and Foster Youth

- a. Recruit, hire, and train well-qualified teachers to engage high risk students and support their achievement

- b. Refine the implementation of the Intervention and Diversion Program (MTSS) to include additional training and monitoring to increase high –risk student engagement in school
- c. Provide training on computer-based ELPAC administration, result analysis, and best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems
- d. Utilize English Learner Achievement Department (“ELAD”) to support the increased achievement of English Learners
- e. Provide multiple paths to earn a high school diploma or equivalent to increase successful outcomes for high-risk students
- f. Designate Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students
- g. Designate Homeless and Foster Youth Liaison who will facilitate partnerships and coordinate programs that promote Foster Youth achievement
- h. Provide Homeless and Foster Youth School Engagement Trainings for teachers
- i. Monitor academic progress and attendance rates for Foster Youth

1.3 Intervention and Support for Low Income Students

Applicable Student Groups: Economically Disadvantaged Students

- a. Provide supplemental tutoring in Math to qualifying students to close the achievement gap
- b. Enhance the SIS Parent Portal to create Score Reports to increase parent access to Assessment data, Instructional results, and student progress
- c. Increase counselor role to provide additional monitoring and intervention for students
- d. Enhance School Pathways SIS system features to effectively monitor student progress

1.4 Intervention and Support for Students with Disabilities

Applicable Student Groups: Students with Disabilities (“SWD”)

- a. Provide additional academic and inclusion support with Certificated Teacher Resources
- b. Monitor school engagement and academic progress indicators for SWD through the Monthly Storybook and quarterly Pathways Personalized Education Planning process
- c. Provide effective Specialized Academic Instruction and related services to improve academic progress and proficiency for SWD
- d. Develop and implement school wide Instructional Plan (scope and sequence) based upon the needs of the current student populations including Exceptional Learners (Special Education, GATE)

Expected Annual Measurable Outcomes:

- **CAASPP SBA – Math** – Audeo II will improve its DFS by 3 points annually or exceed the county DASS schools average or state DASS schools average DFS and proficiency rate in SBA Math for grades 3-8 and 11.
- **CAASPP SBA – ELA** – Audeo II will improve its DFS by 3 points annually or exceed the county DASS schools average or state DASS schools average DFS and proficiency rate in SBA ELA for grades 3-8 and 11.
- **NWEA MAP Growth** – NWEA MAP growth targets will maintain at 60% or higher; or the lowest performing student group will increase by 2%.
- **EL Reclassification Rate** - Maintain baseline rate or exceed statewide average.
- **English Learner Progress Indicator** – Audeo II will achieve a medium performance status or higher; or, exceed the county DASS schools or state DASS schools average on the ELPI.
- **Participation Rate** (attendance rate) – The cumulative student participation rate, including for all unduplicated student groups (LI, EL, FY) and Special Education will meet or exceed 84%.
- **Dropout Rate** – Maintain a dropout rate of 5% or less.
- **DASS Graduation Rate** – Audeo II will achieve a medium performance status or higher; or increase its rate by 3% or more; or, exceed the county DASS schools or state DASS schools average on the Graduation Rate.
- **Student Confidence** – 90% of students reporting confidence in their ability and skills to learn and succeed in school within 90 days of enrollment.
- **Chronic Absenteeism Rate** – Audeo II will decrease its chronic absenteeism rate by 0.5% or more annually for Grades K-8; or, exceed the county DASS schools or state DASS schools average on Chronic Absenteeism rate.

Goal 2: Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning, Aligned to CCSS

Aligned to State Priorities 1 (Basic Services), 2 (Implementation of State Standards), 4 (State Achievement), 7 (Access to Broad Course of Study), and 8 (Outcomes in Broad Course of Study)

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

2.1 Personalized Pathways Educational Plan & College and Career Readiness

Applicable Student Groups: All

- a. Maintain alignment of CTE Curriculum to CTE Model Standards
- b. Create Work Based Learning-School Curriculum Crosswalk

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- c. Create digital portfolios in capstone courses
- d. Provide CTE Certifications in Adobe, Hospitality, and Workforce Readiness
- e. Promote 21st century learning and digital literacy with Pathways E-Portfolio graduation requirement Enhance ELD program to include course offerings and instructional practices that promote literacy development
- f. Enrich blended learning opportunities for students utilizing online curriculum and resources that features embedded tools and scaffolded supports to enhance learning opportunities for ELs and SWD

2.2 Standards aligned Course of Study and Curriculum

Applicable Student Groups: All

- a. Review, update, and monitor course of stud to fully align with Common Core State Standards, English Language Development Standards, Next Generation Science Standards, UC/CSU a-g requirements, and NCAA requirements
- b. Provide access to advanced courses and learning opportunities (Advanced Placement Courses, Honors Courses, Accelerated Courses)
- c. Provide customized course curriculum based on Universal Design for Learning to increase access to learning for SWD and students with multiple learning styles
- d. Expand online course offerings to include CCSS, ELD, NGSS, UC/CSU a-g, NCAA approved courses to enhance learning opportunities for all students
- e. Create ELD ELA course pathway that is UC a-g approved

2.3 Instructional Program Development

Applicable Student Groups: All

- a. Provide CTE course offerings aligned to key sectors
- b. Develop Internship program, establish partnerships with key industries, and develop a Work Experience Education (WEE) program
- c. Provide Naviance program to students to facilitate post high school planning and career exploration
- d. Develop a data collection, segmentation and reporting process, as needed

2.4 Support for English Learners, Low Income, Homeless and Foster Youth

Applicable Student Groups: English Learners, Low Income, Homeless and Foster Youth

- a. School Coordinator to implement Pathways Program that ensures accessibility, equity, and achievement for high risk student groups and historically underserved students

- b. Offer Credit Recovery (CR) courses for high transition students as a 2nd course attempt in order to promote recovery of instructional time and increase pacing towards high school graduation
- c. Provide curriculum enhancements for EL students: Achieve 3000, BrainPOP ESL
- d. Increase student access to online curriculum and resources through technology devices and internet: Connect Program
- e. Implement the Writing Reform and Innovation for Teaching Excellence (“WRITE”) INSTITUTE- The Charter School will integrate literacy instruction, including the six high-leverage research-based academic literacy practices, across all core curriculum. Students will engage in relevant, rigorous curriculum that builds academic literacy and serves as a foundation for 21st Century Learning Skills.
- f. Provide supplemental curriculum for ELs and LI students through “MyPath” and assign Individual Learning Plans (ILPs) to support student skill development and close the achievement gap

2.5 Supports for Students with Disabilities

Applicable Student Groups: Students with Disabilities

- a. Provide customized course curriculum options based on Universal Design for Learning to increase access to learning for students with disabilities and students will multiple learning styles
- b. Customize curriculum with supplemental resources to increase student access to the core curriculum.
- c. Increase accessibility features for accommodations, designated supports, and universal tools

Expected Annual Measurable Outcomes:

- **English** - Maintain 100% of English courses aligned to CCSS and ELD
- **Math** - Maintain 100% of Math courses aligned to CCSS
- **Science** - Maintain 100% of Science courses aligned to NGSS
- **History/Social Science** - Maintain 100% of ELD aligned to History/Social Science
- **Well-Qualified, Credentialed Teachers** - Maintain 100% of teachers in core courses are credentialed and high quality
- **UC a-g Courses** - Maintain 100% UC a-g approval for core courses
- **NCAA approved Courses** - Maintain 100% NCAA approval rate for core courses
- **Honors and AP Courses** - Maintain 5 Honors courses and 5 AP courses
- **Work Experience Education Program** - Maintain a Work Experience Education Program
- **CTE Pathways** - Maintain CTE Career Pathways

College/Career Indicator (CCI) – Audeo II will increase its rate by 2% or more; or, exceed the county DASS schools or state DASS schools average on the CCI

Goal 3: Provide a Targeted and Data Informed Professional Learning System to Increase Teacher Effectiveness and High Quality Instruction

Aligned to State Priorities 1 (Basic Services), 2 (Implementation of State Academic Standards), and 8 (Outcomes in a Broad Course of Study)

Actions: In order to achieve this goal, in alignment to these state priorities, the following actions and services will be provided:

3.1 Instructional Capacity through Professional Development and Training

Applicable Student Groups: All

- a. Professional development course offerings and teacher trainings provided to increase teacher effectiveness in implementing CCSS, NGSS, ELD standards
- b. Increase teachers' mastery of differentiation of instruction for all learners, including SWD through trainings
- c. Provide CTE Professional Development in key Industry Sectors and Externships
- d. Professional development courses provided to increase capacity through Leadership Studies and Fellows Project
- e. New Teacher Training Program includes Youth Mental Health First Aid Training and Certification
- f. Increase teachers' educational technology competency through Leading Edge Certification and trainings to enhance capacity to effectively facilitate blended learning
- g. Increase teachers' competency in instructional methodology and differentiation of instruction for all learners through GATE training and Certification
- h. Math specialist to provide additional support & professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups
- i. ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment
- j. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-Informed Practices for Schools
- k. Participate in The WRITE (Writing Reform and Innovation for Teaching Excellence) Institute two-day institute for K-12 teacher leaders and administrators. The Charter School will collaborate with San Diego County Office of Education to implement systemic integrative literacy. The WRITE Institute provides ongoing professional development to raise student achievement by improving the teaching of writing in grades K-12.

- l. Expand Professional Development to include a specialized branch of “Parent University” to provide accessible, relevant, and engaging courses and training opportunities for parent partners
- m. Provide professional development focused on graduation strategies and supporting successful student outcomes

3.2 Professional Development- Curriculum and Instruction

Applicable Student Groups: All

- a. Provide course offerings and teacher training programs to increase teacher effectiveness in implementing CCSS, NGSS, ELD state standards, advanced courses, and post-secondary Pathways.
- b. Provide teacher participation opportunities in County Office of Education Professional Development offerings to increase teacher effectiveness in implementing CCSS, NGSS, ELD state standards, and Leading Edge Certification.

3.3 Professional Development- Curriculum, Instruction, and Support for EL

Applicable Student Groups: English Learners, Redesignated fluent English proficient

- a. Provide teacher training on implementation of ELD standards
- b. Promote teacher trainings at County Office of Education EL trainings

3.4 Professional Development- Curriculum, Instruction, and Support for Low-Income Students and Foster Youth

Applicable Student Groups: Economically Disadvantaged Students, Homeless, and Foster Youth

- a. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-Informed Practices for Schools
- b. Homeless and Foster Youth Liaison to coordinate trainings for legal and best practices for schools serving homeless and Foster Youth.
- c. Enhance parent trainings with information and support with post-secondary planning for low income families

3.5 Professional Development- Curriculum, Instruction, and Support for Low Income Students and Foster Youth for Students with Disabilities

Applicable Student Groups: Students with Disabilities

- a. Integrate principals of Universal Design for Learning into core curriculum and instruction trainings increase access to learning for students with disabilities and students will multiple learning styles

Expected Annual Measurable Outcomes:

- **Subject Matter Competency** – Within 3 years of hire, 100% of teachers will demonstrate subject matter competency in Math and ELA
- **Professional Development hours** – 100% of teachers will participate in at least 60 hours professional development per year
- **Relevant Professional Development** – 90% of staff will report an average rating of 4 (1-5 scale) on evaluation of training sessions
- **Teacher Satisfaction Rate** – Audeo II students and parents will reflect a 90% or higher teacher satisfaction rate

Goal 4: Provide a Safe Environment and Supportive School Culture

Aligned to State Priorities 1 (Basic Services), 3 (Parent/Family Engagement), 6 (School Climate)

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

4.1 Safe Schools

Applicable Student Groups: All

- a. Update and monitor an effective School Safety Plan
- b. School Safety Committee to implement the School Safety Plan
- c. Training and resources provided to ensure staff are informed, prepared, and compliant
- d. Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc.)
- e. Provide nursing services to support student social-emotional health and well-being
- f. Provide parents and students with opportunities for input into safety planning
- g. Collaborate with El Dorado Charter SELPA to provide Behavior Intervention Planning and Behavior Goal Writing trainings for Special Education staff.

4.2 Social, Emotional, and Behavioral Support Systems

Applicable Student Groups: All

- a. Expand Healthy Youth Program and build capacity for: coordinating agencies, providing services, and facilitating referrals to support student academic and social/emotional goals

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- b. Expand the leadership and character development program, Cadet Corps, to promote student achievement and increase student engagement
- c. Provide small group learning environment at each Resource Center that promotes positive behavior and accountability
- d. Provide a Nutrition Program to qualifying students
- e. Utilize the Backboard System as a safety communication tool

4.3 Social, Emotional, and Behavioral Support Systems for Low Income Students and Foster Youth

Applicable Student Groups: Economically Disadvantaged Students, Homeless and Foster Youth

- a. Provide School Counselor Services to coordinate agencies and facilitate referrals for low/no fee community services to support student academic and social/emotional goals
- b. Increase capacity for Trauma-Informed Practices for Schools by training trainers

4.4 Social, Emotional, and Behavioral Support Systems for Students with Disabilities

Applicable Student Groups: Students with Disabilities

- a. Provide Educationally Related Mental Health Services (ERMHS) referrals, evaluations, and services to support social/emotional and behavioral goals

Expected Annual Measurable Outcomes:

- **Suspension Rate** – Maintain a suspension rate at 1.5% or less
- **Expulsion Rate** – Maintain an expulsion rate at 1% or less
- **Safety Satisfaction Rate** – Maintain 90% or higher satisfaction rate from students/parents on safety from Annual Surveys
- **Compliant School Safety Plan** – Audeo II will maintain a compliant rating on its School Safety Plan

Goal 5: Provide Innovative, Engaging, Community-Based Resource Centers

Aligned to State Priorities 1 (Basic Services), 3 (Parent/Family Engagement), 5 (Student Engagement), 6 (School Climate)

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

5.1 Student, Parent and Community Engagement

Applicable Student Groups: All

- a. Maintain or expand formal partnerships for CTE Advisory Committees and CTE Industry Partners (Externships)
- b. Provide opportunities for students, parents, and community members to receive information/ resources and provide input into the school program through Open House Events, Senior Night Events, Surveys, and Communication Systems
- c. Establish formal opportunities for parent engagement on a monthly basis (multiple methods)
- d. Design innovative Resource Centers, enhanced with technology, that engage students in 21st century learning environments to inspire achievement
- e. Design facilities to meet the “best practices” standards for NGSS lab work
- f. Enhance website features and content to provide accurate and timely information to parents and community members.
- g. Utilize web-based programs to increase parental engagement (Naviance, School Pathways Parent Portal)
- h. Effective ELAC practices to increase parent participation and input into the instructional program
- i. Provide translated materials and resources for parents/guardians of ELs
- j. Designate translators and/or bi-lingual staff for parents of ELs
- k. Collaborate with the EL Dorado Charter SELPA to provide Community Advisory Committee participation opportunities for parents of SWD

5.2 Community Relations and Partnerships

Applicable Student Groups: All

- a. Maintain community partnerships to support student and family engagement and learning
- b. Implement a marketing plan, utilizing strategies to inform parents and the community about enrollment options and resources at Audeo II available to them
- c. Increase access to Resource Center supports and services by providing bus passes to qualifying students

5.3 English Learner Parents Engagement

Applicable Student Groups: English Learners, Re-designated fluent English proficient

- a. Maintain an effective English Learner Advisory Committee for parents of EL students to provide input into Instructional Program
- b. Provide translation and interpretation services to facilitate effective communication and participation

5.4 Community Relations and Partnerships

Applicable Student Groups: All, Economically Disadvantaged

- a. Leverage community partnerships to provide low income families with access to technology, transportation, food, and shelter in order to remove barriers to learning

5.5 Students with Disabilities' Parent Engagement

Applicable Student Groups: Students with Disabilities

- a. Provide information on the SELPA Community Advisory Committee (CAC) to parents at each IEP meeting
- b. Monitor and report the rate of parent response in IEP meetings regarding their satisfaction and level of engagement in the development of the plan for their student's success

Expected Annual Measurable Outcomes:

- **Partnerships** – Maintain formal partnerships with community-based organizations
- **Facilities** – Receive School Facility Good Repair Status of “good” or “exemplary”
- **Parent Engagement** – Promote monthly formal opportunities for parent engagement
- **Student Engagement** – 90% of parents surveyed will report the Resource Center engages students in innovative learning opportunities

Element C: Methods of Assessment and Other Uses of Data

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).*

OVERVIEW

Audeo Charter School II will meet all statewide standards and conduct pupil state assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Audeo Charter School II will utilize methods of assessments in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. Audeo Charter School II affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in **Element B**, shall be consistent with the way information is reported on a school accountability report card as required by Education Code Section 47605(c)(5)(C).

ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

A comprehensive assessment program is imperative to measure student performance outcomes and maintain the vision of Audeo Charter School II. No single assessment or data indicator can provide all the information needed to make informed decisions about every student's learning. A collection of measures that is focused on academic standards mastery and promotes positive student outcomes can provide meaningful insights about each student's achievement and the Charter School's effectiveness.

Audeo II utilizes a variety of assessments, both formative and summative, and key indicators to demonstrate achievement of academic standards and school-wide learning outcomes. These measures are utilized to demonstrate student achievement and engagement as it aligns to the Eight State Priorities. These will include, but will not be limited to:

State-Mandated Assessments

- CAASPP assessment system (e.g., the Smarter Balanced Summative Assessments in ELA and Mathematics, California Science Test ("CAST"), and the California Alternate Assessments)
- ELPAC – Initial and Summative Assessments, including Alternate Assessments
- Physical Fitness Test - FITNESSGRAM

Local Assessments

- NWEA MAP Growth Assessments (Reading, Language Usage, and Mathematics) – Grades 6-12
- MobyMax Diagnostic Assessments (Reading, Language and Mathematics) – Grades TK-5
- CAASPP Smarter Balanced Interim Assessments in English Language Arts/Literacy and Mathematics
- End-of-course examinations aligned to State Standards
- Unit tests, quizzes and learning checks
- Lexile scores

- Portfolios
- Exhibitions
- Oral presentations
- Rubrics
- Student/parent/mentor observations
- Performance-based and skill demonstrations
- Surveys

Other Key Performance Measures

- Course Completions (including UC a-g and CTE completions)
- Academic Grade Point Averages
- Suspension and expulsion rates
- Participation Rate (Attendance)
- Dropout Rate (1 year)
- Graduation Rate (1 year)

Optional Assessments

- PSAT
- ACT
- SAT
- AP
- CHSPE
- HiSET

Audeo II is an active DASS School and complies with all applicable requirements under the state accountability system, including the California School Dashboard. Due to the special target population that Audeo II serves, the focus is on reengaging and motivating students to continue towards the achievement of their PPEP which focuses on positive student outcomes.

The evaluation and analysis of the assessments and measures above are embedded in each student's PPEP. Student performance and progress on state mandated assessments, including the SBA in ELA and Math, the CAST, Alternative Assessments (as applicable), and the Summative ELPAC are measured annually. Local assessments (MAP Growth, Moby Max and Smarter Balanced Interim Assessments) are used throughout the year to determine progress towards standards mastery. End-of-course exams, unit tests and learning checks on State Standards, portfolios, exhibitions, surveys and other measures are monitored daily, weekly and/or monthly through the student's PPEP in order to individualize and target each student's learning needs based on strengths and deficiencies. As part of the PPEP, students complete surveys through Naviance that teachers can utilize to enhance engagement opportunities to keep students on track towards their post-high school plans. Optional assessment results through the PSAT, SAT, ACT and APs are also evaluated to demonstrate performance and proficiency towards a student's post-high school pathway.

The School Coordinator meets with teachers three times throughout the school year to conduct a thorough analysis of individual student progress on key measures aligned to State Priorities. These progress reviews are shared with the student and parent(s) to determine any additional curricular and instructional supports and services that are necessary to support positive student outcomes. In

addition, students' self-reflection on strengths and challenges are a valuable tool that guides teachers' instructional decisions. When students are asked to reflect on their own performance, they become empowered to recognize their progress and become responsible for their own learning.

USE AND REPORTING OF DATA

Use of assessment data and measures of academic outcomes allow teachers to differentiate instruction based on students' strengths, interests, and talents; and set goals and plans for students. Assessment data and key measures allow Audeo II to evaluate programs for continuous improvement and instructional strategies implemented to increase student outcomes. Data is also used to target professional development for teachers.

Audeo Charter School II uses a systematic process whereby numerous data points pertaining to student performance are measured, monitored, evaluated, and reported. Data is made available through the SIS known as School Pathways. School Pathways contains data on student achievement, programs, student history, enrollment, demographics, and attendance. Support staff has broad access to School Pathways' SIS and teachers have access to student data. The system generates reports that are circulated to the administration, faculty, support staff, students, and parents. Many of these reports can be found in The Storybook. The Storybook is a tool used to report data monthly and annually on key performance measures aligned to the State Priorities. Audeo II publishes the Storybook for the purpose of evaluating student outcomes and informing instructional teams and curricular departments. Teachers and Instructional Leaders evaluate data including: school participation (attendance), credit completion rates, MAP or MobyMax scores, dropout rates, graduation rates, CAASPP results, ELPAC results and other measures of student achievement and engagement during monthly instructional meetings to improve the instructional and operational programs within the Charter School. Data is also disaggregated by student groups and special populations to closely monitor the progress of socioeconomically disadvantaged students, EL students, homeless and foster youth, and students in special education programs. At the end of the year, each monthly Storybook is compiled into an Annual Storybook document used to demonstrate success and identify areas of improvement for each school year. Teachers also utilize Illuminate's Data and Assessment platform to review learning checks and unit assessments to identify continued areas of growth to assist students with standards mastery. End of course exam data in Illuminate is used to evaluate instructional strategies and curriculum for any revision or enhancement needs.

Information on the educational performance and progress of students is regularly provided to all stakeholders. Data is shared with parents and other community stakeholders in a variety of ways. Parents receive ongoing updates through the PPEP process from the resource center teacher in the form of phone calls, progress reports, letters, home visits, e-mails, intervention meetings, and Master Agreement signings. Formal assessment results are shared on the Charter School's website, at parent trainings, during Open House, and at ELAC meetings. Results are also sent home to inform parents and students of their performance on assessments such as CAASPP, ELPAC and Fitnessgram. Parents and the community have access to the school's California School Dashboard outcomes, the annual School Accountability Report Card ("SARC") posted on the Audeo II website, the CDE's DataQuest system, and Board of Director meetings.

SARC and LCAP

Audeo Charter School II complies with state mandated requirements applicable to charter schools regarding the SARC and LCAP each year. Outcomes on assessments and key measures above are aligned to State Priorities and are reported annually in the SARC and the LCAP Annual Update.

Element D: Governance Structure

Governing Law: *The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).*

NON-PROFIT PUBLIC BENEFIT CORPORATION

Audeo Charter School II, a directly funded independent charter school, is operated by Audeo Charter School, a California non-profit public benefit corporation pursuant to California law upon approval of this charter. The corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code. The corporation is responsible for the Charter School's operational management and shall operate within the terms and conditions specified in this charter and its governing documents.

Audeo Charter School corporation operates the following charter schools: (1) *Audeo Charter School II*, authorized by the State Board of Education and located in the geographical boundaries of Carlsbad Unified School District; (2) *Audeo Charter School III*, authorized by Escondido Union School District and located in the geographical boundaries of the District; (3) *Grossmont Secondary School*, authorized by the State Board of Education located in the boundaries of Grossmont Union School District; and (4) *Sweetwater Secondary School*, authorized by the State Board of Education and located inside the geographical boundaries of Sweetwater Union School District.

The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Attached, please find the corporation's Articles of Incorporation as **Appendix H**, Proof of "Active" Status for Corporation as **Appendix I**, Bylaws as **Appendix J**, and Conflict of Interest Code as **Appendix K**.

BOARD OF DIRECTORS

The Charter School is governed by a nonprofit Board of Directors ("Board," or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

All directors, except for the representative that may be appointed by the District, shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least three directors and no more than nine directors, unless changed by amendment to the bylaws. Any representative of the chartering authority of a charter school operated by the Corporation who is appointed to be a director shall be a voting member of the Board. For so long as the Corporation operates one (1) or more duly authorized California charter schools, the Board shall appoint a Parent Representative to the Board. The Parent Representative must have a primary caregiver relationship to a student enrolled in a charter

school operated by the Corporation. Each director shall serve for terms of six (6) years, and the Parent Representative shall hold office only so long as they have a primary caregiver relationship to a student enrolled in a charter school operated by the Corporation, but in no instance for more than four (4) years.

Board Meetings and Duties

The Board of Directors will meet regularly, at least three times per year and in accordance with the Brown Act and Education Code Section 47604.1(c). Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within the jurisdiction of the Corporation (as defined by Education Code Section 47604.1(c)) that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Approving all substantive policy issues. Substantive policy issues are major educational and operational policy issues which include, but are not limited to, curricular focus, student outcomes, program evaluation, school size and growth, special events, budget and audit approvals, and compliance with federal, state and charter requirements. The Board may identify additional substantive policy issues.
- Approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs.
- Contracting with outside sources for operations oversight and audit.
- Solicitation and oversight of grants and donations consistent with the mission of the Charter School.
- Approving the Charter School's personnel policies and monitoring their implementation.
- All other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, or this charter necessary to ensure the proper operation of the Charter School.

The Board may delegate any of these roles and responsibilities to any committee, officer, or other person(s) to the extent permitted by law, provided that the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised under, the ultimate direction of the Board.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

Conflict of Interest Code and Compliance with Laws

The Board has adopted a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and which shall be updated with any charter school-specific conflict of interest laws or regulations applicable in the future. As noted above, the Conflict of Interest Code is attached as **Appendix K**.

The Charter School shall comply with all applicable federal, state, and local laws that pertain to independent public charter schools. In addition, the corporation shall comply with all applicable federal, state, and local laws including, but not limited to the Ralph M. Brown Act, the California Public Records Act, and the Conflict of Interest Code pursuant to the requirements of the Political Reform Act of 1974. It shall retain its own legal counsel when necessary.

Board Training

The Board of Directors conducts annual training for individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act to ensure compliance with the Board's fiduciary duty.

SCHOOL COORDINATOR

The School Coordinator is the instructional leader of the Charter School. The School Coordinator shall ensure that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all students at the Charter School. The School Coordinator reports directly to the Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School. The School Coordinator is assigned to perform tasks to ensure the Charter School enacts its mission and achieves its stated goals and objectives. The School Coordinator communicates and report to the Board of Directors as needed.

The School Coordinator shall perform assigned tasks as directed by the Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks shall include, but are not limited to, the following:

- Ensure the Charter School enacts its mission and vision
- Hires, supervise and evaluate teachers and staff
- Communicate and report to the Board of Directors
- Oversee school finances to ensure financial stability
- Initiate, participate in, and oversee fundraising for the Charter School
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any school committees of the Charter School
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth

- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the District
- Identify the staffing needs of the Charter School and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the resource centers
- Promote the Charter School in the community and promote positive public relations and interact effectively with media
- Encourage and support teacher professional development
- Attend District administrative meetings upon request by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District
- Provide all necessary financial reports as required for proper attendance reporting
- Develop the Charter School annual performance report, SARC, and LCAP
- Manage student discipline and, as necessary, implement the suspension and expulsion process
- Participate in IEP meetings as necessary

PARENT INVOLVEMENT IN GOVERNANCE

Audeo Charter School's II philosophy is that students are best able to reach their full potential when there is a high level of involvement by their parents in their education. Moreover, research has shown that stakeholder involvement is important to the success of a program and to the satisfaction of the participants. The means for encouraging parent involvement include:

- Parent representative on Board of Directors
- Parent/ Teacher/Student Master Agreement for students participating in independent study (See **Element A: Educational Program**)
- Participation in the ELAC
- Regular and frequent verbal, print, and electronic communication
- Home School Compact in the form of Acknowledgement of Responsibilities
- Sharing of positive student outcomes and accomplishments
- Teachers receive professional development oriented to the engagement of parents in student learning

As noted above, part of the Charter School's educational plan for students participating in independent study is an agreement between parents and the Charter School known as the Parent/Teacher/Student Master Agreement that is intended to encourage parental involvement and cooperation that ensures success of the Charter School's educational program and full compliance

with all applicable legal requirements. Such a contract is designed to empower parents with respect to their children's education by strengthening the partnership among parents, students, and teachers.

An important tenet of the Charter School's philosophy is that parents choose to send their children to Audeo II because they have high expectations of the Charter School and the benefits that they and their children will receive. In turn, the Charter School has high expectations of parents to contribute to the team effort needed to fulfill all expectations. Excellence in a charter school cannot be accomplished nor maintained without the active participation of the parents of enrolled students. Parent participation may include weekly meetings with their student's teacher, regularly scheduled open houses, and field trips. Pursuant to Education Code Section 47605(n), the Charter School shall encourage, but not require, volunteer parent participation in the Charter School, and shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

In addition, parents are frequently surveyed for input relating to the Charter School's academic program, learning environment, student support services and safety. Samples of instructional materials across the curriculum shall always be on display and accessible to parents for review.

Information regarding Board of Director meetings shall be readily available to parents on the school website and posted at entrances to administrative offices. Portals to the student information system are made available to 100% of parents for access to student assignments, grades, and special notifications. The Charter School shall strive to ensure that annual parent survey results indicate high parent satisfaction with multiple opportunities for involvement.

Element E: Employee Qualifications

Governing Law: *The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).*

OVERVIEW

Audeo II shall not discriminate against any applicant on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

All Charter School staff shall operate under contracts with Audeo Charter School corporation and be evaluated on an annual basis using a process developed by the Charter School.

QUALIFICATIONS FOR ALL STAFF

The Board of Directors is responsible for defining specific employee minimum qualifications that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing the Charter School's program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment to working with parents/guardians as educational partners.
- Strong written and verbal communication skills.
- Knowledge about the developmental needs of students.
- Awareness of the social and emotional as well as academic needs of the students.
- Ability to plan cooperatively with other staff.
- Continuing education through additional courses and training, workshops, seminars and staff development.
- Active participation in monthly staff meetings.
- Work closely with the Charter School staff to provide any necessary information regarding a student's behavior change, attitude and/or classroom performance.
- Take a leadership role in some aspect of the Charter School's development.

All individuals employed by the Charter School must possess qualifications, the personal characteristics, knowledge base, and successful experiences in the responsibilities identified in the posted position. All employees must comply with the employee processing policies and procedures including, but not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and tuberculosis risk assessment.

SCHOOL COORDINATOR QUALIFICATIONS

The School Coordinator and any other administrator at the Charter School shall possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School's mission and educational program. In addition, the School Coordinator shall possess skills in hiring and supervising excellent teachers, technological and data-analysis experience, and, if possible, business experience. The School Coordinator shall possess the experience and expertise appropriate for the position with the Charter School.

Accordingly, the minimum qualifications for School Coordinator are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold a valid Commission on Teacher Credentialing certificate, permit or other document.
- Hold a valid administrative credential and have teaching experience in an independent study program.
- Have knowledge of current research and best practices in use in secondary and alternative schools, current curriculum and State Standards, secondary school administrative practices, school budgeting, administration of applicable policies and supervision of personnel and possess the skills to collaboratively build consensus in groups and to maximize resources to achieve results.
- Knowledge of State Standards, including CCCS and NGSS.
- Caring about students and their success in learning.
- Demonstrated expertise in teaching pedagogy.
- Knowledge and awareness of instructional best practices for diverse student populations.
- Innovative leader capable of following a plan/process, yet coming up with new ways to get results.
- Experience in managing and synthesizing data.
- Team player capable of coaching and working alongside teachers and staff.
- Project management skills, ideally demonstrated in a high-needs school setting.

TEACHER QUALIFICATIONS

The Charter School shall retain or employ teaching staff that holds appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. The Charter School shall comply with Education Code Section 47605(l), which states:

Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver

from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

All teachers at the Charter School are required to hold a CLAD or BCLAD certification, or an equivalent recognized by the California Commission on Teacher Credentialing. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the District.

Accordingly, the minimum qualifications for teachers are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. (Education Code Sections 47605(l) and 47605.4(a)).
- Demonstrate subject-matter competence in the core areas in which they teach.

The Charter School shall work with teachers to provide professional development opportunities, intense supervision and/or structured mentoring to assist teachers to further develop in their respective positions.

Each student participating in independent study will be assigned to a teacher of record who is responsible for overseeing the student's academic progress and who monitors all grading and matriculation decisions as specified in the Charter School's operational policies.

The Charter School may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve students work assignments without the approval of the teacher of record.

The most important qualifications for our teachers are:

- Appropriate certifications/credentials and subject-matter expertise.
- Strong instructional leadership.
- Caring about students and their success in learning.
- Familiarity with or willingness to be trained in the Charter School's curriculum, instructional methodology, and procedural compliance.
- Knowledge of State Standards, including CCCS and NGSS.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Commitment to the philosophy of the Charter School and the mission.
- Accepting the parent/guardian as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents/guardians and community or online participants.
- Deep commitment to student achievement.
- Accepting responsibility for instruction and to be held accountable.

OFFICE PERSONNEL QUALIFICATIONS

Office Personnel are selected by the School Coordinator on an application and interview basis in consultation with other staff members and teachers as appropriate. Selection is based on experience, professional attitude, skills and ability to perform the job duties for the position.

Minimum qualifications:

- High school diploma; Associate degree or two years of college preferred.
- Minimum of two years' experience in a similar position.
- Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multi-task.

Data and Assessment Coordinator Qualifications:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Experience collecting, analyzing, and reporting data, associated with public education.
- Experience with student information systems.
- Demonstrated knowledge with various computer information and data management systems (i.e. Microsoft Excel), in addition to general proficiency and problem-solving regarding information.
- Excellent oral and written communication skills, including listening.
- Demonstrated ability to collaborate with others on team projects.
- Ability to establish timelines and consistently meet deadlines.
- Experience designing or maintaining relational databases
- Ability to think creatively about complex problems
- Ability to think of both the big picture and operational details simultaneously
- Ability to multitask with ease, prioritizing appropriately
- Proven track record of delivering accurate, comprehensive results within tight deadlines
- Excellent problem-solving and superior interpersonal and collaboration skills
- Able and willing to work extended school day hours

Curriculum and Professional Development Coordinator Qualifications:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold a valid Commission on Teacher Credentialing certificate, permit or other document.
- Hold a master's degree in Curriculum or Certificate for Curriculum and Instruction, or the equivalent.
- Knowledge of State Standards, including CCCS and NGSS.
- Demonstrated expertise in teaching pedagogy.
- Knowledge and awareness of instructional best practices for diverse student populations.
- Innovative leader capable of following a plan/process, yet coming up with new ways to get results.
- Experience in managing and synthesizing data.

- Team player capable of coaching and working alongside teachers and staff.
- Project management skills, ideally demonstrated in a high-needs school setting.
- Strong follow-through skills and attention to detail, especially under deadline pressure.
- The ability to prioritize competing demands in a changing, highly collaborative environment.
- A record of setting and achieving ambitious goals.
- Outstanding interpersonal and teamwork skills.
- Excellent facilitation and meeting management skills.
- Public-speaking abilities, including the ability to inspire others.
- Excellent verbal and written communication skills.
- Flexibility and comfort with ambiguity.

Operations and Human Resources Administrator Qualifications:

- Bachelor's degree in Business Administration or related field from an accredited institution of higher education.
- Minimum of 5 years' experience in a Human Resources Generalist capacity in office/operations work.
- Working knowledge of Microsoft Office and database management.
- Strong written and verbal communications skills.
- Strong interpersonal skills and adept at employee relations including conflict resolution.
- Student and workforce focused, strong customer service disposition.
- Demonstrated ability to prioritize multiple projects simultaneously and exercise confidentiality.
- Highly organized and self-motivated.
- Demonstrated commitment to working with a diverse staff.
- Non-profit and/or human services background desirable but not required.
- Knowledge of payroll software, a plus.

Budget and Financial Analyst Qualifications:

- Bachelor's Degree in Accounting or Finance from an accredited institution of higher education.
- Experience in public school finance and operations.
- Knowledge of advanced accounting theory, practice, and procedures with emphasis in governmental accounting.
- Knowledge of the provisions of the California School Accounting Manual as it relates to income, appropriations, expenditures, and fiscal responsibilities of a public school system.
- Knowledge and abilities of advanced budgetary, technical aspects of budgetary or accounting analyses.

Chief Financial Officer Qualifications:

- Bachelor's Degree in Accounting or Finance and Master's in Business Administration or related field from an accredited institution of higher education.

- Over 10 years of broad finance experience, ideally beginning in audit and school finance, followed by experience gathering and evaluating financial information and making actionable recommendations to senior leadership. S/he will ideally have experience managing finance (accounting, budgeting, control, and reporting), HR, and IT for a national nonprofit.
- Demonstrated excellence in managing finance, accounting, budgeting, control, and reporting.
- Skill in examining, developing, reengineering, and recommending financial, HR, and technology policies and procedures.
- Strong analytical skills and experience interpreting a strategic vision into an operational model.
- A collaborative and flexible style, with a strong service mentality. Needs to be seen as a team player who is committed to lifelong learning.
- A hands-on manager with integrity and a desire to work in a dynamic, mission-driven environment.
- An effective communicator, with strong oral and written skills.
- Strong commitment to developing team members.
- Demonstrated commitment to the social sector with a passion for the organization's mission is essential.

Element F: Health and Safety Procedures

Governing Law: *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following*

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).

In order to provide safety for all students and staff, Audeo Charter School II will adopt and implement a comprehensive set of health, safety and risk management policies and procedures at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated as appropriate into the Charter School's student and employee handbooks and will be reviewed on an ongoing basis by the School Coordinator and Board of Directors, and during the Charter School's staff development efforts. A full draft will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the District and Charter School.

The following is a summary of the health and safety policies and procedures of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School shall be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The School Coordinator shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the School Coordinator. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All employees shall be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code

Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction shall be required to provide records documenting immunizations as is required at all public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School shall adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School shall adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students shall be screened for vision, hearing and scoliosis. The Charter School shall adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day. The Charter School shall provide this meal for any eligible student on any school day that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a school site, resource center, meeting space, or other satellite facility operated by the Charter School.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

The Charter School adheres to a School Safety Plan, as described above, drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshal. This School Safety Plan shall include, but is not limited to, the following: disaster response, emergency lockdown procedures, loitering law, going to and from school safely, and evacuation maps.

Staff shall be provided training on emergency and first aid response.

Blood Borne Pathogens

Audeo Charter School II shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including HIV and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free, Alcohol Free, Smoke Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

Audeo II Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Discrimination and Harassment Policies and Procedures

Audeo II Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and shall be addressed in accordance with the Charter School’s discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Element G: Means to Achieve Student Population Balance

Governing Law: *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).*

Audeo Charter School II shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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 Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The Charter School shall implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic, English Learner, and special education balance among students that is reflective of the general population residing within the territorial jurisdiction of the District:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic 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. The development of the promotional and information materials that appeal to all the various and ethnic groups in *Element A: Educational Program under Target Student Population, Figure 37*. The goal is to build brand awareness, direct target to the Charter School's website and create leads for enrollment. Marketing platforms will target parents with children between ages of 12-17 years old with a household annual income of under \$50,000, and Spanish speaking parents with children between the ages of 12-17 years old and with a household annual income of under \$50,000. The language delivery of 20% of the marketing platforms will be in Spanish. Some of the platforms are Display Ad Placements, Google Ad Search, and Social Media.
- Outreach meetings in several areas of the District for prospective students and parents. Based on the Carlsbad and connected communities' demographics, Audeo II has identified media strategy to various organizations such as Carlsbad Chamber of Commerce, City of Carlsbad Parks & Rec, YMCA, Boys and Girls Club, etc.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District. Communication tools may include content for social media, newsletters, banner

ads for websites and flyers to be posted in high-traffic areas of the organization's front desks, information kiosks, etc.

The Charter School shall monitor the diversity of the Charter School's student population on an annual basis. A comparison of the student demographics served at Audeo II and CUSD during the 2019-20 school year is presented below.

Ethnicity	Audeo Charter School II	Carlsbad Unified School District
African American	2.7%	1.2%
American Indian/Alaskan Native	0.0%	0.3%
Asian	5.3%	5.6%
Filipino	0.5%	0.8%
Hispanic or Latino	43.1%	27.2%
Pacific Islander	0.5%	0.2%
White	38.3%	56.0%
Two or More Races	9.6%	8.6%
Other Student Groups		
Socioeconomically Disadvantaged	52.1%	25.1%
Students with Disabilities	20.7%	12.6%
English Learners	8.0%	5.9%
Foster Youth	2.1%	0.1%
Homeless Youth	2.1%	0.6%
Migrant Education	0.0%	0.2%

Figure 39. 2019-2020 Student Demographics compared to CUSD

**Source: CDE DataQuest, 2019-2020 California Longitudinal Pupil Achievement Data System (CALPADS), accessed August 19, 2020.*

Element H: Admission Policies and Procedures

Governing Law: *Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).*

Audeo II Charter School shall be nonsectarian in its programs, admission policies, and all other operations, and shall not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School shall not require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's regular educational activities and shall comply with the "free schools" guarantee as set forth in state law.

Audeo II shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. Audeo II will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state except as required for nonclassroom-based/independent study schools in accordance with Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Audeo Charter School Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at the Charter School. Within the scope of the approved charter, the Board shall have the sole authority to determine the size and grade-level breakdown of the student body at the Charter School. The determination of school capacity shall be based on the Charter School's academic program, the Charter School's fiscal viability, the educational needs of currently enrolled students, the capacity of the Charter School, and the level of interest shown by students who want to attend the Charter School.

Admission of a pupil to the Charter School's independent study program shall be consistent with state laws and regulations governing independent study programs.

The Charter School application process is comprised of the following:

- Completion of a student application form, comprised of basic contact information and grade level

After admission, the Charter School shall have the following requirements that must be met by each student and their family before beginning classes at the Charter School:

- Attend an orientation to receive an enrollment packet
- Complete enrollment forms including emergency information cards
- Complete Home Language Survey
- Provide records documenting immunizations required by charter schools including tuberculosis risk assessment
- Signed Parent/Teacher/Student Master Agreement for students participating in independent study
- Release of school records and test results¹
- Voluntarily choose to enroll in the Charter School

Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications will be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School shall hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Residents of the District
3. All other students

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the School Coordinator). Separate lotteries shall be conducted for each grade in which there are fewer

¹ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waiting list according to their draw in the lottery. This waiting list shall allow students the option of enrollment if an opening occurs during the current school year at their grade level. In no circumstance shall a waiting list carry over to the following school year.

Public random drawing rules, deadlines, dates and times shall be communicated in the application form and on the Charter School website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Element I: Financial Audits

Governing Law: *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 satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).*

An annual independent financial audit of the books and records of the Charter School shall be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School shall be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

An audit committee of the Audeo Charter School Board of Directors will oversee the selection of an independent auditor each fiscal year and the completion of an annual audit of the Charter School's financial affairs. The auditor shall have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider.

The annual audit shall be completed and forwarded to the District, the San Diego County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Board of Directors shall receive and review the audit each year. The Charter School shall strive to maintain the highest level of internal control and complies with all laws applicable to the organization. In the event that there is an audit finding or exception, the audit committee will develop a specific remediation plan which focuses on the issue(s) identified and presents a timeline for rectifying the concern, which shall be submitted to the Audeo Charter School Board of Directors with recommendations on how to address the concern. A remediation plan shall be developed that identifies the specific use of funds/resources and/or policies/procedures needed for improvement. This plan shall be submitted to the District. Open communication with all parties involved in the resolution will be maintained until it is determined that the Charter School has sufficiently responded to the exception and has met the requirements as applicable under state law.

Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed using the dispute resolution process contained in this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element J: Pupil Suspension and Expulsion Procedures

Governing Law: *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 is consistent with all of the following:*

(i) 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.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) 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.

(iii) 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 school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(f).

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook that will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the School Coordinator's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school

activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. **Discretionary Suspension Offenses**. Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
 - l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 6 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and

invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee’s concurrence.
- 2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion when it is determined the student:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee’s concurrence.
 - b) Brandished a knife at another person.

- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.
3. **Discretionary Expellable Offenses:** Students may be recommended for expulsion when it is determined the student:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 6 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by

creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile

of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee’s concurrence.
4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee’s concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel or the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

The conference may be omitted if the School Coordinator or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and

evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Coordinator or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the School Coordinator or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the student nor a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation from the Administrative Panel and/or the Board's decision to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the

expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or if Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The School Coordinator or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The School Coordinator or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of

residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the School Coordinator or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Coordinator or designee shall make a recommendation to the Board of Directors following the meeting regarding the School Coordinator or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education

curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Coordinator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K: Employee Retirement Systems

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).*

Eligible employees of the Charter School shall be members of the California State Teachers' Retirement System ("CalSTRS") and eligible employees of the Charter School shall be members of the California Public Employees' Retirement System ("CalPERS") and federal Social Security. The Charter School shall inform all applicants for positions within the Charter School of the retirement system options for employees of the Charter School. The Chief Financial Officer shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

The Charter School shall make all required employee contributions to the respective retirement systems on behalf of its employee members.

Element L: Public School Attendance Alternatives

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).*

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district policies. Parents and guardians of each student enrolled in the Charter School shall be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element M: Employee Return Rights

Governing Law: *The rights of an employee 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. Education Code Section 47605(c)(5)(M).*

No public school district employee shall be required to work at Audeo Charter School II. Employees of the District who choose to leave the employment of the District to work at Audeo II will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Audeo Charter School II employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in Audeo Charter School II that the District may specify, and any other rights upon leaving employment to work in Audeo II that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Audeo Charter School II. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of Audeo Charter School II.

Element N: Dispute Resolution Procedures

Governing Law: *The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to the provisions of the charter. Education Code Section 47605(c)(5)(N).*

DISPUTES BETWEEN THE CHARTER SCHOOL AND THE DISTRICT

Audeo II recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District. The intent of this dispute resolution process is to (1) resolve internal disputes within Audeo II pursuant to the Charter School's policies, (2) minimize the oversight burden on the District, and (3) ensure a fair and timely resolution to disputes between the Charter School and the District.

Audeo II and the District are encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Audeo II and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent or designee and the Audeo II Coordinator, or their respective designees. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The School Coordinator and District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute at the earliest mutually convenient date from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two representatives from their respective organizations who shall jointly meet with the District Superintendent and the School Coordinator, or their respective designees, at the earliest mutually convenient date and attempt to resolve the dispute.

If this joint meeting fails to resolve the dispute, the District Superintendent and School Coordinator, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the District Superintendent and the School Coordinator, or their respective designees. Mediation shall be held at the earliest mutually convenient date. The costs of the mediator shall be split equally between the District and Audeo II. Audeo II shall be solely responsible for its attorney's fees, if any, and any other costs or expenses arising from a dispute. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

In the event Audeo II is authorized by the SBE, the Charter School recognizes that, because it is not a LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter. The Charter School recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code Section 47604.5, the matter will be addressed at the SBE's discretion in accordance with that provision of law and any regulations pertaining thereto.

INTERNAL DISPUTES

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members of the Charter School, shall be resolved pursuant to internal dispute resolution policies and processes developed by Audeo Charter School II. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall refer any complaints or reports regarding such disputes not related to a possible violation of the charter or law to the Charter School for resolution pursuant to the Charter School's policies.

Element O: School Closure Procedures

Governing Law: *The procedures to be used if the charter school closes. The procedures shall 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. Education Code Section 47605(c)(5)(O).*

Closure of the Charter School shall be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify the Chief Financial Officer as the person responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the San Diego County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., State Teachers' Retirement System, Public Employees' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232(g). The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall then be transferred to the District upon school closure. If the District will not or cannot store the records, the Charter School shall work with the San Diego County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant

selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds (except any leaseholds over District-owned property), personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the non-profit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property, including but not limited to any leaseholds over District-owned property, will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As Audeo II is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize all net asset balances to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

1. BUDGET AND FINANCIAL REPORTING

***Governing Law:** The petitioner or petitioners also shall be required to provide 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. Education Code Section 47605(b).*

Attached, as **Appendix A and B**, please find the Charter School's multiple year budget projections, budget assumptions, and cash flow for four years (FY 2021-22 through FY 2024-25). These documents are based upon the best data available to the Charter School at this time.

The Charter School shall provide reports to the District and San Diego County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and the San Diego County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

Audeo II shall provide reporting to the District as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

The Charter School shall maintain a number of internal financial controls and bookkeeping practices and policies. Internal controls shall be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. The Charter School shall maintain an accounting system separate from the District and other charter schools. It shall establish and maintain its own funds to account for resources segregated according to the purpose for which they are used. The Charter School shall ensure a high level of fiscal accountability. The Charter School shall adopt an annual budget prior to July 1 of each year. The Charter School shall prepare appropriate interim financial statements and reports of financial position, operating results, and other pertinent information to facilitate management control of financial operations, legislative oversight, and for external reporting purposes.

2. INSURANCE AND INDEMNIFICATION

The Charter School shall maintain and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer.

The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

3. ADMINISTRATIVE SERVICES

Governing Law: *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).*

The Charter School will provide or procure its own administrative services including, but not limited to, human resources, business and fiscal services, curriculum development, professional development, property management and operational administration either through its own staff or through an appropriately qualified third-party contractor.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

4. FACILITIES

Governing Law: *The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).*

The following is a list of Audeo Charter School II resource center locations it plans to operate during the charter term:

- North Carlsbad Resource Center
3821 Plaza Drive
Suites 401-402
Oceanside, CA 92054
- South Carlsbad Resource Center
6965 El Camino Real
Suite D202
Carlsbad, CA 92009

The Charter School shall maintain an administrative office at:

- Sorrento Mesa Administrative Office (Principal Office of the Corporation)
10170 Huennekens Street
San Diego, CA 92121

5. TRANSPORTATION

Audeo II does not provide transportation to and from school, except as required by law.

6. ATTENDANCE ACCOUNTING

Audeo II implements an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

7. OVERSIGHT

Pursuant to Education Code Section 47604.32, the District is required to provide oversight including the following:

- (a) Identify at least one staff member as a contact person for the charter school.
- (b) Visit each charter school at least annually.
- (c) Ensure that each charter school under its authority complies with all reports required of charter schools by law, including the annual update required pursuant to Section 47606.5.
- (d) Monitor the fiscal condition of each charter school under its authority.
- (e) Provide timely notification to the department if any of the following circumstances occur or will occur with regard to a charter school for which it is the chartering authority: (1) a renewal of the charter is granted or denied; (2) the charter is revoked; (3) the charter school will cease operation for any reason.
- (f) The cost of performing the duties required by this section shall be funded with supervisory oversight fees collected pursuant to Section 47613.

In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received

in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

8. POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: *Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(b).*

Audeo Charter School II shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, Audeo II intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of Audeo Charter School shall provide for indemnification of the Board, officers, agents, and employees, and Audeo Charter School shall purchase and maintain general liability insurance, Board Members' and Officers' insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Audeo Charter School Board of Directors shall institute appropriate health, safety and risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

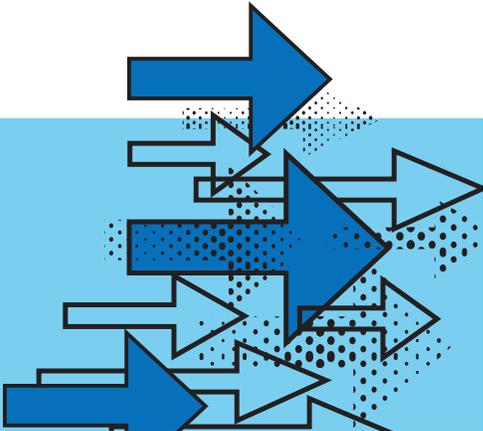
By approving this charter for the renewal of Audeo Charter School II, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. Audeo Charter School II is eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Charter School pledges to work cooperatively with the District to answer any concerns concerning this charter and to present the District with the strongest possible proposal requesting a five-year charter renewal from July 1, 2021 through June 30, 2026.

Appendices



4-YEAR BUDGET PROJECTIONS AND ASSUMPTIONS

Audeo II
Charter School II





**Multiple Year Operational Budget
FY 2021-2022 to FY 2024-2025**

REVENUES

DESCRIPTION	ACCOUNT CODES	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025
LOCAL CONTROL FUNDING FORMULA - LCFF					
LCFF State Aid	8011	\$ 2,740,770.00	\$ 2,826,212.00	\$ 2,922,031.00	\$ 3,027,209.00
Education Protection Account	8012	53,760.00	55,488.00	57,408.00	59,520.00
TOTAL, LCFF ENTITLEMENT		\$ 2,794,530.00	\$ 2,881,700.00	\$ 2,979,439.00	\$ 3,086,729.00
FEDERAL REVENUES					
Federal IDEA	8181	\$ 23,500.00	\$ 27,000.00	\$ 27,875.00	\$ 28,750.00
Title I, Part A - Basic Grants Low-Income & Neglected	8290	45,641.00	45,641.00	45,641.00	45,641.00
Title II, Part A - Improving Teacher Quality Program	8290	5,098.00	5,098.00	5,098.00	5,098.00
Title III - Limited English Proficient Study Program	8290	1,431.00	1,431.00	1,431.00	1,431.00
Title IV Part A-Student Support & Academic Enrichment	8290	10,000.00	10,000.00	10,000.00	10,000.00
TOTAL, FEDERAL REVENUES		\$ 85,670.00	\$ 89,170.00	\$ 90,045.00	\$ 90,920.00
STATE REVENUES OTHER THAN LCFF					
Mandate Block Grant	8550	\$ 13,336.00	\$ 12,022.00	\$ 12,370.00	\$ 12,762.00
Lottery Unrestricted - Non Prop-20	8560	46,678.00	42,113.00	43,466.00	44,970.00
Lottery Unrestricted - Non Prop-20 PY	8560		(4,747.00)		
Lottery Restricted - Prop 20	8560	15,248.00	13,757.00	14,199.00	14,690.00
Lottery Restricted - Prop 20 PY	8560		(1,551.00)		
Career Technical Education Incentive	8590	174,673.00	174,673.00	174,673.00	174,673.00
Special Education - Mental Health Level 2	8590	37,500.00	39,375.00	41,344.00	43,411.00
Special Education	8792	168,000.00	173,400.00	179,400.00	186,000.00
TOTAL, STATE REVENUES		\$ 455,435.00	\$ 449,042.00	\$ 465,452.00	\$ 476,506.00
LOCAL REVENUES					
Interest Income	8660	\$ 25,000.00	\$ 27,000.00	\$ 29,000.00	\$ 31,000.00
All Other Local Revenue	8699	21,000.00	21,500.00	22,000.00	22,500.00
TOTAL, LOCAL REVENUES		\$ 46,000.00	\$ 48,500.00	\$ 51,000.00	\$ 53,500.00
TOTAL, REVENUES		\$ 3,381,635.00	\$ 3,468,412.00	\$ 3,585,936.00	\$ 3,707,655.00

Audeo Charter II Complete Appeal Submission



**Multiple Year Operational Budget
FY 2021-2022 to FY 2024-2025**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025
CERTIFICATED SALARIES					
Teachers' Salaries	1100	\$ 983,277.00	\$ 983,277.00	\$ 983,277.00	\$ 983,277.00
Certificated Pupil Support Salaries	1200	\$ 117,383.00	\$ 117,383.00	\$ 117,383.00	\$ 117,383.00
Certificated Supervisor & Adm. Salaries	1300	\$ 59,246.00	\$ 59,246.00	\$ 59,246.00	\$ 59,246.00
Other Certificated Salaries	1900	\$ 149,135.00	\$ 149,135.00	\$ 177,129.00	\$ 177,129.00
TOTAL, CERTIFICATED SALARIES		\$ 1,309,041.00	\$ 1,309,041.00	\$ 1,337,035.00	\$ 1,337,035.00
CLASSIFIED SALARIES					
Classified Support Salaries	2200	\$ -			
Classified Supervisor and Administrator Salaries	2300	\$ 33,812.00	\$ 33,812.00	\$ 33,812.00	\$ 33,812.00
Clerical, Technical and Office Salaries	2400	\$ 103,026.00	\$ 103,026.00	\$ 103,026.00	\$ 103,026.00
Other Classified Salaries	2900	\$ 20,713.00	\$ 20,713.00	\$ 20,713.00	\$ 20,713.00
TOTAL, CLASSIFIED SALARIES		\$ 157,551.00	\$ 157,551.00	\$ 157,551.00	\$ 157,551.00
EMPLOYEE BENEFITS					
STRS Retirement	3100	\$ 211,269.00	\$ 238,759.00	\$ 243,280.00	\$ 256,650.00
PERS Retirement	3200	\$ 36,002.00	\$ 39,374.00	\$ 40,480.00	\$ 42,056.00
Social Security/Medicare	3300	\$ 31,163.00	\$ 31,163.00	\$ 32,618.00	\$ 32,618.00
Health and Welfare	3400	\$ 424,090.00	\$ 424,090.00	\$ 447,506.00	\$ 447,506.00
Unemployment Insurance	3500	\$ 732.00	\$ 732.00	\$ 762.00	\$ 762.00
Workers Compensation	3600	\$ 15,756.00	\$ 15,756.00	\$ 16,380.00	\$ 16,380.00
TOTAL EMPLOYEE BENEFITS		\$ 719,012.00	\$ 749,874.00	\$ 781,026.00	\$ 795,972.00
TOTAL PERSONNEL COST		\$ 2,185,604.00	\$ 2,216,466.00	\$ 2,275,612.00	\$ 2,290,558.00



**Multiple Year Operational Budget
FY 2021-2022 to FY 2024-2025**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025
BOOKS AND SUPPLIES					
Textbooks	4100	\$ 13,748.00	\$ 14,160.00	\$ 19,465.00	\$ 30,420.00
Books other than Textbooks	4200	\$ 1,300.00	\$ 2,840.00	\$ 5,000.00	\$ 10,160.00
Instructional Materials and Supplies	4300	\$ 56,175.00	\$ 61,202.00	\$ 65,734.00	\$ 71,441.00
On Line Courses	4312	\$ 48,000.00	\$ 50,000.00	\$ 51,500.00	\$ 53,045.00
Noncapitalized Equipment	4400	\$ 34,428.00	\$ 38,817.00	\$ 87,282.00	\$ 89,888.00
Food	4700	\$ 4,800.00	\$ 5,000.00	\$ 5,300.00	\$ 6,000.00
TOTAL, BOOKS AND SUPPLIES		\$ 158,451.00	\$ 172,019.00	\$ 234,281.00	\$ 260,954.00
SERVICES, OTHER OPERATING EXPENSES					
Travel and Conference	5200	\$ 10,566.00	\$ 11,757.00	\$ 11,930.00	\$ 14,582.00
Dues and Memberships	5300	\$ 8,000.00	\$ 8,240.00	\$ 8,487.00	\$ 8,748.00
Liability Insurance	5400	\$ 11,445.00	\$ 11,793.00	\$ 12,146.00	\$ 12,636.00
Operations and Housekeeping Services	5500	\$ 50,890.00	\$ 53,732.00	\$ 55,344.00	\$ 61,400.00
Rental, Leases & Repairs	5600	\$ 322,899.00	\$ 332,586.00	\$ 343,773.00	\$ 367,711.00
Prof/Consulting Services/Oper. Expenses	5800	\$ 226,954.00	\$ 255,957.00	\$ 274,176.00	\$ 314,669.00
Marketing	5812	\$ 27,053.00	\$ 27,748.00	\$ 28,688.00	\$ 29,662.00
Communication	5900	\$ 20,475.00	\$ 22,100.00	\$ 22,763.00	\$ 24,106.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		\$ 678,282.00	\$ 723,913.00	\$ 757,307.00	\$ 833,514.00
CAPITAL OUTLAY					
Depreciation - Leasehold Improvements	6900	163,148.00	156,313.00	121,777.00	119,873.00
Depreciation - Equipment	6900	25,660.00	25,338.00	17,211.00	15,900.00
TOTAL, CAPITAL OUTLAY		\$ 188,808.00	\$ 181,651.00	\$ 138,988.00	\$ 135,773.00
OTHER OUTGO					
Debt Service Payment - Interest (Capitalized Le	7438	\$ 1,408.00	\$ 941.00	\$ 450.00	\$ 1,472.00
TOTAL, OTHER OUTGO		\$ 1,408.00	\$ 941.00	\$ 450.00	\$ 1,472.00
RESERVES					
Operation Reserve (Non-Payroll Exp.)	9780	\$ 84,541.00	\$ 86,711.00	\$ 89,649.00	\$ 92,692.00
Reserve for Economic Uncertainties	9789	\$ 84,541.00	\$ 86,711.00	\$ 89,649.00	\$ 92,692.00
TOTAL, RESERVES		\$ 169,082.00	\$ 173,422.00	\$ 179,298.00	\$ 185,384.00
%		5.00%	5.00%	5.00%	5.00%
TOTAL, EXPENDITURES		\$ 3,381,635.00	\$ 3,468,412.00	\$ 3,585,936.00	\$ 3,707,655.00

Non-Personnel Cost



Assumptions for Projected Multiyear Budgets FY 2021-22 to FY 2024-25

Audeo Charter School II is an independent study program. Audeo II takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study program like Audeo II is based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (ADA) can be earned. Each student in the program is expected to work 175 instructional days per regular school year; 375 minutes per day and 65,625 minutes annually. Audeo II is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented a new way of funding public schools, including charter schools, called **Local Control Funding Formula (LCFF)**. Since its implementation, LCFF Gap Funding has been provided to help bridge the gap between prior funding levels and target LCFF levels. Beginning with the 2018-19 year, LCFF funding targets have been achieved and gap funding is no longer needed. Future LCFF growth will be attributable to the application of the COLA to the base grant.

The new formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth or any combination of these factors (unduplicated count).
- **Concentration Grant** equal to 50 percent of the adjusted base grant multiplied by ADA and the percentage of targeted pupils exceeding 55% of an LEA's enrollment.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's

authorizer. The LCAP and the Annual Update Template must be completed by all LEAs each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2020-21 Governor’s Adopted State Budget and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFE Calculator, the rates below were used to build Audeo II’s multi-year budgets.

Table #1:

Funding for Multiyear Projected Operational Budgets				
Description	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
Grade 6 Base Grant	\$7,818	\$7,818	\$7,818	\$7,818
Grades 7-8 Base Grant	\$8,050	\$8,050	\$8,050	\$8,050
Grades 9-12 Base Grant	\$9,329	\$9,329	\$9,329	\$9,329
Statutory Cost of Living Allowance (COLA)	0.00%	0.00%	0.00%	0.00%
GAP Funding Percentage	100%	100%	100%	100%
Audeo II’s Unduplicated Pupil Percentage (3 year rolling average)	49.49%	49.44%	49.48%	49.42%
District’s Unduplicated Pupil Percentage (Carlsbad Unified)	25.40%	25.40%	25.40%	25.40%

ENROLLMENT AND ADA – PROJECTIONS:

Table #2:

Description	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
Projected Enrollment	280	289	299	310
ADA:				
Grade 6	3.84	4.80	5.76	6.72
Grades 7-8	15.36	16.32	17.28	18.24
Grades 9-12	249.60	256.32	264.00	272.64
Total Projected P-2 ADA	268.80	277.44	287.04	297.60

REVENUE PROJECTIONS:**Table #3:**

DESCRIPTION	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
LCFF Sources	\$2,794,530	\$2,881,700	\$2,979,439	\$3,086,729
Federal Revenue	\$85,670	\$89,170	\$90,045	\$90,920
State Revenue	\$455,435	\$449,042	\$465,452	\$476,506
Other Local Revenues	\$46,000	\$48,500	\$51,000	\$53,500
Total Projected Revenues	\$3,381,635	\$3,468,412	\$3,585,936	\$3,707,655

- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general purpose state aid funding for funds received through the EPA.
- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. However, since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's (PY) Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on the School Services of California's latest estimates: \$49 for Prop 20 (Lottery: Instructional Materials) and \$150 for Non-Prop 20 (Lottery: Unrestricted).
- **Federal Title funds (Titles I, II, III, and IV)** are based on the latest allocation schedules provided by the California Department of Education for FY 2019-20.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$625 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$125 per PY California Basic Educational Data System (CBEDS).
- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Audeo Charter School II Charter School chooses to receive the block grant which is based on PY P-2 ADA with funding rates of \$16.86 for Grades K-8 and \$46.87 for Grades 9-12.
- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The

purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Audeo II estimates a grant amount of \$174,673 based on historic grant awards.

FULL-TIME EQUIVALENT (FTE) FACULTY for 2021-22 to 2024-25

Table #3:

POSITIONS	OBJECT CODE	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
Teachers (Gen. Ed & Special Ed)*	1100	12.00	12.00	12.00	12.00
Cert Pupil Support (Counselors/Nurse/Psych)	1200	0.98	0.98	0.98	0.98
Cert. Supervisor & Administrator	1300	0.43	0.43	0.43	0.43
Other Certificated (CTR)	1900	4.00	4.00	5.00	5.00
Classified Supervisor/Admin	2300	0.25	0.25	0.25	0.25
Clerical, Technical & Office Staff	2400	2.50	2.50	2.50	2.50
Other Classified (Administrative Support)	2900	0.20	0.20	0.20	0.20
TOTAL FTE POSITIONS BUDGETED		20.36	20.36	21.36	21.36

- FTE positions for General Ed teachers are calculated at 1 FTE for every 25 ADA, and Special Ed is at 1 Special Ed Resource Specialist for every 28 caseload to ensure compliance with Special Ed regulations. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For the multiyear budget projections, Special Ed population is estimated at 19%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table #5:

	OBJECT CODE	CERTIFICATED	CLASSIFIED
STRS (Teachers Retirement)	3111-12	Refer to table #6	
PERS (Classified Retirement)	3211-12		Refer to table #6
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan			
<u>Monthly Rates</u>			
- Medical	3401-02		
- Dental			
- Vision			
- Life Ins.			
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.05%	1.05%

CalSTRS and CalPERS Rates:**Table #6:**

Description	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
CalSTRS	16.00%	18.10%	18.10%	19.10%
CalPERS	22.84%	25.50%	26.20%	27.20%

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

Included in this object code are the authorizer's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, advertising, printing services, MAP assessments, Special Education Services and Support, El Dorado SELPA Admin Fee, Supplemental Educational Services, software licenses, and legal fees.

Table #7:

Description	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
Professional /Consulting Services & Other Operating Expenses	\$254,007	\$283,705	\$302,864	\$344,331
% of Total Budget	7.51%	8.17%	8.44%	9.28%

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G) Audeo II will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of the Audeo II reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo II has deployed an integrated marketing plan to support organizational growth. To reach Audeo II's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Facebook Radio and Bus Ads. Audeo II has allocated the following for its marketing expenditures:

Table #8:

Description	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
Marketing Expenses	\$27,053	\$27,748	\$28,688	\$29,662
% of Total Budget	.08%	.08%	.08%	.08%

AUTHORIZER'S OVERSIGHT FEES

Audeo II will pay its authorizing District (State Board of Education) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years – EPA

Table #9:

Description	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
1% Oversight Fees	\$27,945	\$28,817	\$29,794	\$30,867

RESERVES

Audeo II has allocated reserves of 5% of total revenues for FY 2020-21 to FY 2024-25.

Table #10:

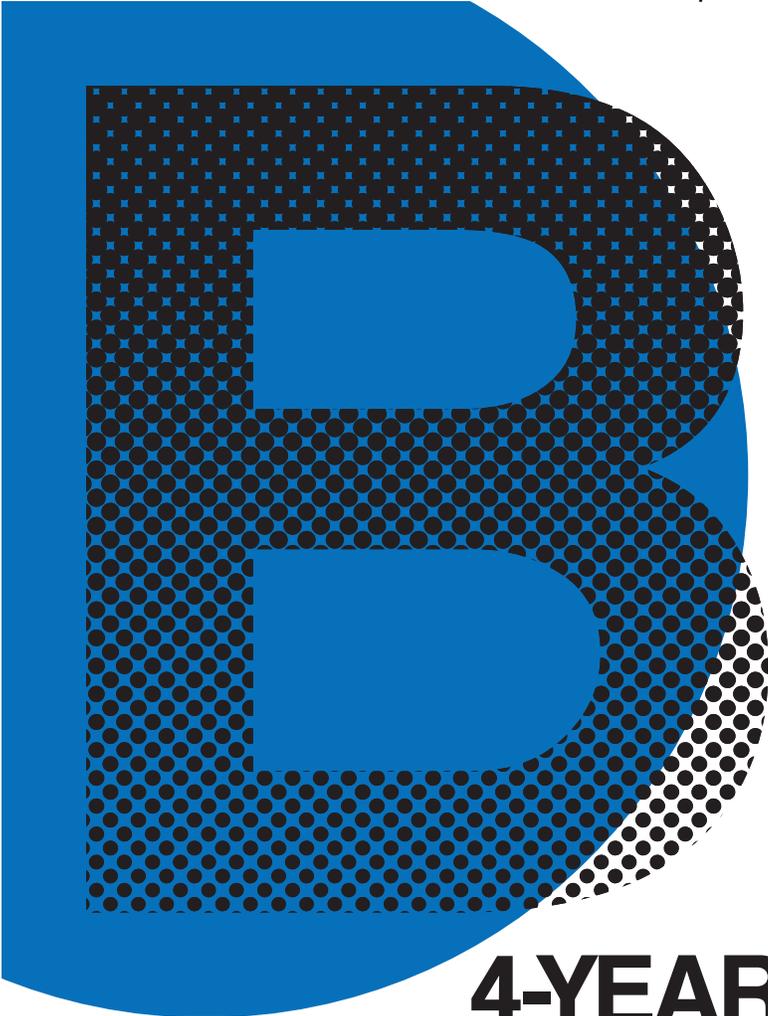
Description	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
Reserves	\$169,082	\$173,422	\$179,298	\$185,384

FACILITIES

Audeo II has budgeted the following amounts for the lease of its resource center

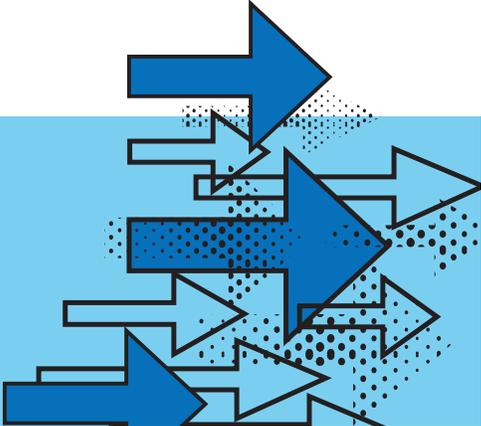
Table #11:

Description	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
Facility Leases	\$268,900	\$277,300	\$285,619	\$294,188



4-YEAR CASH FLOW PROJECTIONS

Audeo II
Charter School II

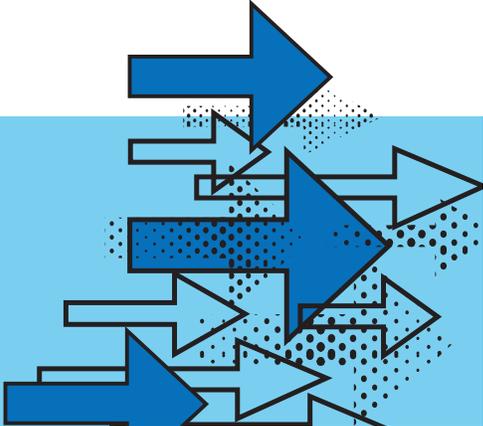


AUDEO CHARTER SCHOOL II
CASH FLOW
FY 2021-2022

Description	Projected Jul-21	Projected Aug-21	Projected Sept-21	Projected Oct-21	Projected Nov-21	Projected Dec-21	Projected Jan-22	Projected Feb-22	Projected Mar-22	Projected Apr-22	Projected May-22	Projected Jun-22	TOTAL	FY 21-22 Prelim Budget	APPORTIONMENT	ACCRUAL
	(MO. 7)	(MO. 8)	(MO. 9)	(MO. 10)	(MO. 11)	(MO. 12)	(MO. 1)	(MO. 2)	(MO. 3)	(MO. 4)	(MO. 5)	(MO. 6)				
BEG. CASH BALANCES	1,762,442.00	2,006,686.80	2,184,516.76	2,632,251.72	2,855,246.68	3,030,212.44	3,105,480.44	3,163,614.44	3,181,941.44	3,173,308.44	3,152,945.44	2,909,883.44	2,909,883.44	2,909,883.44		
ADD:																
AR/Principal Expense	354,603.80	279,001.96	214,604.96	241,440.96	130,406.76	15,734.00	15,734.00	15,734.00	15,734.00	15,734.00	15,734.00	17,142.00	1,331,604.44			
LCIF Sources	152,590.00	152,590.00	288,102.00	274,662.00	288,102.00	288,102.00	274,662.00	274,662.00	274,662.00	274,662.00	274,662.00	15,541.00	2,568,634.00			
Federal Revenue			15,543.00			15,543.00							73,920.00			
Other State Revenue	9,609.00	9,609.00	191,948.00	17,295.00	30,651.00	17,295.00	28,965.00	12,461.00	31,211.00	24,131.00	12,461.00	15,541.00	385,636.00			
Other Local Revenue	516,802.80	441,200.96	710,217.96	533,397.96	435,699.76	336,674.00	319,361.00	240,651.00	300,134.00	252,321.00	240,651.00	32,683.00	4,359,794.44			
LESS:																
AP/FM Investments	109,087.00	109,087.00	109,087.00	109,087.00	109,087.00	109,087.00	109,087.00	109,087.00	109,087.00	109,087.00	109,087.00	109,087.00	1,309,041.00			
Certified Salaries	13,129.00	13,129.00	13,129.00	13,129.00	13,129.00	13,129.00	13,129.00	13,129.00	13,129.00	13,129.00	13,129.00	13,129.00	157,551.00			
Classified Salaries	59,918.00	59,918.00	59,918.00	59,918.00	59,918.00	59,918.00	59,918.00	59,918.00	59,918.00	59,918.00	59,918.00	59,918.00	719,012.00			
Employee Benefits	7,629.00	10,117.00	9,562.00	58,184.00	9,250.00	9,677.00	9,315.00	9,587.00	9,087.00	9,087.00	9,087.00	8,869.00	158,451.00			
Books and Supplies	67,261.00	85,386.00	55,053.00	54,349.00	54,618.00	53,861.00	54,044.00	53,999.00	54,049.00	53,999.00	54,059.00	67,604.00	678,282.00			
Serv. other Operating Exp.	15,734.00	15,734.00	15,734.00	15,734.00	15,734.00	15,734.00	15,734.00	15,734.00	15,734.00	15,734.00	15,734.00	15,734.00	188,808.00			
Capital Outlay													1,408.00			
All Other Transfers Out	272,758.00	263,371.00	262,483.00	310,401.00	260,736.00	261,406.00	261,406.00	261,454.00	261,004.00	260,854.00	261,014.00	275,745.00	3,212,553.00			
ENDING CASH BALANCES	2,006,686.80	2,184,516.76	2,632,251.72	2,855,246.68	3,030,212.44	3,105,480.44	3,163,614.44	3,181,941.44	3,173,308.44	3,152,945.44	2,909,883.44	2,909,883.44	2,909,883.44	2,909,883.44		
REVENUE	152,590.00	152,590.00	274,662.00	2,526,314.00	2,740,770.00											
State Aid																
Education Protection Account																
Sub-total	152,590.00	152,590.00	274,662.00	274,662.00	274,662.00	274,662.00	274,662.00	274,662.00	274,662.00	274,662.00	274,662.00	274,662.00	2,526,314.00	2,740,770.00		
EXPENSES	152,590.00	152,590.00	17,295.00	11,750.00	23,500.00											
Federal IDEA																
Title I/Part A																
Title II/Part A																
Title III/LEP																
Title IV/LEP																
Sub-total																
State Revenues																
Mandated Back Grant																
State Lottery																
CIE/EP																
State IDEA	9,609.00	9,609.00	17,295.00	17,295.00	17,295.00	17,295.00	17,295.00	17,295.00	17,295.00	17,295.00	17,295.00	17,295.00	117,500.00	23,500.00		
Mental Health Level II																
Sub-total	9,609.00	9,609.00	17,295.00	17,295.00	17,295.00	17,295.00	17,295.00	17,295.00	17,295.00	17,295.00	17,295.00	17,295.00	117,500.00	23,500.00		
Local Revenues																
All Other Local Revenue																
Sub-total																
TOTALS	272,758.00	263,371.00	262,483.00	310,401.00	260,736.00	261,406.00	261,406.00	261,454.00	261,004.00	260,854.00	261,014.00	275,745.00	3,212,553.00	3,212,553.00	5.0%	Reserves



PROJECTED 5-YEAR ENROLLMENTS BY GRADE LEVEL



Audeo Charter II Complete Appeal Submission

Audeo Charter School II
 Projected 5-Year Enrollments by Grade Level

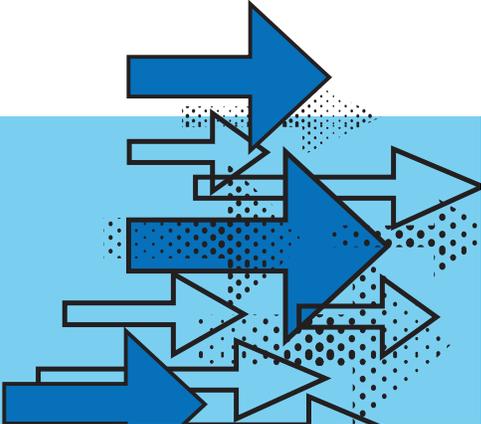
Audeo Charter School II Projected Enrollments					
Description	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	FY 2025-26
Grades TK-3	0	0	0	0	7
Grades 4-6	4	5	6	7	8
Grades 7-8	16	17	18	19	20
Grades 9-12	260	267	275	284	285
Total Projected Enrollment	280	289	299	310	320



LCAP

(LATEST VERSION)

Audeo II
Charter School II



LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Audeo II Charter School	Veronica Ballman, School Coordinator	vballman@audeo2.com

2019-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

In July 2016, the State Board of Education approved Audeo Charter School II (Audeo II) as a free public school option serving students in grades K- 12th. At Audeo II, our independent study and homeschooling model teaches our students to be self-motivated, self-disciplined, and accountable. Our teachers actively engage and support our students along the way, providing enrichment and one-on-one tutoring as needed. Audeo II offers students an alternative to the traditional school setting. Our Resource Centers provide a safe and supportive environment that is centered on teaching and conducive to learning, and our flexible scheduling and around-the-year calendar better serves our students. Through an academically rigorous curriculum, Audeo II students study one or two subjects/courses at a time. Our goal for every student is their mastery of state standards, as well as successful transition from high school to their post-secondary choice. This mastery and successful transition is accomplished through our understanding that every student is unique in their quest for college and career readiness! Whether their goal is to attend college or enter the workforce, Audeo II students work one-on-one with their teachers to develop a personalized plan that will bring them closer to accomplishing their dreams. Audeo II teachers work closely with every student to understand, identify, and establish a course of plan for their post-high school pathway of four-year college, community college, career readiness, or military service. It is only through a successful transition from high school, that we consider ourselves successful in transforming lives! As a charter school in its first year of operation, Audeo II has applied for initial WASC accreditation and will submit coursework for University of California a-g and National Collegiate Athletic Association (NCAA) approval.

Audeo II is identified by the California Department of Education (CDE) as participating in the Dashboard Alternative School Status (DASS) program. DASS schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups to be eligible for DASS. Audeo II served a 76% of high-risk student groups in 2017-18. The high-risk groups include the following:

- Expelled students
- Student suspended more than 10 days in one school year
- Wards of the Court or dependents of the court
- Pregnant and/or Parenting students
- Recovered Dropouts
- Habitually Truant
- Students retained more than once during grades K-8
- Students who are credit deficient
- Students with a gap in enrollment
- Students with high level transiency
- Foster Youth
- Homeless Youth

The school identified by the California Department of Education (CDE) as participating in the Dashboard Alternative School Status (DASS) program. DASS schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups to be eligible for DASS. The Percent of students who qualify as high-risk (DASS) 76%

Audeo II has served over 272 students to date during the 2018-19 school year.

48 students have successfully achieved their high school completion goals this year!

Month 10 Student Demographic Data:

Percent of students who qualify for Special Education (SWD) 21%

Percent of students who qualify as Socially-Economically Disadvantaged (SED) 51.5%

Percent of students who qualify as English Learners (EL) 6.3 %

Percent of students who qualify as Homeless and Foster Youth (FY) 4.4%

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The 2019 LCAP highlights the school's priority to transform student lives. The development of the LCAP aligns to the school's strategic planning process. Stakeholder input is analyzed, along with student demographics, achievement data and the Vision, Mission, and Values, to identify the key initiatives and goals that will guide the prioritization of all actions and services to meet the needs of our students in service of achievement.

Goal 1- Increase Student Achievement in Areas Appropriate for a School Participating in the Dashboard Alternative School Status (DASS) Program

Aligned to Strategic Initiatives 4,8 and State Priorities 4,5

Key Actions & Services for All

- Pathways Personalized Education Plan
- The Storybook
- Multi-Tiered System of Supports (MTSS): The Intervention and Diversion Program

Highlights of Increased/Improved Actions & Services

- Data Integration Systems (NWEA, Illuminate, Naviance)
- English Learner Achievement Department (ELAD)

Highlights of Supplemental Actions & Services

- Math Tutoring Focused on Standards & Key Claims and Targets
- CSI: ELA and Math Coaching and Tutoring for Grade 12 Students

Goal 2-Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning, Aligned to CCSS

Aligned to Strategic Initiatives 4, 8 and State Priorities 1, 2, 4, 7

Key Actions & Services for All

- Blended Learning Model with UC/CSU Approved Courses
- Customized Curriculum Design based on Universal Design for Learning (UDL)
- CTE Curriculum Alignment to CTE Model standards
- CTE Certification Programs
- Work-Based Learning Opportunities
- Comprehensive ELD Program
- UC a-g approved ELD ELA Course Pathway

Highlights of Increased/Improved Actions & Services

- Pathways Learning Lead
- Curriculum Enhancements: Achieve 3000, BrainPOP ESL
- Altus Connect Program
- LPSG: WRITE Institute

Highlights of Supplemental Actions & Services

- My Path Courses: Individual Learning Paths in ELA and Math to Address Skill Gaps

Goal 3- Provide a Targets and Data Informed Professional Learning System to Increase Teacher Effectiveness and High Quality Instruction

Aligned to Strategic Initiatives 5, 6 and State Priorities 1, 2, 8

Key Actions & Services for All

- Altus University
- CTE Professional Development in Key Industry Sectors and Externships
- Leadership Studies and Altus Fellow Project
- New Teacher Training: Youth Mental Health First Aid Certification
- Verification Process for Specialized Settings (VPSS)

Highlights of Increased/Improved Actions & Services

- Leading Edge Certification (LEC)
- Gifted and Talented Education (GATE) Certification
- Math Specialist
- Trauma Informed Practices (TIPS) Training
- LPSG: WRITE Institute Professional Learning

Highlights of Supplemental Actions & Services

- Altus University Parent University
- CSI: Train ELA and Math Coaches in SRSD principles
- CSI: Train Counselors in Check & Connect principles

Goal 4-Provide a Safe Environment and Supportive School Culture

Aligned to Strategic Initiatives 3, 10 and State Priorities 1, 3, 6

Key Actions & Services for All

- School Safety Committee and Safety Plan
- Health & Nursing Department

Highlights of Increased/Improved Actions & Services

- Social Work Department: Intern Program
- Leadership & Character Development: Cadet Corps
- Nutrition Program

Goal 5-Provide Innovative, Engaging, Community-Based Resource Centers

Aligned to Strategic Initiatives 1,2,3,9,11 and State Priorities 1, 3, 5, 6

Key Actions & Services for All

- CTE Advisory Committee and CTE Industry Partners
- Innovative, Technology-Rich Resource Centers
- Website Enhancements

Highlights of Increased/Improved Actions & Services

- Marketing Plan

Highlights of Supplemental Actions & Services

- Bus Pass Program

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Audeo II has a fully integrated system of data collection, analysis, and reporting to inform Instructional teams, Curriculum Departments, and Professional Learning through a monthly and annual Storybook. The Storybook provides targeted, drilled down data that includes achievement and engagement indicators that relate directly to overall student success and that of student groups. As a **DASS School**, Audeo II has the first published Dashboard for 2018-19 in which state indicators and local performance indicators are reported in LCFF Rubrics.

Based on Audeo II's review and analysis of performance indicators and metrics aligned to LCAP goals, Audeo II's data reflects a strong instructional program, a rigorous and assessable course of study, and an effective Professional Learning System. Multiple measures indicate a safe learning environment and a supportive school culture that supports student achievement with innovative Resource Centers and instructional practices.

Greatest Progress:

- High risk students are participating in school and earning credits towards a high school diploma: All students, including SEDA, EL, and SWD exceeded the school's participation rate goal of 84%:

All students: 88.4%, EL: 80.4%, SWD 89.9%

- As student enrollment changes from year to year, it is challenging to compare year-to-year results on standards-based proficiency assessments. The school assesses for grade level standard skill growth using the NWEA MAP assessments.

All students, including SEDA, EL, and SWD met or exceeded the school's NWEA MAP progress target of 60%

-As the majority of students who enroll at Audeo II are age 16 or older, it is the school's mission to effectively engage English Learners in a comprehensive ELD program to increase their English language proficiency and to meet Reclassification standards prior to high school graduation.

Over 72% of English Learners met Level 3 and Level 4 proficiency in the first administration of the Summative ELPAC.

-Students are engaged their PPEP with a relevant and rigorous course of study:

100% of core courses are UC A-G approved and we continue to expand course offerings to include Honors and AP courses.

-Students are increasing their confidence and their ability to succeed in school within the first 3 months of enrollment:

97% of students reported confidence in their ability and skills to learn and succeed.

-Teachers receive high quality professional development that leads to meeting the needs of students:

100% of teachers participated in a minimum of 60 hours of professional development.

98% Students and 100% Parents reported high teacher satisfaction rates.

-Audeo II is a safe place for students to learn and teachers to teach:

The Suspension rate (YTD) is 0% and the Expulsion rate (YTD) is 0%.

98% of students and 99% of parents report satisfaction with safety from Annual Surveys.

The 2019-2020 LCAP actions/ services are designed to build on these successes. The school is committed to continuous improvement and refinement of processes to ensure the most effective programs and services to support the LCAP Goals aligned to our vision of teaching and learning.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The California Dashboard reflects the following indicators as having overall performance in "Red":

-Graduation Rate

Audeo II meets the criteria for CSI under Graduation Rate criteria (has a two-year average graduation rate less than 67%) and has developed a comprehensive CSI Plan to address the areas of growth and improvement.

The California Dashboard reflects the following indicators as having overall performance in "Orange":

-Chronic Absenteeism

Referring to the California School Dashboard, the state indicators for ELA and Math, overall performance was in the “Yellow” performance category. While this is not a technical area for “greatest need,” the school strives to improve all student proficiency rates with a focus on progress as reflected in the math performance level change from prior year.

Similar to statewide trends, the school continues to see performance gaps in SBA achievement between all students, English Learners (EL), and Students with Disabilities (SWD) in math and ELA. In 2017-2018, All students (grades 3-8) Distance to Level 3 results in math reflected: -41.12 compared to:

EL: -129.67

SWD: -159.33

In 2017-2018, All students Distance to Level 3 results in ELA reflected: -15.04 compared to:

EL: -92.00

SWD: -126.00

The school has conducted a comprehensive needs assessment that incorporates data analysis, program evaluation, and stakeholder input. The school has updated metrics, actions, and services within the 2019-2020 LCAP to address the greatest needs of students and ensure successful outcomes for all students.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Audeo II has identified the “Lowest Performing Student Group” as the Hispanic student group based on the 2017-2018 Smarter Balanced Assessment Results in English Language Arts and Math. The results are consistent with California state averages and national trends that demonstrate the need to close the achievement gap. The Hispanic student group results reflect: -22.8 in ELA, -88.6 in Math. The school has developed a plan describing how The Lowest- Performing Students Block Grant (LPSG) funds will be used to increase or improve evidence-based services for the identified pupils to accelerate increases in academic achievement, and how the effectiveness of the services will be measured. The LPSG plan is embedded in the 2019-2020 LCAP:

LCAP Goal 1: To Increase Student Achievement in Areas Appropriate for a School Participating in the Dashboard Alternative School Status (DASS) Program.

The school will utilize the data integration systems to inform curriculum and instructional decisions and monitor the effectiveness of the program. The school will align target outcomes with the specific LCAP metrics of increasing student achievement as demonstrated through SBA results and NWEA MAP Growth results.

LCAP Goal 2: Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning Skills that Align to California Content Standards that is Accessible to All Students.

The school will integrate literacy instruction, including the six high-leverage research-based academic literacy practices, across all core curriculum. Students will engage in relevant, rigorous curriculum that builds academic literacy and serves as a foundation for 21st Century Learning Skills.

LCAP Goal 3: Provide a Targeted and Data Informed Professional Learning System to Increase Teacher Effectiveness and High Quality Instruction.

The WRITE (Writing Reform and Innovation for Teaching Excellence) Institute offers a two-day institute for K-12 teacher leaders and administrators. The school will partner with SCDOE to implement systemic integrative literacy. SDCOE WRITE provides ongoing professional development to raise student achievement by improving the teaching of writing in grades k-12.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Audeo II operates as a single-school district charter school. The school is identified as a Dashboard Alternative School Status (DASS) program. This status replaces the previous Alternative Schools Accountability Model (ASAM) status. DASS schools are held accountable for all state indicators currently reported in the Dashboard. However, “modified methods” are used for select state indicator in order to accurately evaluate the success and progress of alternative schools that serve high-risk students. The methodology for evaluating student graduation rate is based on a Grade 12 Graduation Rate for DASS Schools as opposed to a Four-Year Cohort Graduation Rate. Audeo II meets the criteria for CSI under Graduation Rate criteria (has a two-year average graduation rate less than 67%) and has partnered with stakeholders to develop and implement a plan to improve student outcomes.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Stakeholder Engagement

All stakeholders of the school have representatives involved in the development of the 2019-2020 LCAP and embedded CSI Plan. The design of the school allows for teachers, students, parents, counselors, and leadership team members to meet, discuss, and plan for the needs of each individual student. Each student has a Pathways Personalized Education Plan (PPEP) to engage each student in their academic goals. In addition to the weekly and monthly PPEP meetings, stakeholders of the school have many opportunities, and are encouraged, to be involved and participate in the decision-making process of the school and the development of the LCAP/CSI Plan. Stakeholder involvement contributes to the LCAP/CSI Plan development in several important ways: identification and refinement of needs based on data analysis, creation of goals, establishment of targets, designation

of activities, and resource allocation. The following stakeholder groups have contributed to the development of this plan with corresponding methods:

- School Leadership Team: Quarterly Meetings
- School Teachers: Quarterly Instructional Meetings, Annual Survey
- Students: Monthly PPEP Meetings, Annual Survey
- Parents: Semester School Events, Annual Survey
- School Staff: Quarterly Staff Meetings, Annual Survey
- School Site Council: Semester Meetings
- English Language Advisory Council: Semester Meetings

Data Analysis

Each Stakeholder group examined data related to the school's eligibility in CSI based on the graduation rate category: High schools with a graduation rate less than 67 percent averaged over two years. The key performance data* reviewed and analyzed by stakeholders include:

- Student participation rates
- Student credit completion rates
- Graduation rates
- Course enrollment rates
- Average credit deficiency upon enrollment
- Average skill deficiencies (ELA and math) upon enrollment
- Student, parent, teacher, staff survey results

*includes historical and trend data for all student group and unduplicated student groups

The stakeholder groups followed an Improvement Science protocol to determine the gaps between the current state of student graduation rates and the school's ideal rates of growth. Based on the results of the Needs Assessment, the school developed a plan of action to address the needs of students and staff to increase student graduation rates.

As part of the Needs Assessment, the stakeholder groups analyzed resource allocation by category. The stakeholder groups were presented with visual displays of data (Pareto Chart) to identify any resource inequities as a result of the Needs Assessment. The school groups came to a consensus that school resources are appropriately allocated to supporting the implementation of the Pathways Personalized Education Plan (PPEP) for each and every student. The PPEP is a systematic approach to customizing an educational plan unique to each student to ensure academic, social-emotional, and postsecondary success.

Summary of Findings

Based on the examination of key performance data within the Improvement Science protocol, the following major themes emerged from stakeholder groups as influencing the school's graduation rate:

- Grade 12 students exceed the expected enrollment time in math courses; math courses take students, on average, two-three times as long to complete than other core courses.

- Grade 12 students exceed the expected enrollment time in the Pathways Exhibition course; this course takes students, on average, two-three times as long to complete than other practical courses.
- Grade 12 progress monitoring systems can be improved with targeted assistance from staff.
- The student information system has optional additional features that can be used as tools for 12th grade progress monitoring.

Evidence Based Interventions & Action Items

- Train math and ELA coaches in the Self-Regulated Strategy Development (SRSD) model. SRSD is an intervention designed to improve students' academic skills through a six-step process that teaches students specific academic strategies and self-regulation skills. The intervention begins with teacher direction and ends with students independently applying the strategy, such as planning and organizing ideas before writing an essay.
- Provide additional math coaching and tutoring for students in grade 12 to increase progress and completion rates in core math courses required for graduation.
- Provide ELA coaching and tutoring for students in grade 12 to increase progress and completion rates in Pathways Exhibition course required for graduation.
- Provide Counselors with training in the Check & Connect program to increase student progress in grade 12 coursework. The Check & Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports.
- Provide staff professional development to implement graduation strategies and build capacity for systems supporting successful student outcomes.
- Increase Counselor responsibilities to include utilization of Check & Connect, using student information systems to identify and monitor grade 12 student progress on a weekly and monthly basis.
- Update student information systems to include enhanced features that allow for focused monitoring of grade 12 student progress.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Audeo II will monitor and evaluate the implementation and effectiveness of the school's CSI plan to support student and school improvement through the following methods:

The School Counselor will use School Pathways Student Information System to monitor both programs on a monthly basis. The effectiveness will be measured by credit completion rates and participation rates.

The School Coordinator will use Data Reports and Storybook Report to monitor the programs data monthly. The effectiveness will be measured by the Percent of 12th Grade Students "on track" to graduate, coaching/tutoring hours, and grades issued in Math and Pathways Portfolio Courses.

Teachers will use Student Goal Reports to monitor the coaching/tutoring program monthly. The effectiveness will be measured by the rates of tutoring goal attainment.

The Leadership team will monitor and evaluate the effectiveness of the CSI plan on a quarterly basis by analyzing comprehensive data at Leadership team Meetings:

- Credit Completion Rates
- Participation Rates
- Percent of 12th Grade Students “on track” to graduate
- Coaching/Tutoring hours
- Grades Issued in Math and Pathways Portfolio Courses
- Rate of Tutoring Goal Attainment

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

To Increase Student Achievement in Areas Appropriate for a School Participating in the Dashboard Alternative School Status (DASS) Program.	
State and/or Local Priorities addressed by this goal:	
State Priorities: 4 & 5 Local Priorities: Strategic Initiatives 4 & 8	
Annual Measurable Outcomes	
Expected	Actual
Establish a baseline for 1- Year Graduation Rate	All: 65.4% SED: 54.4% EL: n/a FY: n/a SWD: 63.6%
The cumulative student participation rate, including for all unduplicated student groups (LI, EL, FY) and Special Education will meet or exceed 84%	All: 88.4% SED: 85.4% EL: 80.4% FY: 97.1% SWD: 89.9%
Grades 3-8 SBA in Math Distance to Level 3 overall and unduplicated student groups will maintain status or increase by 3 points	All: -41.12 SED: -54.47 EL: -129.67 FY: N/A SWD: -159.33
Grade 11 SBA in Math Distance to Level 3 overall and unduplicated student groups will maintain status or increase by 3 points	All: -97.00 SED: -120.70 EL: N/A FY: N/A SWD: -173.00

Expected	Actual
<p>Grades 3-8 SBA in ELA Distance to Level 3 overall and unduplicated student groups will maintain status or increase by 3 points</p>	<p>All: -15.04 SEDA: -28.12 EL: -92.00 FY: N/A SWD: -126.00</p>
<p>Grade 11 SBA in ELA Distance to Level 3 overall and unduplicated student groups will maintain status or increase by 3 points</p>	<p>All: 9.74 SEDA: -12.50 EL: N/A FY: N/A SWD: -206.00</p>
<p>NWEA Measures of Academic Performance (MAP) progress results will maintain at 60% or the lowest performing student group will increase by 2%</p>	<p>All: R: 77%/L: 82%/M: 71% SEDA: R: 84%/L: 86%/M: 64% EL: R: 75%/L: 88%/M: 70% FY: N/A SWD: R: 79%/L: 80%/M: 63%</p>
<p>EI Reclassification: Maintain baseline rate or exceed statewide average</p>	<p>0%* Transition Year</p>
<p>Establish baseline for EL Progress and Proficiency on ELPAC</p>	<p>ELPAC: L4+L3: 72.5% L4: 40.0% L3: 32.5% L2: 20.0% L1: 7.5%</p>
<p>Maintain a dropout rate of 5% or less</p>	<p>Verified data not available</p>
<p>90% of students will gain in their ability to learn and succeed in school within 90 days of enrollment</p>	<p>97% gain in their ability to learn and succeed in school within 90 days of enrollment</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Data and Measures of Student Achievement

- a. Collect, analyze and disseminate key performance measures aligned to student achievement and publish in The Storybook (monthly, annually)
- b. Utilize the Data Integration Systems Department to best inform Curriculum, Instruction, and Professional Learning Systems of multiple measures of student achievement data
- c. Provide training on ELPAC and/or CELDT administration, result analysis, and best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems

Intervention and Student Support

- a. Recruit, hire, and train high quality teachers to engage high risk students and support their achievement
- b. Implement, monitor, and update a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals

Data and Measures of Student Achievement

98.6% of teachers report they have the tools to use data to improve instructional decision making and adjust curriculum and instruction for all students

- a. The Storybook was published monthly and provided Instructional teams with actionable, timely data by student group.
- b. The Data Integration Systems Department used multiple methods to inform the school's systems approach to Curriculum, Instruction, and Professional Learning.
- c. Provided training on summative ELPAC and initial CELDT administration, result analysis, and best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems.

Intervention and Student Support

98.6% of teachers report they have the training and coaching they need

Source	Object Code	Total
LCFF, Base	1000-1999	424187.76
	2000-2999	20392.24
	3000-3999	178102.89
LCFF, Base Total		622682.89
SpEd	1000-1999	96435.05
	3000-3999	36899.23
SpEd Total		133334.28
Grand Total		756017.17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>c. Develop and implement school wide Instructional Plan (scope and sequence) based upon the needs of the current student populations including Exceptional Learners (Special Education, Gifted and Talented (GATE))</p> <p>d. Refine the implementation of the Intervention and Diversion Program (MTSS) to include additional training and monitoring to increase high – risk student engagement in school and reduce school absences</p> <p>e. Provide individualized pedagogical support for parents of k-5 homeschool students</p>	<p>to use data to drive instructional decisions for all student groups</p> <p>a. Recruited high quality teachers to engage high risk students and support their achievement</p> <p>b. School Coordinator oversaw the integrated implementation of the Pathways Personalized Education Plan (PPEP) process.</p> <p>c. The annual Instructional Plan's (scope and sequence) focus was developed around math and ELA goals for all students and student groups</p> <p>d. Refined the data collection of the Intervention and Diversion Program (MTSS) to closely monitor high –risk student engagement in school and reduce school absences</p>	<p>a. LCFF Base b. LCFF Base</p> <p>a. 1000-1999 b. 3000-3999</p>	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																														
<p>a. Implement the web-based NWEA system, administer Pre- and Post- Assessments, analyze and report student group results to best inform Curriculum, Instruction and Professional Learning Systems and close the achievement gaps</p> <p>b. Utilize Illuminate to assess, disaggregate and report student group (English Learners, Low Income, Foster Youth, Special Ed, Pregnant/Parenting) data in order to make timely data-driven decisions to close the achievement gap</p> <p>c. English Learner Achievement Department (ELAD) to support the increased achievement of English Learners</p> <p>d. Provide multiple paths to earn a high school diploma or equivalent to increase successful outcomes for high-risk students</p> <p>e. Use Naviance Program to support the successful post secondary planning of students who are high risk and/or disadvantaged</p>	<p>98.6% of teachers report they use effective instructional materials and implement best practices to promote English Learner achievement</p> <p>a. Administered NWEA MAP Pre- and Post- Assessments to inform instructional practices and to assess students' rates of achieving learning targets.</p> <p>b. Utilized Illuminate to administer End of Course Exams and to display and report multiple measures of achievement data for instructional decision-making.</p> <p>c. English Learner Achievement Department (ELAD) provided resources and supports for ELD program implementation</p> <p>d. Provided multiple paths to earn a high school diploma or equivalent: High School Diploma (Option 1, Option 2) and HiSet.</p> <p>e. Naviance surveys, resources, and features were integrated into the PPEP of each student</p>	<p>a. \$29182</p> <p>b. \$1,196</p> <p>c. \$10,787</p> <p>d. \$429</p> <p>e. \$5,000</p> <p>f. \$1,500</p>	<table border="1"> <thead> <tr> <th>Source</th> <th>Object</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td rowspan="2">SpEd</td> <td>1000-1999</td> <td>108290</td> </tr> <tr> <td>3000-3999</td> <td>41253</td> </tr> <tr> <td colspan="2">SpEd Total</td> <td>149543</td> </tr> <tr> <td rowspan="2">Title I</td> <td>5000-5999</td> <td>1115</td> </tr> <tr> <td colspan="2">Title I Total</td> <td>1115</td> </tr> <tr> <td rowspan="3">LCFF S/C</td> <td>1000-1999</td> <td>13692</td> </tr> <tr> <td>3000-3999</td> <td>5193</td> </tr> <tr> <td>5000-5999</td> <td>4875</td> </tr> <tr> <td colspan="2">LCFF S/C Total</td> <td>23759</td> </tr> <tr> <td colspan="2">Grand Total</td> <td>174417</td> </tr> </tbody> </table>	Source	Object	Total	SpEd	1000-1999	108290	3000-3999	41253	SpEd Total		149543	Title I	5000-5999	1115	Title I Total		1115	LCFF S/C	1000-1999	13692	3000-3999	5193	5000-5999	4875	LCFF S/C Total		23759	Grand Total		174417
Source	Object	Total																															
SpEd	1000-1999	108290																															
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LCFF S/C Total		23759																															
Grand Total		174417																															

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>f. Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students</p>	<p>from enrollment through graduation. f. The School Social Worker assigned as the Homeless and Foster Youth Liaison-coordinated with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students</p>	<p>a. LCFF Base, SC b. SpEd c. LCFF Base, SC d. SpEd e. LCFF, SC f. Title I</p> <p>a. 1000-1999 b. 1000-1999 c. 3000-3999 d. 3000-3999 e. 5000-5999 f. 5000-5999</p>	

Action 3

Planned Actions/Services

- a. Provide supplemental tutoring in ELA and Math to qualifying students to close the achievement gap
- g. Resource Center Associates (RCAs) to provide supplemental instructional supports

Actual Actions/Services

- a. Provided supplemental tutoring in Math in partnership with The Ed Ladder to qualifying students
- b. Resource Center Associates (RCAs) to provided supplemental instructional tutoring and support

Budgeted Expenditures

- a. \$104,825
- b. \$39,237
- c. \$51,656
- d. \$17,759
- e. \$9,512
- f. \$2,633
- g. \$1,000

- a. LCFF, SC
- b. Title I
- c. SpEd
- d. LCFF, SC
- e. Title I
- f. SpEd
- g. Title I

- a. 2000-2999
- b. 2000-2999
- c. 2000-2999
- d. 3000-3999
- e. 3000-3999
- f. 3000-3999
- g. 5000-5999

Estimated Actual Expenditures

Source	Object	Total
SpEd	2000-2999	37344
	3000-3999	9797
SpEd Total		47141
Title I	2000-2999	19320
	3000-3999	5192
	5000-5999	13500
Title I Total		38012
LCFF, Base	1000-1999	12260
LCFF, Base Total		12260
LCFF, S/C	2000-2999	47665
	3000-3999	14697
LCFF, S/C Total		62362
Grand Total		159775

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school has supported the achievement of all students through a data-driven instructional program that is primarily focused on the personalization of education plans for each and every student. The Pathways Personalized Education Plan (PPEP) is the process by which all instructional decisions are made, monitored, and adjusted by the student's education team. The Data & Assessment departments inform all levels of the school of student achievement measures through The Storybook, published monthly and annually. The Storybook disseminates data based on key performance measures and LCAP metrics in order to inform processes of each school system. The school will continue the processes of continuous improvement and implementation of the resulting Instructional Plan based on student achievement results.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on the analysis of LCAP metrics, the school is meeting the overall objectives of this goal. Systems are in place to increase student achievement in ELA and math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal is succinct and will continue to focus on increasing student achievement in all areas appropriate for a DASS school. Additional actions/services are added to continue to improve systems to meet the needs of all stakeholders.

Goal 2

Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning Skills that Align to California Content Standards that is Accessible to All Students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4 & 7

Local Priorities: Strategic Initiatives 4 & 8

Annual Measurable Outcomes

Expected

Actual

Maintain percentage of CCSS aligned courses at 100%

Percentage of CCSS aligned courses: 100%

Increase the percentage of NGSS aligned courses to 60%

Percentage of NGSS aligned courses: 50%

Maintain percentage of ELD aligned ELA courses at 100%

Percentage of ELD aligned ELA courses: 100%

Increase percentage of ELD aligned History/Social Science courses to 75%

Percentage of ELD aligned History/Social Science courses: 100%

Maintain 100% of core courses are supervised by high quality, credentialed teachers

Percentage of core courses are supervised by high quality, credentialed teachers: 100%

Maintain 100% UC A-G approval rate for core courses

UC A-G approval rate for core courses: 100%

Maintain 100% NCAA approval rate for core courses

NCAA approval rate for core courses: 100%

Expected

Actual

Maintain the Work Experience Education Program	Work Experience Education Program Implementation: 100%
Maintain advanced course offerings including Honors and AP courses	Advanced course offering list (Honors and AP courses): 100%
Maintain state approval status of established CTE Pathways	State approval status of established CTE Pathways: 100%

Action 1

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Pathways and College and Career Readiness

- Expand course offerings for 4-year College & University, Career Readiness, and Military Pathway programs
- Implement CTE Certification Programs aligned to key sectors and student PPEP results
- Provide comprehensive work-based learning opportunities for students that include: service learning, internships, job shadowing, and Work Experience Education Program
- Continue to offer CTE courses aligned to CTE Model Framework

Pathways and College and Career Readiness

98.6% of teachers report all students have access to Pathways course offerings that prepare them for college and career

- Expanded course offerings to include Designing Careers, Child Development, Career and Life Management,
- Implemented CTE Certification Programs in Hospitality.
- Provided comprehensive work-based learning opportunities for students that include: service learning, internships, job

- \$42,513
- \$16,348
- \$18,351
- \$2,800

Source	Object Code	Total
SpEd	1000-1999	10878
	3000-3999	4041
SpEd Total		14919
LCFF, Base	1000-1999	72644
	3000-3999	28503
	4000-4999	18351
LCFF, Base Total		119498
Grand Total		134417

Estimated Actual Expenditures

Budgeted Expenditures

Actual Actions/Services

Planned Actions/Services

		<p>shadowing, and Work Experience Education Program</p> <p>d. Continued to offer CTE courses aligned to CTE Model Framework</p> <p>e. Updated Pathways E-Portfolio graduation requirement course to align to CTE Anchor Standards for Career Ready Practice</p> <p>f. Enhanced ELD program to include course offerings and instructional practices that promote literacy development</p> <p>g. Enriched blended learning opportunities for students utilizing online curriculum and resources that features embedded tools and scaffolded supports to enhance learning opportunities for ELs</p> <p>Standards Aligned Course of Study and Curriculum</p> <p>95.7% of teachers report English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Homeless and Foster Youth have access to advanced courses (Honors and AP)</p> <p>a. Reviewed, updated, and monitored course of study to</p>	<p>e. Promote 21st century learning and digital literacy with Pathways E-Portfolio graduation requirement</p> <p>f. Enhance ELD program to include course offerings and instructional practices that promote literacy development</p> <p>g. Enrich blended learning opportunities for students utilizing online curriculum and resources that features embedded tools and scaffolded supports to enhance learning opportunities for ELs</p> <p>Standards Aligned Course of Study and Curriculum</p> <p>a. Review, update, and monitor course of student to fully align with Common Core State Standards (CCSS), English Language Development Standards (ELD), Next Generation Science Standards (NGSS), UC/CSU a-g requirements, and NCAA requirements</p> <p>b. Provide access to advanced courses and learning opportunities (Advanced Placement Courses, Honors Courses, Accelerated Courses)</p> <p>c. Provide customized course curriculum based on Universal</p>
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Design for Learning (UDL) to increase access to learning for students with disabilities and students will multiple learning styles</p> <p>d. Expand online course offerings to include CCSS, ELD, NGSS, UC/CSU a-g, NCAA approved courses to enhance learning opportunities for all students</p>	<p>fully align with Common Core State Standards (CCSS), English Language Development Standards (ELD), Next Generation Science Standards (NGSS), UC/CSU a-g requirements, and NCAA requirements</p> <p>b. Provided full access to advanced courses and learning opportunities (Advanced Placement Courses, Honors Courses, Accelerated Courses)</p> <p>c. Provide customized course curriculum based on Universal Design for Learning (UDL) to increase access to learning for students with disabilities and students will multiple learning styles</p> <p>d. Expanded online course offerings. (Intro to Coding and French 5/6)</p>	<p>a. LCFF Base b. LCFF Base c. LCFF Base d. LCFF Base</p> <p>a. 1000-1999 b. 3000-3999 c. 4000-4999</p>	

Estimated Actual Expenditures

Budgeted Expenditures

Actual Actions/Services

Planned Actions/Services

d. 5000-5999

Action 2

Estimated Actual Expenditures

Budgeted Expenditures

Actual Actions/Services

Planned Actions/Services

Source	Object Code	Total
Title II	5000-5999	1600
Title II Total		1600
LCFF S/C	1000-1999	3146
	3000-3999	1264
	4000-4999	5243
LCFF S/C Total		9654
Grand Total		11254

- a. \$3,166
- b. \$1,207
- c. \$5,243
- d. \$5,000

98.6% of teachers report blended learning opportunities provide tools and supports for English Learners to make progress

- a. Pathways Learning Lead implemented Pathways Program that ensures accessibility, equity, and achievement for high risk student groups and historically underserved students
- b. Offered Credit Recovery (CR) courses for high transition students as a 2nd course attempt in order to promote recovery of instructional time and increase pacing towards high school graduation
- c. Provided curriculum enhancements for EL students: Achieve 3000, BrainPOP ESL
- d. Increased student access to online curriculum and resources through technology

- a. Pathways Learning Lead to implement Pathways Program that ensures accessibility, equity, and achievement for high risk student groups and historically underserved students
- b. Offer Credit Recovery (CR) courses for high transition students as a 2nd course attempt in order to promote recovery of instructional time and increase pacing towards high school graduation
- c. Provide curriculum enhancements for EL students: Achieve 3000, BrainPOP ESL
- d. Increase student access to online curriculum and resources through technology devices and internet: Connect Program

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	devices and internet: Connect Program	<ul style="list-style-type: none"> a. LCFF Base, SC b. LCFF Base, SC c. LCFF Base, SC d. Title III 	
		<ul style="list-style-type: none"> a. 1000-1999 b. 3000-3999 c. 4000-4999 d. 5000-5999 	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																								
<p>a. Provide supplemental curriculum for ELs and LI students through "MyPath" and assign Individual Learning Plans (ILPs) to support student development and close the achievement gap</p> <p>b. Customize curriculum with supplemental resources to increase student access to the core curriculum</p>	<p>a. Provided supplemental curriculum for ELs and LI students through "MyPath" and assign Individual Learning Plans (ILPs) to support student skill development and close the achievement gap</p> <p>b. Customized curriculum with supplemental resources to increase student access to the core curriculum.</p>	<p>a. \$1,327</p> <p>b. \$359</p> <p>c. \$2,622</p> <p>d. \$17</p>	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Title II</td> <td>1000-1999</td> <td>1212</td> </tr> <tr> <td></td> <td>3000-3999</td> <td>378</td> </tr> <tr> <td></td> <td>5000-5999</td> <td>16</td> </tr> <tr> <td>Title II Total</td> <td></td> <td>1606</td> </tr> <tr> <td>Title I</td> <td>4000-4999</td> <td>2622</td> </tr> <tr> <td>Title I Total</td> <td></td> <td>2622</td> </tr> <tr> <td>Grand Total</td> <td></td> <td>4228</td> </tr> </tbody> </table>	Source	Object Code	Total	Title II	1000-1999	1212		3000-3999	378		5000-5999	16	Title II Total		1606	Title I	4000-4999	2622	Title I Total		2622	Grand Total		4228
Source	Object Code	Total																									
Title II	1000-1999	1212																									
	3000-3999	378																									
	5000-5999	16																									
Title II Total		1606																									
Title I	4000-4999	2622																									
Title I Total		2622																									
Grand Total		4228																									
	<p>a. Title II</p> <p>b. Title II</p> <p>c. Title I</p> <p>d. Title II</p>																										
	<p>a. 1000-1999</p> <p>b. 3000-3999</p> <p>c. 4000-4999</p> <p>d. 5000-5999</p>																										

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school has provided a broad and rigorous course of study, aligned to CCSS, NGSS, ELD and CTE. Curriculum is developed and systems are in place to ensure alignment to standards and high rigor for UC A-G approval.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on the analysis of LCAP metrics, the school is meeting the overall objectives of this goal. Systems are in place to increase CTE Participation and NGSS aligned science curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal is succinct and will continue to focus on rigor, quality, and equitable access of the course of study. Additional actions/services are added to continue to improve systems to meet the needs of all stakeholders.

Goal 3

Provide a Targeted and Data Informed Professional Learning System to Increase Teacher Effectiveness and High Quality Instruction.

State and/or Local Priorities addressed by this goal:

- State Priorities: 1, 2 & 8
- Local Priorities: Strategic Initiatives: 5 & 6

Annual Measurable Outcomes

Expected

- 100% of teachers who have been employed for 3+years will demonstrate subject matter competency in ELA and Math
- 100% of teachers will participate in at least 60 hours of professional development
- 90% of staff will report high levels of relevance as indicated by an average 4 rating on training evaluations
- 95% Student/Parent Surveys will reflect high teacher satisfaction rate

Actual

- Audeo II: 100% ELA, 100% Math
- Average teacher Professional Development Hours: 79
- 97.4% of staff reported high levels of relevance with a minimum level 4 rating on training evaluations
- Parent 100%, Student 98.41% rates reflect high teacher satisfaction

Action 1

**Planned
Actions/Services**

- a. Altus University course offerings and teacher trainings provided to increase teacher effectiveness in implementing CCSS, NGSS, ELD standards
- b. Increase teachers' subject matter competency in ELA and math through Verification Process of Special Settings (VPSS)
- c. Increase teachers' Career and Technical Education competency through a CTE credentialing program
- d. Altus University courses provided to increase capacity through Leadership Studies and Fellows Project
- e. New Teacher Training Program includes Youth Mental Health First Aid Training and Certification

**Actual
Actions/Services**

- a. Altus University course offerings and teacher trainings provided to increase teacher effectiveness in implementing CCSS, NGSS, ELD standards: ELA- 120 hours, ELD- 32 hours, Math- 270 hours, Science 56 hours, Social Studies 32
- b. Teachers did not need to participate in VPSS as 100% met high quality status in other ways
- c. 100% of CTE Teachers are appropriately credentialed
- d. AU offered 3 Leadership Study courses and increased capacity with the Fellows Program (cohort of 9)
- e. New teachers participated in the SDCOE sponsored YMHFA 8 hour certification course in October 2018 and April 2019

**Budgeted
Expenditures**

- a. \$61,500
- b. \$25,240
- c. \$3,500

**Estimated Actual
Expenditures**

Source	Object Code	Total
LCFF, Base	1000-1999	62383
	3000-3999	25452
LCFF, Base Total		87835
Title II	1000-1999	439
	3000-3999	150
Title II Total		589
Grand Total		88424

- a. LCFF Base
- b. LCFF Base
- c. LCFF Base

Planned
Actions/Services

Budgeted
Expenditures

Actual
Actions/Services

Estimated Actual
Expenditures

- a. 1000-1999
- b. 3000-3999
- c. 5000-5999

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

- a. Increase teachers' educational technology competency through Leading Edge Certification and trainings to enhance capacity to effectively facilitate blended learning
- b. Increase teachers' competency in instructional methodology and differentiation of instruction for all learners through GATE training and Certification
- c. Math specialist to provide additional support & professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and

- a. Increase teachers' educational technology competency through Altus University Tech Tools course sessions
- b. 1 additional teacher certified as GATE Instructor
- c. Math specialist to provide additional support & professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups (Number of RCs per school)

- a. \$2,212
- b. \$33,050
- c. \$1196
- d. \$1,431
- e. \$8,483
- f. \$429
- g. \$29
- h. \$2,000

Source	Object Code	Total
LCFF s/c	1000-1999	54510
	3000-3999	20115
LCFF s/c Total		74625
SpEd	1000-1999	8790
	3000-3999	2816
SpEd Total		11606
Title II	1000-1999	4992
	3000-3999	985
	5000-5999	33
Title II Total		6010
Title IV	1000-1999	106
	3000-3999	29
Title IV Total		135
Grand Total		92374

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>resources for unduplicated student groups</p> <p>d. ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment</p> <p>e. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-Informed Practices for Schools (TIPS)</p>	<p>d. ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment</p> <p>e. Provided 3 teacher trainings on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-Informed Practices for Schools (TIPS)</p>	<p>a. TitleII b. LCFF SC c. SpEd d. Title II e. LCFF SC f. SpEd g. Title II h. LCFF SC</p> <p>a. 1000-1999 b. 1000-1999 c. 1000-1999 d. 3000-3999 e. 3000-3999 f. 3000-3999</p>	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		g. 5000-5999 h. 5000-5999	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																											
<p>a. Enhance parent trainings with information and support with post-secondary planning</p> <p>b. Promote parent participation in trainings and provide childcare and supports necessary to increase involvement</p>	<p>93.3% of teachers report that parents are provided resources and opportunities to support student learning</p> <p>a. Enhance parent trainings with financial aid sessions and postsecondary resources, cyberbullying trainings events</p> <p>b. Promoted parent participation in the Young Men's Summit for Success and the Young Women's Summit for Success</p>	<p>a. \$442</p> <p>b. \$442</p> <p>c. \$286</p> <p>d. \$286</p> <p>e. 6</p> <p>f. 6</p>	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Title II</td> <td>1000-1999</td> <td>2214</td> </tr> <tr> <td></td> <td>3000-3999</td> <td>724</td> </tr> <tr> <td></td> <td>5000-5999</td> <td>10</td> </tr> <tr> <td colspan="2">Title II Total</td> <td>2948</td> </tr> <tr> <td>Title IV</td> <td>1000-1999</td> <td>213</td> </tr> <tr> <td></td> <td>3000-3999</td> <td>56</td> </tr> <tr> <td colspan="2">Title IV Total</td> <td>269</td> </tr> <tr> <td>Grand Total</td> <td></td> <td>3218</td> </tr> </tbody> </table>	Source	Object Code	Total	Title II	1000-1999	2214		3000-3999	724		5000-5999	10	Title II Total		2948	Title IV	1000-1999	213		3000-3999	56	Title IV Total		269	Grand Total		3218
Source	Object Code	Total																												
Title II	1000-1999	2214																												
	3000-3999	724																												
	5000-5999	10																												
Title II Total		2948																												
Title IV	1000-1999	213																												
	3000-3999	56																												
Title IV Total		269																												
Grand Total		3218																												

	<p>a. Title I</p> <p>b. Title II</p> <p>c. Title I</p> <p>d. Title II</p> <p>e. Title I</p> <p>f. Title II</p>	
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		a. 1000-1999 b. 1000-1999 c. 3000-3999 d. 3000-3999 e. 5000-5999 f. 5000-5999	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school offers a targeted and data informed professional learning system. Through Altus University, the school provides development and training on curriculum, instruction, data and assessment, and leadership studies.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on the analysis of LCAP metrics, Altus University has been effective in providing teachers with at least 60 hours of professional development. Teachers report high levels of relevance of the trainings to affect their ability to increase student achievement. Students and parents report high levels of teacher satisfaction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The school will increase focused instructional training on best practices and research based strategies for student groups.

Goal 4

Provide a Safe Environment and Supportive School Culture for Students to Learn and Teachers to Teach.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3 & 6

Local Priorities: Strategic Initiatives: 3, 10

Annual Measurable Outcomes

Expected

Maintain a suspension rate at 1.5% or less

Maintain an expulsion rate at 1% or less

Maintain 90% or higher satisfaction rate from students/parents on safety from Annual Surveys

Actual

Suspension rate at 0%

Expulsion rate at 0%

Audeo II Parent 100%, Student 93.7% satisfaction on safety from Annual Surveys

Expected

Actual

Maintain a compliant School Safety Plan	School Safety Plan meets compliance standards

Action 1

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Safe Schools

- Update and monitor effective School Safety Plan
- School Safety Committee to implement the School Safety Plan
- Training and resources provided to ensure staff are informed, prepared, and compliant
- Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc)
- Provide nursing services to support student social-emotional health and well-being
- Provide parents and students with opportunities for input into safety planning
- Provide k-5 homeschool students with weekly small group collaborative learning

Safe Schools

98.5% of teachers report they are trained on safety preparedness and are updated on policies and procedures related to the safety of staff and students

- Update and monitor effective School Safety Plan
- School Safety Committee met quarterly to oversee the implementation of the School Safety Plan
- Training and resources provided: EpiPen, CPS and Mandated Reporting, Safety Procedures, AED Storage and Operation
- Updated Emergency safety items at all Resource Centers, updated First Aid Kits, installed AEDs at each Resource Center

a. \$37,044
b. \$16,728

Source	Object Code	Total
LCFF, Base	1000-1999	38127
	2000-2999	525
	3000-3999	17120
	4000-4999	175
LCFF, Base Total		55947
Grand Total		55947

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
experiences to promote academic and social skill development	<ul style="list-style-type: none"> e. Provided health services to support student social-emotional health and well-being f. Provided parents and students with opportunities for input into safety planning 	<ul style="list-style-type: none"> a. LCFF Base b. LCFF Base 	
		<ul style="list-style-type: none"> a. 1000-1999 b. 3000-3999 	

Action 2

Planned
Actions/Services

- Social, Emotional, and Behavioral Support Systems**
- a. Provide School Social Work Services or School Counselor Services to coordinate agencies, provide services, and facilitate referrals to support student academic and social/emotional goals
 - b. Provide a leadership and character development program, Cadet Corps, to promote student achievement
 - c. Provide small group learning environment at each Resource Center that promotes positive behavior and accountability
 - d. Provide a Nutrition Program, partnering with The San Diego Food Bank, that includes healthy snacks, education, and outreach to qualifying students
 - e. Utilize Backboard Systems as a safety communication tool

Actual
Actions/Services

- Social, Emotional, and Behavioral Support Systems**
- 97.8% of teachers report they are trained and able to use resources to support the social-emotional needs of students**
- a. School Social Work Services and School Counselor coordinated agencies, provide services, and facilitate referrals to support student academic and social/emotional goals
 - b. Provided a leadership and character development opportunities for students in curriculum and instruction
 - c. Provided small group learning environment at each Resource Center that promotes positive behavior and accountability
 - d. Provided a Nutrition Program, partnering with The San Diego Food Bank, that includes healthy snacks, education, and outreach to qualifying students
 - e. Utilized Backboard Systems as a safety communication tool

Budgeted
Expenditures

- a. \$ 190,732
- b. \$ 56,350

Estimated Actual
Expenditures

Source	Object Code	Total
LCFF S/C	1000-1999	146698
	3000-3999	68943
	4000-4999	515
LCFF S/C Total		216156
LCFF Base	1000-1999	11143
	2000-2999	23257
	3000-3999	3386
LCFF Base Total		37786
Grand Total		253942

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		a. LCFF,S C b. LCFF,S C	
		a. 1000- 1999 b. 3000- 3999	
		a. 1000-1999 b. 1000-1999 c. 3000-3999 d. 3000-3999 e. 4000-4999 f. 5000-5999	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school has provided a safe learning environment and supportive school culture. Students and parents continue to enroll based on a need for a safe learning environment and report high levels of satisfaction with the safety of the school. The school will continue to expand the Social Work Program to address the social, emotional, behavioral, and environmental needs of students and families.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on an analysis of LCAP metrics, the school is effectively providing a safe and supportive learning environment. The school has 0% suspension and 0% expulsion rates. The school has very high student and parent safety satisfaction rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The school will continue systems of improvement and refine actions/ services to ensure high levels of safety and supportive school culture.

Goal 5

Provide Innovative, Engaging and Community-Based Resource Centers to Serve Students and Parents..

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5 & 6
Local Priorities: Strategic Initiatives: 1, 2, 3, 9, & 11

Annual Measurable Outcomes

Expected

Maintain formal partnerships with community based organizations

Actual

10 formal partnerships with community based organizations

Expected

Actual

Receive School Facility Good Repair Status of “good” or “exemplary”	Receive School Facility Good Repair Status: Exemplary
Promote monthly formal opportunities for parent engagement	Receive School Facility Good Repair Status: Exemplary
90% of parents will report that Resource Centers engage students in innovative learning opportunities	95.45% of parents report that Resource Centers engage students in innovative learning opportunities

Action 1

Planned Actions/Services

Actual Actions/Services

Student, Parent, and Community Engagement

- a. Provide opportunities for students, parents, and community members to receive information/ resources and provide input into the school program through Open House Events, Senior Night Events, Surveys, and Communication Systems
- b. Establish formal opportunities for parent engagement on a monthly basis (multiple methods)
- c. Design innovative Resource Centers, enhanced with technology, that engage

Student, Parent, and Community Engagement

- 98.5% of teachers report that Resource Centers are effectively designed to engage students in 21st century learning environments**
- a. Provided 7 events for students, parents, and community members to receive information/ resources and provide input into the school program
- b. Established an opportunity for parent meetings on a monthly basis (multiple methods)

Budgeted Expenditures

- a. \$ 1,071
- b. \$ 405
- c. \$ 1500
- d. \$ 500
- e. \$ 397,150
- f. \$ 31,750

Estimated Actual Expenditures

Source	Object Code Total
LCFF, Base	582
	3000-3999
	4509
	5000-5999
	319952
	2000-2999
	9986
LCFF, Base Total	335029
LCFF, SC	4000-4999
	2187
	5000-5999
	15309
LCFF, SC Total	17496
Grand Total	352525

Estimated Actual Expenditures

Budgeted Expenditures

Actual Actions/Services

Planned Actions/Services

		<ul style="list-style-type: none"> c. Enhanced Resource Centers with technology and tools that engage students in 21st century learning environments d. Designed facilities to meet the “best practices” standards for NGSS lab work e. Enhanced website features and content to provide accurate and timely information to parents and community members. f. Utilized web-based programs to increase parental engagement (Naviance, School Pathways Parent Portal) g. English Language Advisory Committee (ELAC) increased parent participation by 100% h. Provided translated presentations, materials and resources for parents/guardians of ELs i. Designated translators and/or bi-lingual staff at high EL enrollment Resource Centers 	<ul style="list-style-type: none"> d. Design facilities to meet the “best practices” standards for NGSS lab work e. Enhance website features and content to provide accurate and timely information to parents and community members. f. Utilize web-based programs to increase parental engagement (Naviance, School Pathways Parent Portal) g. Effective English Language Advisory Committee (ELAC) practices to increase parent participation and input into the instructional program h. Provide translated materials and resources for parents/guardians of ELs i. Designate translators and/or bi-lingual staff at high EL enrollment Resource Centers
	<ul style="list-style-type: none"> a. LCFF Base b. LCFF Base c. PCSGP d. LCFF Base e. LCFF Base f. PCSGP 		

Estimated Actual Expenditures

Budgeted Expenditures

Actual Actions/Services

Planned Actions/Services

- a. 1000-1999
- b. 3000-3999
- c. 4000-3999
- d. 4000-4999
- e. 5000-5999
- f. 5000-5999

Action 2

Estimated Actual Expenditures

Budgeted Expenditures

Actual Actions/Services

Planned Actions/Services

100% of teachers report that the school is able to promote its program to diverse populations seeking alternative educational outcomes

- a. Leveraged community partners to provide services and supports to staff, students, and families including mental health services, life skills, legal aid, health services, medical support and supplies, groceries, bus passes, computers, clothing.

- a. Establish, sustain, and expand the role of community partnerships to support student and family engagement and learning
- b. Implement a Marketing Plan to inform parents and community about the school's instructional program and enrollment options

Source	Object Code	Total
LCFF, Base	1000-1999	582
	3000-3999	4509
	5000-5999	319952
	2000-2999	9986
LCFF, Base Total		335029
LCFF, SC	4000-4999	2187
	5000-5999	15309
LCFF, SC Total		17496
Grand Total		352525

- a. \$ 13,907
- b. \$ 4,657
- c. \$ 52,452

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures												
	b. Implemented a Marketing Plan and continued to enroll a diverse student population	a. LCFF Base, SC b. LCFF Base, SC c. LCFF Base													
		a. 1000-1999 b. 3000-3999 c. 5000-5999													
Action 3															
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures												
a. Increase access to Resource Center supports and services by providing bus passes to qualifying students	a. Increased access to Resource Center supports and services by providing bus passes to qualifying students	a. \$ 550	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Title I</td> <td>5000-5999</td> <td>2600</td> </tr> <tr> <td colspan="2">Title I Total</td> <td>2600</td> </tr> <tr> <td colspan="2">Grand Total</td> <td>2600</td> </tr> </tbody> </table>	Source	Object Code	Total	Title I	5000-5999	2600	Title I Total		2600	Grand Total		2600
Source	Object Code	Total													
Title I	5000-5999	2600													
Title I Total		2600													
Grand Total		2600													
		a. Title I													
		a. 5000-5999													

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school provides innovative and engaging Resource Centers that are based in the communities in which students and families live and work. The school will continue to improve and increase opportunities for parent engagement in the instructional program. The school will continue to focus on innovation and Resource Center design to promote engagement.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students and families report opportunities to be involved in the instructional program. Student participation and retention rates reflect high levels of engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Audeo Charter II Complete Appeal Submission

<p>N/A</p>	<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>The school will focus on providing meaningful opportunities for parent and community engagement.</p>
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Stakeholder Engagement

LCAP Year: 2019-2020

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

All stakeholders of the school had representatives involved in the development of the 2019-20 LCAP. The design of the school allows for teachers, students, parents, counselors, and leadership team members to meet, discuss, and plan for the needs of each individual student. Each student has a Pathways Personalized Education Plan (PPEP) to engage each student in their academic goals. In addition to the weekly and monthly PPEP meetings, stakeholders of the school have many opportunities, and are encouraged, to be involved and participate in the decision making process of the school and the development of the LCAP. Stakeholder involvement contributes to the LCAP development in several important ways: identification and refinement of needs, goals, targets, activities and resource allocation.

Date(s)	Stakeholder Type	Involvement Method
July 24, 2018- July 26, 2018	Leadership Team	Leadership Team Strategic Planning Sessions
August 28, 2018- August 29, 2018	School Faculty and Staff	Annual Symposium
September 4, 2018- September 28, 2018	Parents	Parent Conferences & Home Visits (FSC)

September 13, 2018	Homeless and Foster Youth Community	Joint Homeless & AB Foster Care Liaison Meeting
September 21, 2018	School Faculty and Staff	Faculty & Office Meeting
October 2, 2018	Special Education Community: Parents	Community Advisory Committee (CAC) Meeting
October 2, 2018- October 10, 2018	Students and Parents	Open House Events
October 2, 2018- October 10, 2018	Students and Parents	Engagement Survey (Fall)
October 12, 2018	Special Education Community	Special Education Department Meeting
October 18, 2018	School Board and Community	School Board Meeting
October 25, 2018	Instructional Leadership Team	Leadership Team Meeting and Instructional Data Analysis
November 2, 2018	English Learner Community	ELAC Meeting and LCAP Needs Assessment

November 12, 2018	School Community: Parents, Students, Teachers, Staff	School Council Meeting
November 15, 2018	Instructional Staff	Instructional Meeting
December 7, 2018	School Faculty & Staff	Faculty Meeting & LCAP Needs Assessment
December 14, 2018	Special Education Community	Special Education Department Meeting and LCAP Needs Assessment
January 16, 2019	Instructional Staff	Instructional Meeting
January 22, 2019	Special Education Community: Parents	Community Advisory Committee (CAC) Meeting
January 22, 2019 - January 31, 2019	Parents and Students	Parent Conferences and LCAP Needs Assessment
January 23, 2019	Leadership Team	Leadership Team Strategic Planning Sessions
January 29, 2019	Homeless and Foster Youth Community	Joint Homeless/Foster Youth Liaison Meeting and Needs Assessment

February 9, 2019	Teachers and Instructional Staff	Instructional Meeting
February 12, 2019- February 15, 2019	Parents and Students	LCAP Progress Report Posting/Mailing
February 21, 2019	School Board and Community	School Board Meeting and LCAP Progress Report
February 22, 2019	English Learner Community	ELAC Meeting and LCAP Needs Assessment
March 5, 2019- March 13, 2019	Parents and Students	Senior Night Events
March 5, 2019- March 21, 2019	Parents and Students	Engagement Survey (Spring)
March 15, 2019	Special Education Community	Special Education Department Meeting and LCAP Needs Assessment
April 2, 2019	School Community: Parents, Students, Teachers, Staff	School Council Meeting
April 9, 2019	Special Education Community: Parents	Community Advisory Committee (CAC) Meeting

April 17, 2019	Leadership Team	Leadership Team Meeting & LCAP Needs Assessment
May 20, 2019-June 25, 2019	Parents and Students	Parent Conferences and LCAP Survey Input
May 30, 2019-May 31, 2019	Leadership Team	LCAP Development Team Meetings
June 3, 2019- June 17, 2019	Parents and Community Members	LCAP Draft & Input Request and Outreach
June 20, 2019	School Board and Community	School Board Meeting

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Top Priorities Identified By Stakeholders and LCAP Goals Actions & Services

Curriculum and Instruction

Strengths: Pathways Personalized Education Plan (PPEP), Edgenuity courses, Achieve 3000, CTE Pathways, and My Path Courses
To Increase and Improve Services for Unduplicated Student Groups: Altus Connect Program, Math tutoring services
Addressed in LCAP: Goal 1 Actions and Services, Goal 2 Actions and Services

Professional Learning

Strengths: Altus University, Trauma Informed Practices, Career Week, Homeless & Foster Youth Liaison

To Increase and Improve Services for Unduplicated Student Groups: Math and Instructional Practices, Mental Health for Youth Addressed in LCAP: Goal 3 Actions and Services

Assessment and Accountability

Strengths: Illuminate, Data Integration Systems Department, Storybook, Flexible Testing Calendars

To Increase and Improve Services for Unduplicated Student Groups: ELPAC skill training for students, SBAC UDA training for students Addressed in LCAP: Goal 1 Actions and Services, Goal 3 Actions and Services

School Culture and Learning Environment

Strengths: Student- teacher relationships, One-on-One and small group learning, Resource Center design, home visits and intervention process

To Increase and Improve Services for Unduplicated Student Groups: Social Work Program, Bus Pass Program, and Nutrition Program Addressed in LCAP: Goal 4 Actions and Services, Goal 5 Actions and Services

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.
(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

To Increase Student Achievement in Areas Appropriate for a School Participating in the Dashboard Alternative School Status (DASS) Program.

State and/or Local Priorities addressed by this goal:

State Priorities: 4 & 5
Local Priorities: Strategic Initiatives 4 & 8

Identified Need:

More than 70% of students attending the school qualify as "high risk" based on the DASS criteria. The school's data also indicates that students who enroll are behind in ELA by an average of 2-3 grade levels and 3-4 grade levels behind in math.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Achieve graduation rate "medium" performance level or increase by 3%+	N/A	All: 65.4% SEDA: 54.4% EL: n/a FY: n/a SWD: 63.6%	Data Not Yet Reported	

Audeo Charter II Complete Appeal Submission

2019-20
2018-19
2017-18
Baseline
Metrics/Indicators

	<p>All: 88.4% SEDA: 85.4% EL: 80.4% FY: 97.1% SWD: 89.9%</p>	<p>87%</p>	<p>86.5% (2016-17)</p>	<p>The cumulative student participation rate, including for all unduplicated student groups (LI, EL, FY) and Special Education will meet or exceed 84%</p>
	<p>Data Not Yet Reported</p>	<p><u>Grades 3-8</u> All: -41.12 SEDA: -54.47 EL: -129.67 FY: N/A SWD: -159.33 <u>Grade 11</u> All: -97.00 SEDA: -120.70 EL: N/A FY: N/A SWD: -173.00</p>	<p>2016-17 Math: 21.66%</p>	<p>SBA in Math Distance to Level 3 overall and unduplicated student groups will achieve "medium" performance status or increase by 3 points</p>
	<p>Data Not Yet Reported</p>	<p><u>Grade 3-8</u> All: -15.04 SEDA: -28.12 EL: -92.00 FY: N/A SWD: -126.00 <u>Grade 11</u> All: 9.74</p>	<p>2016-17 ELA: 47.44%</p>	<p>SBA in ELA Distance to Level 3 overall and unduplicated student groups will achieve "medium" performance status or increase by 3 points</p>

2019-20

2018-19

2017-18

Baseline

Metrics/Indicators

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SEDA: -12.50 EL: N/A FY: N/A SWD: -206.00
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All:R:77%/L: 82%/M: 71% SEDA: R: 84%/L:86%/M: 64% EL: R: 75%/L: 88%/M: 70% FY: N/A SWD: R: 79%/L: 80%/M: 63%
--

Reading: 62% Language: 62% Math: 55%
--

Reading: 60% Language: 60% Math: 60%
--

NWEA Measures of Academic Performance (MAP) progress results will maintain at 60% or the lowest performing student group will increase by 2%
--

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0%* Transition Year

N/A

N/A

Establish accurate baseline for EL Reclassification rates based on updated assessment model and timeline
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L4+L3: 72.5% L4: 40.0% L3: 32.5% L2: 20.0% L1: 7.5%

N/A

N/A

Maintain ELPAC Level 3 and Level 4 Performance Levels at or above 75% <u>or</u> increase percent of students scoring at level 4 by 3%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain a dropout rate of 5% or less	Data Not Yet Reported	Data Not Yet Reported	Data Not Yet Reported	
90% of students will gain in their ability to learn and succeed in school within 90 days of enrollment	96%	96%	97%	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All, Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

N/A

Modified: **Base Program** for All Students

<p>2019-20 Actions/Services</p>	<p>Data and Measures of Student Achievement</p> <ul style="list-style-type: none"> a. Collect, analyze and disseminate key performance measures aligned to student achievement and publish in The Storybook (monthly, annually) b. Utilize the Data Integration Systems Department to best inform Curriculum, Instruction, and Professional Learning Systems of multiple measures of student achievement data c. Provide training on computer-based ELPAC administration, result analysis, and best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems <p>Intervention and Student Support</p> <ul style="list-style-type: none"> f. Recruit, hire, and train high quality teachers to engage high risk students and support their achievement g. Implement, monitor, and update a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals h. Develop and implement school wide Instructional Plan (scope and sequence) based upon the needs of the current student populations
<p>2018-19 Actions/Services</p>	<p>N/A</p>
<p>2017-18 Actions/Services</p>	<p>N/A</p>

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		including Exceptional Learners (Special Education, Gifted and Talented (GATE)) i. Refine the implementation of the Intervention and Diversion Program (MTSS) to include additional training and monitoring to increase high –risk student engagement in school j. Provide effective Specialized Academic Instruction and related services to improve academic progress and proficiency for SWD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																																							
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>LCFF BASE</td> <td>1000-1999</td> <td>341,756.00</td> </tr> <tr> <td></td> <td>2000-2999</td> <td>66,061.00</td> </tr> <tr> <td></td> <td>3000-3999</td> <td>139,218.00</td> </tr> <tr> <td></td> <td>5000-5999</td> <td>5,500.00</td> </tr> <tr> <td>LCFF BASE Total</td> <td></td> <td>552,535.00</td> </tr> <tr> <td>SPED</td> <td>2000-2999</td> <td>19,545.00</td> </tr> <tr> <td></td> <td>3000-3999</td> <td>5,127.00</td> </tr> <tr> <td>SPED Total</td> <td></td> <td>24,672.00</td> </tr> <tr> <td>TITLE I</td> <td>2000-2999</td> <td>15,338.00</td> </tr> <tr> <td></td> <td>3000-3999</td> <td>4,122.00</td> </tr> <tr> <td>TITLE I Total</td> <td></td> <td>19,460.00</td> </tr> <tr> <td>Grand Total</td> <td></td> <td>596,667.00</td> </tr> </tbody> </table>	Source	Object Code	Total	LCFF BASE	1000-1999	341,756.00		2000-2999	66,061.00		3000-3999	139,218.00		5000-5999	5,500.00	LCFF BASE Total		552,535.00	SPED	2000-2999	19,545.00		3000-3999	5,127.00	SPED Total		24,672.00	TITLE I	2000-2999	15,338.00		3000-3999	4,122.00	TITLE I Total		19,460.00	Grand Total		596,667.00
Source	Object Code	Total																																								
LCFF BASE	1000-1999	341,756.00																																								
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Source	N/A	N/A	Included in table above
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Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	Included in table above

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Low Income, Foster Youth, English Learners

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

N/A

Modified: **Increased or Improved Services** for LI, Homeless & FY, EL

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

- a. Implement the web-based NWEA system, administer Pre- and Post-Assessments, analyze and report student group results to best inform Curriculum, Instruction and Professional Learning Systems and close the achievement gaps

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<ul style="list-style-type: none"> b. LPSG: Utilize Illuminate to assess, disaggregate and report student group (English Learners, Low Income, Foster Youth, Special Ed, Pregnant/Parenting) data in order to make timely data-driven decisions to close the achievement gap c. English Learner Achievement Department (ELAD) to support the increased achievement of English Learners d. Provide multiple paths to earn a high school diploma or equivalent to increase successful outcomes for high-risk students k. Use Naviance Program to support the successful post-secondary planning of students who are high risk and/or disadvantaged l. Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students

Budgeted Expenditures

2019-20

2018-19

2017-18

Year

Amount

Source	Object Code	Total
LCFF S/C	1000-1999	50,533.00
	3000-3999	18,989.00
	4000-4999	4,000.00
	5000-5999	1,250.00
LCFF S/C Total		74,772.00
SPED	1000-1999	222,641.00
	4000-4999	84,424.00
SPED Total		307,065.00
LPSBG	4000-4999	3,150.00
	5000-5999	2,500.00
LPSBG Total		5,650.00
TITLE IV	1000-1999	509.00
	3000-3999	141.00
TITLE IV Total		650.00
CSI	1000-1999	14,424.00
	3000-3999	5,348.00
CSI Total		19,772.00
Grand Total		407,909.00

N/A

N/A

Source

N/A

Included in table above

Budget Reference

N/A

Included in table above

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income, Foster Youth, English Learners

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: Supplemental Program for Socioeconomically Disadvantaged and Limited English Proficient Students

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

<ul style="list-style-type: none"> a. Provide supplemental tutoring Math to qualifying students to close the achievement gap b. Enhance the SIS Parent Portal to create Score Reports to increase parent access to Assessment data, Instructional results, and student progress c. CSI: Provide Math and ELA coaching and tutoring for students in grade 12 d. CSI: Increase counselor role to provide additional monitoring and intervention for students in grade 12 e. CSI: Enhance School Pathways SIS system features to effectively monitor grade 12 student progress
--

Budgeted Expenditures

2019-20

2018-19

2017-18

Year

Source	Object Code	Total
LCFF BASE	1000-1999	44,387.00
	2000-2999	28,370.00
	3000-3999	19,271.00
LCFF BASE Total		92,028.00
SPED	2000-2999	19,545.00
	3000-3999	5,127.00
SPED Total		24,672.00
TITLE I	2000-2999	15,338.00
	3000-3999	4,122.00
	5000-5999	15,000.00
TITLE I Total		34,460.00
CSI	5000-5999	2,000.00
CSI Total		2,000.00
Grand Total		153,160.00

N/A

N/A

Included in table above

N/A

N/A

Included in table above

N/A

N/A

Source

Budget Reference

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning Skills that Align to California Content Standards that is Accessible to All Students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4 & 7

Local Priorities: Strategic Initiatives 4 & 8

Identified Need:

The school will provide equitable access to rigorous, standards aligned courses for all students with a quality post-secondary plan.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain percentage of CCSS aligned courses at 100%	100%	100%	Percentage of CCSS aligned courses: 100%	
Increase the percentage of NGSS aligned Science courses to 100%	0%	40%	Percentage of NGSS aligned courses: 50%	
Maintain percentage of ELD aligned ELA courses at 100%	100%	100%	Percentage of ELD aligned ELA courses: 100%	
Increase percentage of ELD aligned History/Social Science courses to 100%	0%	40%	Percentage of ELD aligned History/Social Science courses: 100%	

2019-20

2018-19

2017-18

Baseline

Metrics/Indicators

100% of core courses are supervised by high quality, credentialed teachers	Percentage of core courses are supervised by high quality, credentialed teachers: 100%	100%	100%	
Maintain 100% UC A-G approval rate for core courses	UC A-G approval rate for core courses: 100%	100%	100%	
Maintain 100% NCAA approval rate for core courses	NCAA approval rate for core courses: 100%	100%	100%	
Maintain advanced course offerings including Honors and AP courses	Advanced course offering list (Honors and AP courses): 100%	8 HNR, 2 ACC, 10AP	8 HNR, 2 ACC, 10AP	
Maintain state approval status of established CTE Pathways	State approval status of established CTE Pathways: 100%	4	0	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

N/A

Modified: **Base Program** for All Students

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Pathways and College and Career Readiness

- a. Align CTE Curriculum to CTE Model Standards--Business Careers 1, 2 (exploratory)
- Service Learning 1, 2(exploratory)
- Work Experience 1, 2, 3, 4 (exploratory)
- Intro to Parenting (child dev)
- Parenthood Ed (child dev)
- Psychology (child dev)
- Intro to Military Science (pub services)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<ul style="list-style-type: none"> b. Create Work Based Learning-School Curriculum Crosswalk c. Create digital portfolios in capstone courses d. Provide CTE Certifications in Adobe, Hospitality, and Workforce Readiness e. Promote 21st century learning and digital literacy with Pathways E-Portfolio graduation requirement f. Enhance ELD program to include course offerings and instructional practices that promote literacy development g. Enrich blended learning opportunities for students utilizing online curriculum and resources that features embedded tools and scaffolded supports to enhance learning opportunities for ELs <p>Standards Aligned Course of Study and Curriculum</p> <ul style="list-style-type: none"> h. Review, update, and monitor course of student to fully align with Common Core State Standards (CCSS), English Language Development Standards (ELD), Next Generation Science Standards (NGSS), UC/CSU a-g requirements, and NCAA requirements i. Provide access to advanced courses and learning opportunities (Advanced Placement Courses,

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<p>Honors Courses, Accelerated Courses)</p> <ul style="list-style-type: none"> j. Provide customized course curriculum based on Universal Design for Learning (UDL) to increase access to learning for SWD and students with multiple learning styles k. Expand online course offerings to include CCSS, ELD, NGSS, UC/CSU a-g, NCAA approved courses to enhance learning opportunities for all students l. Create ELD ELA course pathway that is UC a-g approved

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																																
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td rowspan="3">LCFF BASE</td> <td>1000-1999</td> <td>67,851.00</td> </tr> <tr> <td>3000-3999</td> <td>26,360.00</td> </tr> <tr> <td>4000-4999</td> <td>38,351.00</td> </tr> <tr> <td colspan="2">LCFF BASE Total</td> <td>132,562.00</td> </tr> <tr> <td rowspan="2">SPED</td> <td>1000-1999</td> <td>11,386.00</td> </tr> <tr> <td>3000-3999</td> <td>4,230.00</td> </tr> <tr> <td colspan="2">SPED Total</td> <td>15,616.00</td> </tr> <tr> <td rowspan="2">TITLE II</td> <td>1000-1999</td> <td>2,750.00</td> </tr> <tr> <td>3000-3999</td> <td>900.00</td> </tr> <tr> <td colspan="2">TITLE II Total</td> <td>3,650.00</td> </tr> <tr> <td colspan="2">Grand Total</td> <td>151,828.00</td> </tr> </tbody> </table>	Source	Object Code	Total	LCFF BASE	1000-1999	67,851.00	3000-3999	26,360.00	4000-4999	38,351.00	LCFF BASE Total		132,562.00	SPED	1000-1999	11,386.00	3000-3999	4,230.00	SPED Total		15,616.00	TITLE II	1000-1999	2,750.00	3000-3999	900.00	TITLE II Total		3,650.00	Grand Total		151,828.00
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Grand Total		151,828.00																																	

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	Included in table above
Budget Reference	N/A	N/A	Included in table above

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income, Foster Youth, English Learners

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

N/A	N/A	N/A	Modified: Increased or Improved Services for LI, Homeless & FY, EL
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

a. Pathways Learning Lead to implement Pathways Program that ensures accessibility, equity, and achievement for high risk student

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<p>groups and historically underserved students</p> <ul style="list-style-type: none"> b. Offer Credit Recovery (CR) courses for high transition students as a 2nd course attempt in order to promote recovery of instructional time and increase pacing towards high school graduation c. Provide curriculum enhancements for EL students: Achieve 3000, BrainPOP ESL d. Increase student access to online curriculum and resources through technology devices and internet: Connect Program e. LPSG: Implement WRITE INSTITUTE- The school will integrate literacy instruction, including the six high-leverage research-based academic literacy practices, across all core curriculum. Students will engage in relevant, rigorous curriculum that builds academic literacy and serves as a foundation for 21st Century Learning Skills.

Budgeted Expenditures

Audeo Charter II Complete Appeal Submission

Year	2017-18	2018-19	2019-20																		
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>LCFF S/C</td> <td>4000-4999</td> <td>15,600.00</td> </tr> <tr> <td colspan="2">LCFF S/C Total</td> <td>15,600.00</td> </tr> <tr> <td>LPSBG</td> <td>4000-4999</td> <td>1,500.00</td> </tr> <tr> <td colspan="2">LPSBG Total</td> <td>1,500.00</td> </tr> <tr> <td colspan="2">Grand Total</td> <td>17,100.00</td> </tr> </tbody> </table>	Source	Object Code	Total	LCFF S/C	4000-4999	15,600.00	LCFF S/C Total		15,600.00	LPSBG	4000-4999	1,500.00	LPSBG Total		1,500.00	Grand Total		17,100.00
Source	Object Code	Total																			
LCFF S/C	4000-4999	15,600.00																			
LCFF S/C Total		15,600.00																			
LPSBG	4000-4999	1,500.00																			
LPSBG Total		1,500.00																			
Grand Total		17,100.00																			
Source	N/A	N/A	Included in table above																		
Budget Reference	N/A	N/A	Included in table above																		

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))
Low Income, Foster Youth, English Learners	LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: Supplemental Program for Socioeconomically Disadvantaged and Limited English Proficient Students

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	<p>a. Provide supplemental curriculum for ELs and LI students through “MyPath” and assign Individual Learning Plans (ILPs) to support student skill development and close the achievement gap</p> <p>b. Customize curriculum with supplemental resources to increase student access to the core curriculum.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																		
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>TITLE I</td> <td>4000-4999</td> <td>2,622.00</td> </tr> <tr> <td>TITLE I Total</td> <td></td> <td>2,622.00</td> </tr> <tr> <td>TITLE III</td> <td>4000-4999</td> <td>750.00</td> </tr> <tr> <td>TITLE III Total</td> <td></td> <td>750.00</td> </tr> <tr> <td>Grand Total</td> <td></td> <td>3,372.00</td> </tr> </tbody> </table>	Source	Object Code	Total	TITLE I	4000-4999	2,622.00	TITLE I Total		2,622.00	TITLE III	4000-4999	750.00	TITLE III Total		750.00	Grand Total		3,372.00
Source	Object Code	Total																			
TITLE I	4000-4999	2,622.00																			
TITLE I Total		2,622.00																			
TITLE III	4000-4999	750.00																			
TITLE III Total		750.00																			
Grand Total		3,372.00																			
Source	N/A	N/A	Included in table above																		

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	Included in table above

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Provide a Targeted and Data Informed Professional Learning System to Increase Teacher Effectiveness and High Quality Instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2 & 8
Local Priorities: Strategic Initiatives: 5 & 6

Identified Need:

Teachers need high quality professional development and training to facilitate and support the academic achievement of all students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of teachers who have been employed for 3+years will demonstrate	100%	100%	Math: 100% ELA, 100%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
subject matter competency in ELA and Math				
100% of teachers will participate in at least 60 hours of professional development	100%	100%	100%: Average teacher Professional Development Hours: 79	
90% of staff will report high levels of relevance as indicated by an average 4 rating on training evaluations	90%	90%	97.4%	
95% Student/Parent Surveys will reflect high teacher satisfaction rate	Students: 100% Parents: 100%	Students: 100% Parents: 100%	P: 100% S: 98.41%	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities	All
---------------------------------	-----

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A	N/A	Modified: Base Program for All Students
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A	N/A	<ul style="list-style-type: none"> a. Altus University course offerings and teacher trainings provided to increase teacher effectiveness in implementing CCSS, NGSS, ELD standards b. Increase teachers' subject matter competency in ELA and math through Verification Process of Special Settings (VPSS) c. Increase teachers' mastery of differentiation of instruction for all learners, including SWD through Neurodevelopmental Strengths Based Teaching and Learning Certification d. Provide CTE Professional Development in key Industry Sectors and Externships e. Altus University courses provided to increase capacity though
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Leadership Studies and Fellows Project f. New Teacher Training Program includes Youth Mental Health First Aid Training and Certification

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																														
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>LCFF BASE</td> <td>1000-1999</td> <td>254,035.00</td> </tr> <tr> <td></td> <td>2000-2999</td> <td>11,988.00</td> </tr> <tr> <td></td> <td>3000-3999</td> <td>115,243.00</td> </tr> <tr> <td></td> <td>5000-5999</td> <td>3,000.00</td> </tr> <tr> <td>LCFF BASE Total</td> <td></td> <td>384,266.00</td> </tr> <tr> <td>TITLE II</td> <td>1000-1999</td> <td>1,266.00</td> </tr> <tr> <td></td> <td>3000-3999</td> <td>421.00</td> </tr> <tr> <td>TITLE II Total</td> <td></td> <td>1,687.00</td> </tr> <tr> <td>Grand Total</td> <td></td> <td>385,953.00</td> </tr> </tbody> </table>	Source	Object Code	Total	LCFF BASE	1000-1999	254,035.00		2000-2999	11,988.00		3000-3999	115,243.00		5000-5999	3,000.00	LCFF BASE Total		384,266.00	TITLE II	1000-1999	1,266.00		3000-3999	421.00	TITLE II Total		1,687.00	Grand Total		385,953.00
Source	Object Code	Total																															
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TITLE II Total		1,687.00																															
Grand Total		385,953.00																															

Source	N/A	N/A	Included in table above
Budget Reference	N/A	N/A	Included in table above

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income, Foster Youth, English Learners

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20

N/A

N/A

Modified: **Increased or Improved Services** for LI, Homeless & FY, EL

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- a. Increase teachers' educational technology competency through Leading Edge Certification and trainings to enhance capacity to effectively facilitate blended learning
- b. Increase teachers' competency in instructional methodology and differentiation of instruction for all learners through GATE training and Certification
- c. Math specialist to provide additional support & professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups
- d. ELPAC training and coaching on research-based strategies and

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<p>tools to support student achievement on language proficiency assessment</p> <p>e. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-Informed Practices for Schools (TIPS)</p> <p>f. Participate in The WRITE (Writing Reform and Innovation for Teaching Excellence) Institute two-day institute for K-12 teacher leaders and administrators. The school will collaborate with SCDOE to implement systemic integrative literacy. SDCOE WRITE provides ongoing professional development to raise student achievement by improving the teaching of writing in grades k-12.</p>

Budgeted Expenditures

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2019-20

Source	Object Code	Total
LCFF S/C	1000-1999	10,249.00
	3000-3999	3,701.00
	5000-5999	2,000.00
LCFF S/C Total		15,950.00
TITLE II	1000-1999	2,396.00
	3000-3999	819.00
TITLE II Total		3,215.00
TITLE IV	1000-1999	102.00
	3000-3999	28.00
TITLE IV Total		130.00
Grand Total		19,295.00

2018-19

N/A

2017-18

N/A

Year

Amount

Source

N/A

Included in table above

Budget Reference

N/A

Included in table above

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income, Foster Youth, English Learners

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Actions/Services

Audeo Charter II Complete Appeal Submission

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: Supplemental Program for Socioeconomically Disadvantaged and Limited English Proficient Students
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	<ul style="list-style-type: none"> a. Expand Altus University to include a specialized branch of "Parent University" to provide accessible, relevant, and engaging courses and training opportunities for parent partners b. CSI: Train Math and ELA Coaches in SRSD Model principles c. CSI: Train Counselors in Check & Connect Model principles d. CSI: Provide professional development focused on graduation strategies and supporting successful student outcomes

Budgeted Expenditures

2019-20

Source	Object Code	Total
LCFF BASE	1000-1999	240.00
	3000-3999	71.00
LCFF BASE Total		311.00
TITLE II	1000-1999	73.00
	3000-3999	24.00
TITLE II Total		97.00
TITLE IV	1000-1999	102.00
	3000-3999	28.00
TITLE IV Total		130.00
Grand Total		538.00

2018-19

N/A

2017-18

N/A

Year

Amount

Source

Budget Reference

Included in table above

Included in table above

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Provide a Safe Environment and Supportive School Culture for Students to Learn and Teachers to Teach.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3 & 6

Local Priorities: Strategic Initiatives: 3, 10

Identified Need:

Parents, students, and staff's primary need is that the school to provide a safe, distraction free, professional learning environment that promotes student learning.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain a suspension rate at 1.5% or less	.13%	.1%	0%	
Maintain an expulsion rate at 1% or less	0%	0%	0%	
Maintain 90% or higher satisfaction rate from students/parents on safety from Annual Surveys	Students: 100% Parents: 100%	Students: 100% Parents: 100%	P: 100% S: 93.7%	
Maintain a compliant School Safety Plan	Compliant Rating	Compliant Rating	Compliant Rating	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities	All
Actions/Services	
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19
N/A	N/A
2017-18 Actions/Services	2018-19 Actions/Services
N/A	N/A
2019-20 Actions/Services	Modified: Base Program for All Students
<p>Safe Schools</p> <ul style="list-style-type: none"> a. Update and monitor effective School Safety Plan b. School Safety Committee to implement the School Safety Plan c. Training and resources provided to ensure staff are informed, prepared, and compliant d. Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc) e. Provide nursing services to support student social-emotional health and well-being f. Provide parents and students with opportunities for input into safety planning g. Collaborate with El Dorado Charter SELPA to provide Behavior Intervention Planning and Behavior 	

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Goal Writing trainings for Special Education staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																					
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>LCFF BASE</td> <td>1000-1999</td> <td>71,280.00</td> </tr> <tr> <td></td> <td>2000-2999</td> <td>2,947.00</td> </tr> <tr> <td></td> <td>3000-3999</td> <td>22,934.00</td> </tr> <tr> <td></td> <td>4000-4999</td> <td>1,000.00</td> </tr> <tr> <td colspan="2">LCFF BASE Total</td> <td>98,161.00</td> </tr> <tr> <td colspan="2">Grand Total</td> <td>98,161.00</td> </tr> </tbody> </table>	Source	Object Code	Total	LCFF BASE	1000-1999	71,280.00		2000-2999	2,947.00		3000-3999	22,934.00		4000-4999	1,000.00	LCFF BASE Total		98,161.00	Grand Total		98,161.00
Source	Object Code	Total																						
LCFF BASE	1000-1999	71,280.00																						
	2000-2999	2,947.00																						
	3000-3999	22,934.00																						
	4000-4999	1,000.00																						
LCFF BASE Total		98,161.00																						
Grand Total		98,161.00																						
Source	N/A	N/A	Included in table above																					
Budget Reference	N/A	N/A	Included in table above																					

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Low Income, Foster Youth, English Learners

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A	N/A	Modified: Increased or Improved Services for LI, Homeless & FY, EL
-----	-----	---

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A		
-----	--	--

N/A		
-----	--	--

		<p>Social, Emotional, and Behavioral Support Systems</p> <ul style="list-style-type: none"> a. Expand School Social Work Services to include intern program and build capacity for: coordinating agencies, providing services, and facilitating referrals to support student academic and social/emotional goals b. Expand the leadership and character development program, Cadet Corps, to promote student achievement and increase student engagement c. Provide small group learning environment at each Resource Center that promotes positive behavior and accountability d. Provide a Nutrition Program qualifying students e. Utilize Backboard Systems as a safety communication tool
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Budgeted Expenditures

Audeo Charter II Complete Appeal Submission

2019-20

Source	Object Code	Total
LCFF S/C	1000-1999	76,906.00
	2000-2999	7,043.00
	3000-3999	49,279.00
	4000-4999	25,416.00
LCFF S/C Total		158,644.00
SPED	1000-1999	11,663.00
	3000-3999	3,545.00
SPED Total		15,208.00
Grand Total		173,852.00

2018-19

N/A

2017-18

N/A

Year

Amount

Source

Included in table above

Budget Reference

Included in table above

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Provide Innovative, Engaging and Community-Based Resource Centers to Serve Students and Parents.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5 & 6

Local Priorities: Strategic Initiatives: 1, 2, 3, 9, & 11

Identified Need:

Meaningful stakeholder engagement and community connectedness are essential elements to transforming students, families, and communities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain formal partnerships with community based organizations	10	10	10	
Receive School Facility Good Repair Status of "good" or "exemplary"	Status of "good"	Status of "good"	Status of "good"	
Promote monthly formal opportunities for parent engagement	New measure	1 formal engagement event/opportunity each month = 12 for year	12	
90% of parents will report that Resource Centers engage students in innovative learning opportunities	New measure	100%	95.45%	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: Base Program for All Students

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Student, Parent, and Community Engagement <ul style="list-style-type: none"> a. Create formal partnerships for CTE Advisory Committees and CTE Industry Partners (Externships) b. Provide opportunities for students, parents, and community members to receive information/ resources and provide input into the school program through Open House Events, Senior Night Events, Surveys, and Communication Systems

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		<ul style="list-style-type: none">c. Establish formal opportunities for parent engagement on a monthly basis (multiple methods)d. Design innovative Resource Centers, enhanced with technology, that engage students in 21st century learning environments to inspire achievemente. Design facilities to meet the “best practices” standards for NGSS lab workf. Enhance website features and content to provide accurate and timely information to parents and community members.g. Utilize web-based programs to increase parental engagement (Naviance, School Pathways Parent Portal)h. Effective English Language Advisory Committee (ELAC) practices to increase parent participation and input into the instructional programi. Provide translated materials and resources for parents/guardians of ELSj. Designate translators and/or bilingual staff at high EL enrollment Resource Centersk. Collaborate with the EL Dorado Charter SELPA to provide Community Advisory Committee
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		participation opportunities for parents of SWD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																					
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>LCFF BASE</td> <td>4000-4999</td> <td>100,600.00</td> </tr> <tr> <td></td> <td>5000-5999</td> <td>332,800.00</td> </tr> <tr> <td>LCFF BASE Total</td> <td></td> <td>433,400.00</td> </tr> <tr> <td>SPED</td> <td>4000-4999</td> <td>800.00</td> </tr> <tr> <td>SPED Total</td> <td></td> <td>800.00</td> </tr> <tr> <td>Grand Total</td> <td></td> <td>434,200.00</td> </tr> </tbody> </table>	Source	Object Code	Total	LCFF BASE	4000-4999	100,600.00		5000-5999	332,800.00	LCFF BASE Total		433,400.00	SPED	4000-4999	800.00	SPED Total		800.00	Grand Total		434,200.00
Source	Object Code	Total																						
LCFF BASE	4000-4999	100,600.00																						
	5000-5999	332,800.00																						
LCFF BASE Total		433,400.00																						
SPED	4000-4999	800.00																						
SPED Total		800.00																						
Grand Total		434,200.00																						

Source	N/A	N/A	Included in table above
Budget Reference	N/A	N/A	Included in table above

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income, Foster Youth, English Learners

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

N/A	N/A	Modified: Increased or Improved Services for LI, Homeless & FY, EL
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2017-18 Actions/Services

N/A	N/A	2019-20 Actions/Services
		<ul style="list-style-type: none"> a. Establish, sustain, and expand the role of community partnerships to support student and family engagement and learning b. Implement a Marketing Plan to inform parents and community about the school's instructional program and enrollment options

2018-19 Actions/Services

N/A	
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2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																											
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>LCFF BASE</td> <td>5000-5999</td> <td>32,210.00</td> </tr> <tr> <td>LCFF BASE Total</td> <td></td> <td>32,210.00</td> </tr> <tr> <td>LCFF S/C</td> <td>1000-1999</td> <td>32,077.00</td> </tr> <tr> <td></td> <td>2000-2999</td> <td>10,452.00</td> </tr> <tr> <td></td> <td>3000-3999</td> <td>16,172.00</td> </tr> <tr> <td></td> <td>5000-5999</td> <td>24,535.00</td> </tr> <tr> <td>LCFF S/C Total</td> <td></td> <td>83,236.00</td> </tr> <tr> <td>Grand Total</td> <td></td> <td>115,446.00</td> </tr> </tbody> </table>	Source	Object Code	Total	LCFF BASE	5000-5999	32,210.00	LCFF BASE Total		32,210.00	LCFF S/C	1000-1999	32,077.00		2000-2999	10,452.00		3000-3999	16,172.00		5000-5999	24,535.00	LCFF S/C Total		83,236.00	Grand Total		115,446.00
Source	Object Code	Total																												
LCFF BASE	5000-5999	32,210.00																												
LCFF BASE Total		32,210.00																												
LCFF S/C	1000-1999	32,077.00																												
	2000-2999	10,452.00																												
	3000-3999	16,172.00																												
	5000-5999	24,535.00																												
LCFF S/C Total		83,236.00																												
Grand Total		115,446.00																												

Source	N/A	N/A	Included in table above
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Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	Included in table above

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Low Income, Foster Youth, English Learners

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

N/A

Modified: **Supplemental** Program for Socioeconomically Disadvantaged and Limited English Proficient Students

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

a. Increase access to Resource Center supports and services by providing bus passes to qualifying students

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20												
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>TITLE FUNDS</td> <td>4000-4999</td> <td>500.00</td> </tr> <tr> <td>TITLE FUNDS</td> <td>Total</td> <td>500.00</td> </tr> <tr> <td>Grand Total</td> <td></td> <td>500.00</td> </tr> </tbody> </table>	Source	Object Code	Total	TITLE FUNDS	4000-4999	500.00	TITLE FUNDS	Total	500.00	Grand Total		500.00
Source	Object Code	Total													
TITLE FUNDS	4000-4999	500.00													
TITLE FUNDS	Total	500.00													
Grand Total		500.00													
Source	N/A	N/A	Included in table above												
Budget Reference	N/A	N/A	Included in table above												

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-2020**

Estimated Supplemental and Concentration
Grant Funds

Percentage to Increase or Improve Services

\$ 348,202

13.16 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The school has identified high leverage actions/services targeted primarily to increase and improve services for Low Income (LI), English Learners (ELs) and Homeless and Foster Youth. The 2019-20 LCAP outlines the following key actions/services that will increase student group achievement:

Instruction

- Improve data driven instruction with Illuminate, NWEA MAP and Naviance
- Enhance school's ability to assess and monitor all students' and student group progress and proficiency with Data Integration Systems
- Improve support for and services for instructional departments for ELs through the focused work of the English Learner Achievement Department (ELAD)

Curriculum

- Increase technology access and blended learning opportunities: Connect Program
- Pathways Learning Lead position to increase access and opportunity for all Pathways
- Enhance Curriculum with literacy programs: Achieve 3000, BrainPOP ESL
- Improve literacy integration across all core curriculum in coordination

Professional Learning

- Math Specialist to increase student achievement
- Improve Professional Learning to include Trauma Informed Practices (TIPS), LEC, GATE

Culture and Safety

- Implement a Nutrition Program to improve learning outcomes
- Provide a Leadership and Character Development Program: Cadet Corps
- Improve social, emotional, and behavioral supports for students: Social Work Program

Community Connectedness

- Implement a Bus Pass Program to increase access to the Resource Center and instructional supports
- Implement a Marketing Plan to increase awareness and connection to community as a school of choice

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements

explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

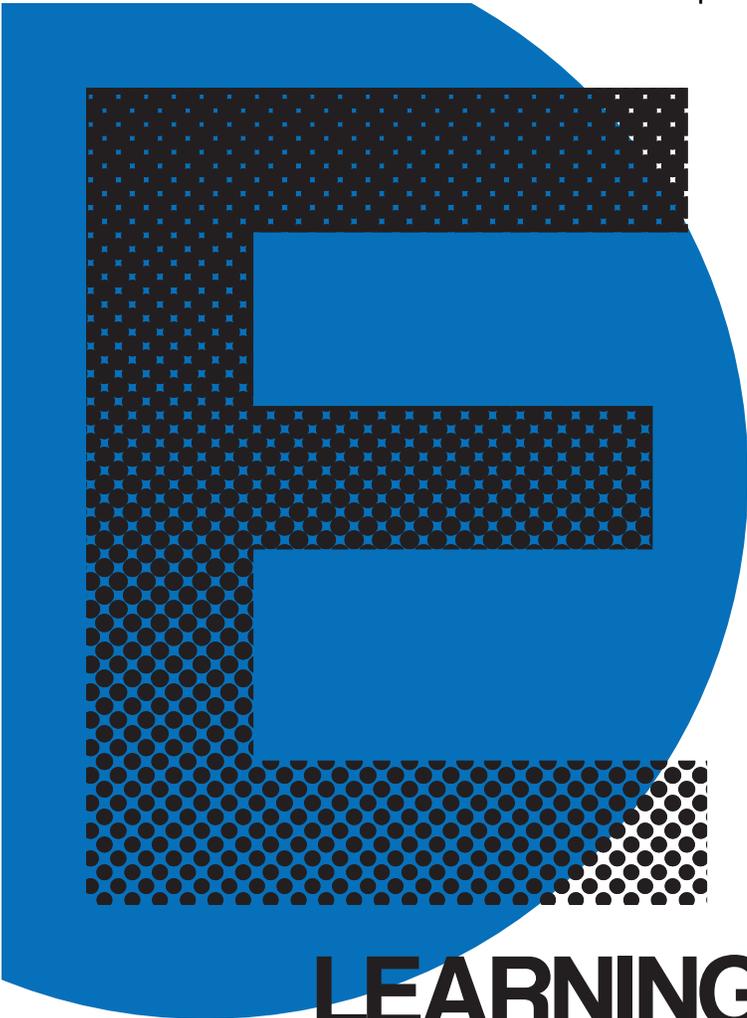
- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

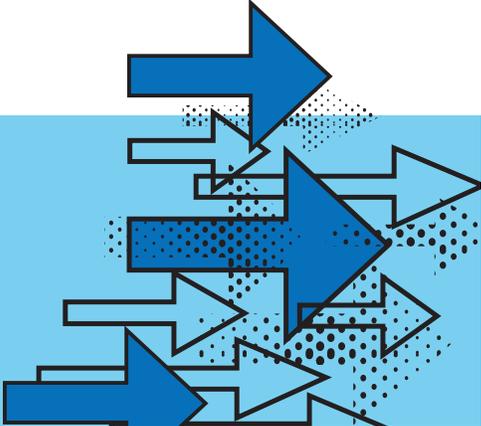
- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019



LEARNING CONTINUITY AND ATTENDANCE PLAN (LCP)

Audeo II
Charter School II



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/fe/lc/documents/lrngcmtntyatndhncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Charter School II	Veronica Ballman, School Coordinator	Email: yballman@audeo2.com Phone: (858) 678-2050

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

In July 2016, the State Board of Education approved Audeo Charter School II (Audeo II) as a free public-school option for students in grades K-12. Audeo II was created to replicate Audeo Charter School, a successful independent study academic intervention program to re-engage students by guiding them to return to their school of residence after catching up in credits or into a college or career post-secondary pathway. The School dramatically reduces dropout rates – an issue critical to the nation’s future. Audeo II currently serves more than 700 students annually, with an average enrollment of approximately 170 students at CBEDS. Audeo II’s student average length of enrollment is 18 months. This is due in part to the School’s re-directive nature, and also to the fact that many students enroll with Audeo II as 11th and 12th grade students who need the personalized educational program provided by Audeo II to achieve their academic goals.

Audeo II is an independent study program that transforms students into self-motivated, self-disciplined, and accountable learners. Teachers actively engage and support students along the way, providing enrichment and one-on-one tutoring as needed. Audeo II offers students an alternative to the traditional school setting. Resource Centers provide a safe and supportive environment that is centered on teaching and conducive to learning, a flexible schedule, and an around-the-year calendar to better serve student needs. To maximize student focus and ensure mastery of content while studying an academically rigorous curriculum, Audeo II students are assigned only one or two subjects/courses per learning period

The goal for every student is their mastery of state standards, as well as a successful transition from high school to their post-secondary choice. This mastery and successful transition are accomplished through the School’s understanding that every student is unique in their quest for college and career readiness. Whether their goal is to attend college or enter the workforce, Audeo II students work one-on-one with their teachers to develop a personalized plan that will bring them closer to accomplishing their dreams.

As of the 2019-2020 school year, Audeo II is identified by the California Department of Education (CDE) as participating in the Dashboard Alternative School Status (DASS) program. DASS schools must have an unduplicated count of at least 70 percent of the School’s total

enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. Audeo II served a student population comprising of 80% high-risk student groups in 2019-2020.

In March 2020, Audeo II transitioned to distance learning due to the COVID-19 emergency. To ensure equity and access to distance learning, school staff sent a needs assessment survey to all students and parents to gather information on overall health, mental health, academic and physical needs. School staff, including the school coordinator, counselors, social worker, and school nurses, followed-up with each family and provided resources and support based upon specific needs. From March 16, 2020 to June 30, 2020, the Audeo II health department and school social worker reported 131 follow-up communications with families regarding health and wellness.

To close the digital divide, Audeo II deployed Chromebooks and hotspots to families in need of home computing and internet access. Audeo II commonly refers to this as the Altus Connect Program. Priority was given to Students With Disabilities to ensure access to Special Education services. As of August 14, 2020, Audeo II have issued 40 Chromebooks to students. Of these 40 students, 73% are considered Socio-economically Disadvantaged, 53% are Hispanic or Latino, 23% are Students With Disabilities, 13% are English Learners, 8% are Black or African American, 23% are white, and 5% are Homeless. Audeo II staff continue to check-in with families regarding home technology needs and can issue Chromebooks and/or internet hotspots as needed on an ongoing basis.

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School staff have remained committed to mitigating loss of learning during the COVID-19 emergency. Teachers and special education case managers conduct virtual conferences, make daily phone calls, send emails and secure text messages to students and parents. Teachers have worked closely with all students to ensure they have a daily distance learning schedule. In addition to distance learning instructional time, teachers provide "office hours" to ensure that students have access to teachers for assistance and guidance. All staff communication and intervention efforts are documented in the School Information System (SIS). From March 16, 2020 to June 30, 2020, Audeo II staff reported more than 15,497 communication and intervention efforts with students and families. These communication efforts include emails to students and/or parents, communication via a secure digital application, virtual conferences, and phone calls.

By providing students with health support/services, access to distance learning tools/technology and ongoing academic instruction, Audeo II students have been able to continue their educational plan. For the 2019-2020 school year, 49 Audeo II students have completed high school graduation requirements.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Students and families have been contacted directly by teachers, special education case managers, counselors, and school instructional leaders in multiple formats including secure text message, phone calls, emails, and virtual conferences. As school staff communicate with families, they document their conversations in the School's Student Information System (SIS). The School's Data Department publish weekly and monthly contact reports that summarize frequency of interventions, methods of communication, staff involvement, and

intervention purpose. Staff use multiple collaborative settings such as Resource Center Meetings, Department Meetings, and Leadership Team Meetings to review intervention reports and discuss ongoing needs of students. Collaboration is focused on finding solutions to meet the needs of all students, but with an emphasis on reengaging and supporting the lowest-achieving students. The School's Multi-Tiered System of Support (MTSS) is an integrated team of teachers, instructional leaders, counselors, school nurses, and social workers working together to review and analyze data to meet the educational, physical, emotional and mental health needs of all students.

Audeo II has also used a mass notification system, Blackboard, to send English and Spanish announcements to students and parents focused on food resources, health and wellness, and access to additional supports. The School has sent needs assessment surveys and distance learning satisfaction questionnaires to families to determine specific household needs. The School's Data Department organizes the results so that school leaders can respond to each household's needs and adjust academic programs. Lastly, feedback gathered from these surveys help enhance the distance learning approach.

Students and parents are encouraged to participate in regularly scheduled Family Learning Series. The goal of these weekly virtual meetings is to educate and support the needs of parents and family members. In collaboration with stakeholders, the School was able to identify topics most relevant to families: distance learning resources and supports, health and safety, social-emotional support, IEP support services and support for English Learners. This continues to be a setting in which the School can gather information regarding family needs and potential distance learning barriers.

[A description of the options provided for remote participation in public meetings and public hearings.]

The English Learner Advisory Committee (ELAC) and School Site Council (SSC) are notified by email and/or phone approximately a week in advance of scheduled meetings. Courtesy meeting reminders are also provided to members 72 hours in advance. Members and participants are provided agendas and technology, if needed, such as a Chromebook and/or internet hotspot to join the meeting virtually. Technology training and support is offered and made available when needed. Participation and feedback are encouraged and documented. The Learning Continuity and Attendance Plan (LCP) was presented to both the ELAC and SSC for review and comment. Participants were provided an opportunity to provide feedback during the meeting or thru follow-up communication after the meeting. Additionally, the LCP was presented to the community at a public hearing of the school's governing board. The agenda was posted at least 72 hours prior to the public hearing and was made available for public inspection.

[A summary of the feedback provided by specific stakeholder groups.]

Audeo II values the perspective and feedback provided by all stakeholder groups. Some of the most important feedback was collected in May 2020 when Audeo II sent a distance learning satisfaction survey to all parents. Key findings are provided below:

- 98% of parents report that their child has had full access to curriculum during distance learning.
- 96% of parents report that their child's teacher sets high expectations for their student and provides the support they need to achieve.
- 100% of parents report that the School has provided their child the supports they need to engage in distance learning.

- 100% of parents report that the School has provided them with information that is responsive to their child's and family's needs.
- 100% of parents report satisfaction with the services and supports they have received during COVID-19.

The high levels of satisfaction that parents reported in the May 2020 survey is consistent with the feedback collected at other settings and formats, including the Family Learning Series, ELAC, and SSC. While parents are very satisfied with the distance learning program their child has received, they want the school to remain focused on the following areas:

- School safety is a key requirement.
- Continue to ensure that all students have access to Chromebooks and home internet.
- A strong school-to-home partnership will lead to student success.
- Personalized learning is now more important than ever before.

From July 1, 2020 through July 20, 2020, Audeo II surveyed parents on their thoughts of returning to a pre COVID-19 blending learning environment versus a distance learning environment. Parents were asked if they would send students to in-person instructional offering at Resource Centers if students were required to wear a facial covering, complete no touch temperature screenings, practice social distancing, and frequently wash hands. Based upon the survey results, it is evident that most parents require health and safety precautions implemented at Resource Centers when it is safe to return to school. Staff sentiment regarding re-opening guidelines were consistent with parents. Staff and parents agree that the school to home partnership is critical for students to stay engaged and achieve in a distance learning environment. The daily communication of secure text messages, emails, virtual conferences, and phone calls strengthen this partnership. Lastly, staff and parents agree that students need ongoing social-emotional learning opportunities and supports during this uncertain time.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Stakeholder groups followed an Improvement Science protocol to determine student achievement gaps and the school's ideal rate of growth. Some of the academic achievement data analyzed was student participation rates, credit completion rates, graduation rates, chronic absenteeism rates, and math and ELA test scores. Groups considered the needs of All Students, and unique pupils. Discussion also centered on how to support student engagement and academic achievement in distance learning and/or in-person instruction. There was group consensus that the School's PPEP is an effective systematic approach that supports the unique needs of each student. Some of the key 2019 Audeo II California School Dashboard indicator results are listed below.

Academic Engagement Indicators:

- Chronic Absenteeism, 32% for All Students, Increased 4.4% from the prior year
- Graduation Rate, 71.6% for All Students, Increased 11.7%

Academic Performance Indicators:

- English Language Arts, 2 points below standard for All Students, increased 2.5 points from the prior year
- Mathematics, 82.6 points below standard for All Students, declined by 15.4 points from the prior year
- English Learner Progress, 71.4% of ELs are making progress towards English language proficiency (Very High performance status level)
- College/Career, 12.6% of graduating students are prepared, increased 1.1%

Conditions & Climate:

- Suspension Rate, 0% for All Students suspended at least once

Stakeholder groups stated that while the School is making improvement in graduation rates and English language arts achievement, there is consensus that chronic absenteeism, math achievement and college/career readiness needs to be an area of focus for the 20-21 school year. Stakeholders believe that the School can continue to improve in all California School Dashboard Indicators by utilizing many of the LCAP goals and actions from the previous year. The program goals outlined below will also be considered as the School develops the School Plan for Student Achievement (SPSA) for the 2020-2021 school year:

- Goal #1:** Increase student achievement in areas appropriate for a school participating in the Dashboard Alternative Status (DASS) program.
- Goal #2:** Provide a broad and rigorous course of study focused on 21st century skills that align to California Content Standards that is accessible to All Students.
- Goal #3:** Provide a targeted and data informed professional learning system to increase teacher effectiveness and high-quality instruction.
- Goal #4:** Provide a safe environment and supportive school culture for students to learn and teachers to teach.
- Goal #5:** Provide innovative, engaging and community-based Resource Centers to serve students and parents.

Lastly, stakeholder groups believe expanded social-emotional learning will lead to increase levels of student engagement and academic achievement. This increased and improved support is critical for the lowest achieving students and unique pupils, including English Learners, Students with Disabilities, Low Income Students, Foster Youth, and Homeless. The School plans to meet this need by offering the following services and supports which are consistent with School Goals #4 and #5:

- Expand School Social Worker program that offers counseling to students in need of mental and social-emotional supports.
- Continue to offer Family Learning Series to educate parents and caregivers on the academic, physical, mental, and social-emotional services and supports available.

- Continue to offer Resilience in Student Education (RISE) to all students which are focused on the Social and Emotional Core Competencies.
- Continue to offer the Character and Leadership Development Program to students which promotes overall health, fitness, wellness, team building, and positive interactions with peers.
- Schedule professional learning opportunities for staff related to social-emotional learning such as Trauma Informed Practices (TIPS), Youth Mental Health First Aid Training, and AVID.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Audeo II is committed to physically reopening school sites to students and staff and offer in-person instructional offerings. The School will continue to coordinate with state and county health officials to determine when it is safe to re-open school sites. When it is safe to bring students and staff back to school sites, Audeo II will establish clear plans and protocols for students and staff to follow which are consistent with the guidance advocated by the California Department of Education (CDE) and San Diego County Office of Education (SDCOE). All students and staff will be required to complete temperature screening and symptoms assessment before entering school facilities. Personal Protective Equipment (PPE) will be available to students and staff along with training on how to use this specialized equipment. Students and staff will be required to wear facial coverings throughout the school day.

Audeo II is an Independent Study Program which provides students with access to Resource Centers throughout the week. When it is safe to return to Resource Centers, student schedules will be modified to reduce the number of students on-site to ensure social distancing requirements are met. Staff will strategically assign students to certain learning stations within the Resource Centers to mitigate close contact with other students. Each Resource Center will have hand sanitizer stations that students and staff will be directed to use throughout the workday to ensure healthy hygiene. Resource Centers will also be equipped with cleaning and disinfectant kits which will be restocked as needed. School staff will receive training on how to properly clean and disinfect facilities after student use.

All students will have access to instructional support and tutoring at the Resource Centers. Students With Disabilities (SWD) will have access to all special education services. Additional school staff such as counselors, nurses, and social workers will be available to support students with social-emotional needs. Students with underlying health challenges who do not want to return to Resource Centers will be provided personalized distance learning and support that meet their individual needs. School staff will remain committed to making daily contact with all students thru secure text messages, virtual conferences, email messages, and phone calls to determine specific learning needs and communicate academic progress with parents and/or caregivers.

Audeo II will be able to mitigate potential student learning loss by implementing the School's key process, the Pathways Personalized Education Plan (PPEP). The PPEP continues to be the key instructional process that staff use to analyze each student's current academic levels, grades/credits, educational goals, learning style/preferences, interests, and post high school pathway in order to build an individual academic plan for each and every student. This process is developed and continually revised in collaboration with the student, parent, teacher, counselor, and school instructional leader. As part of the PPEP and Instructional Plan, the School will administer a fall benchmark assessment, NWEA Measures of Academic Progress (MAP), to all students to measure academic levels and proficiency in Reading, Language and Mathematics. Teachers and instructional leaders will use student assessment results to make data informed decisions such as increasing individual tutoring support in certain academic domains or utilizing specialized instructional strategies, curriculum, and programs to improve student skills.

One of the key elements of the PPEP is monitoring student academic progress and growth. When students do not demonstrate improved academic growth over time, instructional staff initiate and increase academic intervention efforts and supports. Audeo II utilizes a Student Intervention Program which is aligned to the framework of the Multi-Tiered System of Support (MTSS). This intervention model is designed to provide instructional staff with a system that quickly identifies and matches the needs of all students. Each intervention completed by a teacher, counselor or school support staff is documented in the school information system. At the end of each month, the School's Data and Assessment department provides staff with a Monthly Storybook that summarizes specific interventions completed. School leaders use this intervention data to monitor intervention effectiveness and ongoing student needs.

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Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
To support the 19-20 fleet of Chromebooks and internet hotspots, additional units will be purchased in 20-21 to increase student access to the full curriculum	\$11,453	Yes
Personal Protective Equipment (PPE) and standing no-touch temperature screening systems to meet health and safety reopening requirements	\$20,301	Yes
Teachers and Certificated Teacher Resources (CTRs) to support in-person learning; train students on school social distancing requirements/procedures, ongoing communication with students and parents, creation of personalized learning plans, facilitate one-on-one and small group tutoring sessions in core subjects, and English Language Development services/instruction	\$1,420,372	Yes
Special Education Case Managers to support Students With Disabilities (SWD)	\$320,474	Yes
School Coordinator to support management of both the PPEP and MTSS, along with ongoing teacher coaching focused on effective delivery of instruction to meet the needs of all students	\$21,881	Yes
Counselors to support the academic and social-emotional needs of students within MTSS	\$137,460	Yes

Description	Total Funds	Contributing
The Ed Ladder- supplemental math and ELA tutoring services for lowest-achieving and grade 12 students	\$54,000	Yes
Classified school personnel to support the development of the Monthly Storybook	\$24,950	Yes
NWEA- assessment program to measure student academic levels in the fall and spring semesters	\$2,674	Yes
Edgenuity- online learning platform to deliver distance learning	\$44,752	Yes
School Pathways Student Information System- platform for instructional staff to report student attendance, document contacts, monitor student progress, and record grades	\$18,800	Yes
Professional Learning opportunities for staff, including Leading Edge Certification (LEC), Youth Mental Health First Aid (YMHFA), Writing Redesigned for Teaching and Equity (WRITE), and AVID	\$3,746	Yes

Distance Learning Program

Continuity of Instruction

A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Audeo II recognizes that all students learn differently and possess different skills. Therefore, the School is committed to providing a personalized instructional approach to each student to meet their needs. While some students are proficient users of technology and distance learning resources, there are other students who need support in this area. To meet this need, Audeo II teachers have been able to provide ongoing technology training and support to all students. In addition, teachers have been able to extend technology training and support to parents and caregivers as well to ensure that they are involved in their child's distance learning education. This ongoing technology support has strengthened the school-to-home partnership and increased equity and access to the School's full curriculum.

Throughout the COVID-19 emergency, students continue to have access to a traditional, textbook-based independent study curriculum. This curriculum is aligned to state standards and is developed by subject matter experts. Since students cannot go to the Resource Center to pick up physical materials, the School's Curriculum Department has taken steps to ensure students can access digital lesson guides and have access to online textbooks. Students and families who require hard copy materials are provided textbooks, lesson guides, and supplemental materials through no-contact deployment methods.

Edgenuity is the learning platform the School uses to deliver online curriculum. Edgenuity curriculum was offered to students prior to the COVID-19 closure if online instruction was their preferred learning style. Students have access through the Edgenuity curriculum platform to

multiple scaffolds to support their learning; these are essential learning supports for English Learners and Students with Disabilities with functioning and universal tools to support all learners. Students have access to digital notetaking, transcripts of the instruction available in a variety of languages, hard copy graphic organizers that they can utilize during the instructional component of the lesson, glossary, academic language, digital sticky notes, extended time, video closed captioning, and the ability to enable text translation and read aloud text passages.

Students who did not previously have access to a computer and/or home internet have received a laptop and hotspot through the Altus Connect Program to ensure they have the same accessibility to the online Edgenuity platform from home as they would have previously at the Resource Center.

School staff remain committed to maintaining high levels of student engagement and supporting academic achievement in distance learning. Setting high expectations for students will support them with achieving their daily, weekly, and monthly goals. Some of the key instructional distance learning strategies are highlighted below:

Virtual one-on-one meetings and small group tutoring sessions: Teachers work with students virtually in both one-on-one meetings and in small group tutoring sessions to guide instruction and assess if a student has mastered content standards or if additional instruction is necessary.

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Virtual office hours: In addition to weekly scheduled individual and group appointments, teachers hold virtual office hours to offer instructional support to all learners.

Online check-in: Teachers also check in with students regarding academic progress and engagement via online forms, surveys, screencast videos, virtual resource center events, and additional online communication tools.

Distance learning math instruction continues to be a key instructional area of focus. On average, students enroll in Audeo II 2-3 grade levels behind in mathematics skills as measured by NWEA assessments. To improve student math proficiency, teachers regularly provide instructional sessions in math that scaffold student skills to achieve performance targets of the courses and assessments. While instruction is claim and target-driven with a focus on both skill-building and content mastery, adjustments are made throughout each session based on formative assessment to ensure understanding for all learners. Additionally, students are grouped based on academic level data and content needs to support individual progress with the group in a safe and supportive learning environment. These sessions are interactive with online video tutorials from both teachers and field experts that engage students in real-world math application and scenarios.

Audeo II has also provided increased support in English Language Development (ELD). Designated ELD sessions incorporate online tools that support English Learners and struggling readers with the purpose of increasing Lexile scores and English language proficiency. Students engage in online literacy circles that promote virtual collaboration and language development in alignment with the English Learner

Plan. Throughout these sessions, students are exposed to frontloaded vocabulary, explicit and scaffolded instruction, and multiple means of representation while being able to use their home language when needed to activate higher-order thinking skills. In addition to a focus on reading comprehension, reading fluency, and writing structures, Designated ELD sessions offer English Learners an opportunity to develop oral language competency through virtual interaction in a meaningful, collaborative learning environment

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

To close the digital divide, Audeo II has conducted multiple student and parent needs assessment and satisfaction surveys to determine which families need home technology. In addition, teachers communicate regularly with students and parents through multiple methods, including secure text messages, phone calls, virtual conferences, and emails to identify ongoing student needs or unique circumstances. As a result, Audeo II has been able to deploy Chromebooks and internet hotspots to all students in need. As new students enroll, school clerks and counselors conduct a technology needs assessment with each family, and when necessary, quickly deploy devices to these newly enrolled families to ensure all barriers to learning are eliminated.

On occasion, some of the school issued devices need repair or service. In this case, devices are collected and submitted to the School's Operations Department for repair/service. Students are issued replacement devices to ensure there are no gaps in access.

The School has also enhanced school websites and technology tools. As a coordinated effort to minimize confusion and redundancy for students and parents, the School has created an online landing page, www.altusgo.com, that provides students and families with all necessary access points to curriculum and instructional supports. From this online landing page, students can access pertinent school technology programs such as Edgenuity, Naviance, Illuminate, Achieve 3000, BrainPOP, and the Tech Tool Library. This online landing page provides students with a single access point to all the websites needed for the curriculum. Furthermore, students can use the School's online Tech Tool Library to access subject specific resources and digital tools for creativity, critical thinking, and collaboration and communication. Educational resources are presented along with instructional videos to train students on the logistics and application of the tools within learning.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Audeo II teachers monitor and measure student progress and participation daily. Teachers collect metrics to determine participation, which may include, but is not limited to, evidence of participation in online activities, completion of assigned coursework, completion of assessments, and daily communication. Teachers maintain both a Course of Study Record (CSR) and Participation/Credit Tracker to record student daily progress and completed activities. Students are also required to maintain and submit a Student Learning Log to their teacher which accounts for their daily learning. Student Learning Logs for each attendance period is reviewed by the teacher, signed, dated, and

archived in the School Pathways School Information System (SPSIS). At the end of the attendance period, certificated teachers certify student attendance via SPSIS.

Teachers continue to use formative and summative assessments to evaluate student learning. Teachers will use their findings to determine how best to modify curriculum and personalize instruction to improve student learning. Some examples of assessments include printed coursework, online curriculum activities, quizzes, unit tests, writing assignments, web portfolios, presentations/speeches, and end of course exams. All completed student assignments are graded by a teacher and given a letter grade based upon rubrics and exemplar responses. Evaluative feedback will also be available on all student assignments, including printed coursework. Assignments with an overall grade of less than 70% will require student learning remediation which is crafted by the teacher.

Teachers will utilize secure video conference sessions to teach specific academic subjects and topics to students. Teachers will use these sessions to provide direct instruction, create guided and individual practice with the purpose of evaluating student learning. Some of the evaluative methods used in video conference session include, but are not limited to, check-for-understanding activities, quick writes, pop quizzes, group projects and presentations.

Teachers will utilize the SPSIS Gradebook to record all completed student assignments throughout the attendance period. Teachers will also add course comments at the end of each Learning Period that summarize the student's progress and achievement. These recorded assignments and comments are available to students and parents via the School Pathways Student and Parent Portal. School instructional staff provide ongoing training and support to students and parent on how to access and view the Student and Parent Portal.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

As the School transitioned to distance learning in the spring, staff was surveyed to determine potential areas of need for professional learning. Based upon these results, school leaders modified the Professional Learning system, Altus University, to be a fully online platform. Altus University is now called, AU in the Cloud, and is available to all segments of the workforce. Professional Learning through AU in the Cloud is aligned to the California Quality Professional Learning Standards (QPLS). AU in the Cloud sessions incorporate school-wide initiatives to improve student learning in math and English language development. Each AU in the Cloud session have an evaluation for participants to provide feedback on the participation, satisfaction, usefulness, learning, and additional areas for follow up. Feedback is provided to the School's curriculum departments to use as part of their ongoing Professional Learning Communities (PLCs) and plan for additional AU in the Cloud sessions.

AU in the Cloud sessions provide instructional staff the time and space to explore curriculum content necessary to provide quality instruction to students. The instructors of the sessions build the capacity of the participants to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards. Assessment and instructional strategies are incorporated into the AU in

the Cloud sessions so that teachers are using formative assessment strategies to inform virtual instruction to a diverse student population. Teachers have been through Leading Edge Certification (LEC), a national certification for educational technology. Through this certification process, teachers learned how to be effective online and blended learning teachers, skills necessary during the COVID-19 closures. For new teachers, the School continues the certification process through the LEC FLEX program. Through virtual tutoring session observations, school instructional leaders provide feedback on new skills acquired through the AU in the Cloud sessions. AU in the Cloud sessions are delivered by instructors who model how to differentiate curriculum and scaffold instruction so that there is support in place for all students. The sessions uphold the School's values that kids come first by increasing the participant's capacity to strengthen students' participation, engagement, connection, sense of belonging, and emotional well-being.

Virtual instructional strategies are presented through an equity lens, ensuring access and equity for all students during distance learning. Data informing AU in the Cloud is disaggregated by gender, race, special needs, foster youth, and socio-economic indicators. This allows for the identification of student instructional needs focused on student groups. All participants have access to AU in the Cloud Sessions through registration on the Altus University Portal. AU in the Cloud sessions are generally on the same day of the week and time so that teachers can plan virtual instruction around the professional learning session they would like to attend. AU in the Cloud sessions are also recorded so staff members who are unable to attend a live session have access to on demand sessions.

Instructors for AU in the Cloud sessions are a collaboration of Special Education, English Learner, and General Education teachers. AU in the Cloud session instructors maintain a positive learning environment for all participants. Participants can utilize the chat feature within Microsoft Teams to get answers to questions without breaking the flow of instruction and they also have an opportunity to unmute their microphone to participate verbally. Instructors of the AU sessions also engage participants through Web 2.0 tools learned from the Leading Edge Certification (LEC). AU in the Cloud instructors understand that especially in this COVID-19 closure, student Social Emotional Learning is at the heart and focus on connection with students first, followed by content.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Audeo II's credentialed and classified staff are being utilized to meet the academic and social/emotional needs of all students. Teachers, special education case managers, counselors, social workers, and nurses are actively using distance learning software and communication tools to engage families. In doing so, school staff are available to help students and families find community-based resources. The School's website also has a comprehensive resource page to make it easy for staff, students, and parents to find the resources they need.

School leadership continues to listen and collaborate with all segments of the workforce. Instructional school leaders conduct weekly Resource Center meetings with teachers, special education case managers, and counselors to discuss program updates, best practice sharing, analyze student trends, and discuss ongoing challenges and/or successes. Other school departments such as Finance, Operations and Facilities, Health and Wellness, and Human Resources meet weekly to discuss and collaborate on project management. All of the weekly school meetings are conducted through the Microsoft Teams conferencing platform which is secure and enabled with collaboration tools such as screen sharing and chat features.

Audeo II has surveyed staff multiple times to determine specific needs of individual employees and/or positions. Based upon the feedback collected, school leadership was able to modify the Professional Learning System to ensure that staff is receiving the training they need to perform new roles and responsibilities. At each professional learning session, participants are surveyed on the usefulness of the training and if they have any additional needs. The survey data is analyzed and considered when making future AU in the Cloud session topics.

The School has also created an online network, AltusWAVE, that houses the internal documents teachers and support staff need to implement each student's Pathways Personalized Education Plan (PPEP). With the AltusWAVE platform, instructional staff access all curriculum documents such as lesson guides, answer keys, and end of course exams. During the COVID-19 closure, the School's Technology Department expedited internal network files onto the AltusWAVE, a secured platform that all school employees can access from anywhere.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Audeo II is identified by the California Department of Education (CDE) as participating in the Dashboard Alternative School Status (DASS) program. Therefore, Audeo II is an educational program designed to meet and assist all students with unique needs and circumstances by utilizing the School's key process, Pathways Personalized Education Plan (PPEP). Each student PPEP is collaboratively developed by the teacher, student, parent, school counselor, and instructional leader. The PPEP considers many factors including demographic information and student groups: Individualized Education Program (IEP), 504 Plan, Gifted and Talented Education (GATE), English Learners (EL), Foster Youth, Pregnant and Parenting, and Homeless. In addition, each student PPEP identifies educational goals, learning style preferences, career interests, daily learning schedule, and course plan. Instructional staff use the Multi-Tiered Systems of Supports (MTSS), to coordinate a personalized and enhanced intervention strategies and resources that match the needs of students. At the end of each Learning Period, the School's Data Department publish a Monthly Storybook which provides targeted, drilled down data that includes achievement and engagement indicators that relate directly to overall student success and that of student groups. Monthly Storybook results are analyzed by all levels of the organization to make data informed decisions regarding curriculum, instruction, and professional development.

Audeo II served 332 students during July 2020. Of these 332 total students, 34% are Hispanic, 48% are White, and 3% are Black or African American. 15% of students are other ethnicities. In addition, 40% of students are Socio-economically Disadvantaged, 16% are Students with Disabilities, 5% are English Learners, 3% are Homeless, and 11% are identified as GATE. There are 2 foster youth students enrolled at Audeo II.

Audeo II's cumulative 2019-2020 attendance rate for all students is 89%. Attendance rates for English Learners is 91%, Students With Disabilities is 89%, and Low-Income is 86%. Alignment of attendance rates for all students and the significant student groups demonstrate that the School is meeting the needs of all students.

Audeo II utilizes a teacher created curriculum that is developed within the Universal Design Learning (UDL) framework to ensure equity and access for all learners. UDL principles are integrated into curriculum design to eliminate barriers to learning through the provision of multiple means of engagement, representation, and action and expression. Teachers utilize this curriculum feature to personalize curriculum for each learner.

Audeo II school staff provide distance learning instructional sessions that are data-driven and implemented strategically to support specific learner needs. A thorough data collection and analysis process for all students as well as individual student groups (low-income, SWD, English Learners) helps inform instructional sessions and the overall Instructional Plan. These tutoring sessions utilize an extensive variety of instructional strategies to aid in increased academic engagement as well as a variety of methods in which students interact with the content of the curriculum. Teachers utilize virtual technology tools to provide instructional modeling and tutorials specific to the session topic in a manner that is engaging and tangible for online learning.

English Learners are engaged effectively in learning through Integrated and Designated ELD supports that align to the implemented English Learner Plan. Based upon Audeo II's 2019 California School Dashboard, 71% of English Learners are making progress towards English language proficiency. This is considered a very high status level. Audeo II's comprehensive English Learner Development (ELD) Program includes integrated and designated ELD.

Integrated ELD: Integrated ELD ensures that English Learners are accessing ELD standards while engaged in CA standards-based curriculum. Curriculum is developed in consultation with the ELAD (English Learner Achievement Department) and aligned to both CA ELD standards and CA Common Core standards.

Designated ELD: Designated ELD ensures that ELs are developing language and literacy skills separate from core instruction. Students are enrolled in Literacy courses (aligned to CA ELD standards), receive virtual ELD instruction through literacy circles, and engage in online learning programs that develop reading, writing, listening, speaking skills.

Students with Disabilities continue to receive an equitable education that is in alignment with acceptable practices as recommended by the U.S. Department of Education. Students with disabilities are provided a free and appropriate public education (FAPE) through the implementation of services, accommodations, modifications, and supplementary aids and services as outlined in each student's individualized education plan (IEP). Specialized Academic Instruction (SAI) is provided for each student by an Education Specialist through distance learning methods including virtual and telephonic. Related services are contracted through a CDE approved Non-Public Agency

(NPA) and are delivered through virtual and telephonic methods. Curriculum is adjusted to ensure full accessibility and standards-based instruction is differentiated for each student through online learning platforms. Case managers check in with students regarding academic progress and engagement via online forms, surveys, screencast videos, virtual resource center events, and additional online communication tools. Case managers consult with general education teachers to implement accommodations and modifications in core curriculum and to customize curriculum to ensure accessibility through principles of Universal Design for Learning.

Special education case managers work with students virtually in both one-on-one sessions and in small group break-out sessions. Students are identified to participate in small group SAI sessions based on IEP goals, social-emotional needs, and grade level/topic assignments. Key components of SAI include: establishing structure/routine, student training on virtual platforms and digital tools, integrated social-emotional learning, use of multiple modalities to engage learning styles virtually, and implementation of accommodations and modifications.

Special education case managers ensure full student accessibility to virtual SAI and online curriculum through implementing principles of Universal Design for Learning (UDL):

Multiple Means of Representation: Use of video lectures, graphic displays, text, simulations, video captioning, and read-aloud support features. Key concepts and tasks are explained using multiple representations (verbal, concrete manipulative, numerical, graphical, and symbolic), and students are guided in mapping meaning among the varied representations. Graphic organizers (web diagrams, hierarchical diagrams, concept maps, T-charts, Venn diagrams, flow charts, timelines, and sequence graphics) are included in instruction, tasks, and assignments.

Multiple Means of Expression: Throughout SAI and assessments, students are provided options to answer multiple choice questions, highlight text, complete surveys, create visual representations, use tactile digital tools, and fill out graphic organizers. These multiple means of expression appeal to multiple learning styles and allow students to demonstrate their knowledge in a variety of ways.

Multiple Means of Engagement: Self-paced coursework that is customized based on student interest is a motivating for students. Teachers present course concepts in ways that are relevant to students' lives. Case Managers promote self-regulation with creation of visual schedules, weekly calendars, goal-setting activities, and provide regular progress updates.

Due to the COVID-19 emergency, school staff understand that some students may be at greater risk for potential learning loss. Potential vulnerable student groups include low-income, foster youth and students experiencing homelessness. For that reason, school leadership have remained committed to mitigating learning loss by taking specific actions: daily follow-up calls and emails from support staff, secure reliable technology devices and connectivity, providing social-emotional support, food assistance, and additional supports as needed. In addition, teachers have received ongoing specialized professional learning focused on researched-based instructional strategies which support vulnerable student groups. Teachers have received training on Trauma Informed Practices (TIPS) and use these instructional

engagement strategies to support the social-emotional needs of students. TIPS strategies include empathy, active listening, and providing a sense of safety and connectedness. Teachers also partner with the school social worker to provide social, emotional, and behavioral support systems to students and families. The social worker provides services and facilitate referrals to support student academic and social/emotional needs.

School staff participated in professional learning led by a Protective Services Supervisor with Child Welfare Services which focused on mandated reporting in a distance learning school environment. Topics included department trends, considerations within the new environment, recent case examples, and how to proactively protect the physical and mental wellness of students.

Audeo II has been able to engage and support all students during the COVID-19 emergency by providing a whole-child educational approach. This approach prioritizes engagement, safety, health and access to support and resources.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
To support the 19-20 fleet of Chromebooks and internet hotspots, additional units will be purchased in 20-21 to increase student access to the full curriculum	\$11,453	Yes
Teachers and Certificated Teacher Resources (CTRs) to support distance learning: ongoing communication with students and parents, creation of personalized learning plans, facilitate one-on-one and small group tutoring sessions in core subjects, and English Language Development services/instruction	\$1,420,372	Yes
Special Education Case Managers to support Students With Disabilities (SWD)	\$320,474	Yes
School Coordinator to support management of both the PPEP and MTSS, along with ongoing teacher coaching focused on effective delivery of instruction to meet the needs of all students	\$21,881	Yes
Counselors to support the academic and social-emotional needs of students as key member of MTSS	\$137,460	Yes
The Ed Ladder- supplemental math and ELA tutoring services for lowest-achieving and grade 12 students	\$54,000	Yes
Classified personnel to support the development of the Monthly Storybook	\$24,950	Yes
NWEA- assessment program to measure student academic levels in the fall and spring semesters	\$2,674	Yes
Edgenuity- online learning platform to deliver distance learning	\$44,752	Yes
School Pathways Student Information System- platform for instructional staff to report student attendance, document contacts, monitor student progress, and record grades	\$18,800	Yes

Description	Total Funds	Contributing
Professional Learning opportunities for staff, including Leading Edge Certification (LEC), Youth Mental Health First Aid (YMHFA), Writing Redesigned for Teaching and Equity (WRITE), and AVID	\$3,746	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

As students continue distance learning, instructional staff need to monitor what students are learning and where they need additional support. Additionally, the school understands that some students have been disproportionately impacted by COVID-19 and need increased services and supports. By using a Data Integration System, the school will be able to accelerate individual student learning by focusing on resources where they are needed most. The School's Data Integration System is comprised of several formative and summative assessment tools administered throughout the school year. To start the school year, all students will be given an initial diagnostic assessment, NWEA Measures of Academic Progress (MAPs), that measures students skills in Reading, Language and Mathematics. Individual student score reports will be shared with students and parents in private conferences with the focus on a growth mindset. School leaders will work closely with teachers to analyze each student's assessment data and adjust curriculum and instruction to accelerate learning in those areas. Students identified as below grade level in Reading and Language will be assigned a specialized literacy program, Achieve3000, to improve ELA skills. Students scoring below grade level in Mathematics will be assigned an Edgenuity MyPath Math course to accelerate learning or provided increased math instruction in one-on-one and/or small group settings. Professional learning opportunities will be made available to teachers throughout the school year that establish clear protocols on how to effectively support English language development, including the use of Achieve3000 and BrainPOP ESL, and evidence-based math instructional strategies focused on accelerated learning such as the use of Edgenuity MyPath Math.

The School will also administer NWEA MAP in the Spring semester. The NWEA MAP spring administration will serve as a post-assessment and measure student growth over the course of the school year in the domains of Reading, Language and Mathematics. Teachers and school leaders will follow similar data analysis protocols conducted in the Fall semester and conferences will be conducted with students and parents to discuss learning results.

The School also plans to administer the Smarter Balanced Interim Assessments to students in the fall to evaluate mastery of grade level standards in English Language Arts and Mathematics. Student scores will be analyzed by instructional staff at multiple venues such as Resource Center Meetings, Instructional/Staff Meetings, and AU in the Cloud sessions. Data analysis will be an integrated team approach, including school instructional leaders, teachers, special education case managers, and subject matter experts such as the math specialists focused on the development of systematic methods to improve student learning.

As students make progress in their assigned courses, whether it is a traditional textbook curriculum, online, or blended, students are required to complete a variety of formative assessments. These formative assessments include, but are not limited to, writing assignments, quizzes, virtual labs, presentations, and end of course exams. The School's curriculum departments have also embedded Illuminate Learning Checks into each specific subject and grade-level to ensure that students are meeting key standards and learning topics. Teachers also use formative assessments when conducting virtual tutoring sessions such as verbal checks for comprehension, peer discussion, journaling, exit slips, and projects. These continuous formative assessments inform teachers about student progress and if their practices are effective while at the same time building student capacity to be self-aware of their learning.

Audeo II will continuously assess student English Language Development (ELD) throughout the school year. The School will use multiple assessment tools to evaluate student language proficiency in reading, writing, listening, and speaking. ELD assessments will include administering the Summative ELPAC, ELPAC Practice Tests, and ELD Assessments embedded in the curriculum. Virtual designated ELD sessions will be offered to English Learners and struggling readers to teach content and provide a check-in opportunity with students. In this setting, students will be able to interact with peers and build interpersonal skills. Teachers will also follow protocols to evaluate student reading skills, comprehension, and fluency, and writing skills as well.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Audeo II will continue to personalize learning programs to meet the needs of all students, with special emphasis on student groups that may have been disproportionately impacted by COVID-19. School staff understand that students cannot learn until they feel safe. To ensure student safety, school leadership and teachers will use questionnaires to survey student connectedness to peers, relationships with adults, and overall mental health. Audeo II will also focus on ensuring students have access to distance learning curriculum, support for family and student well-being, and access to social-emotional support.

Audeo II's curriculum has been uniquely designed to ensure equity and access for all learners. Universal Design Learning (UDL) principles are integrated into the curriculum to eliminate barriers to learning through the provision of multiple means of engagement, representation, and action and expression. Moreover, Audeo II utilizes both Integrated and Designated ELD to support language proficiency. Teachers work closely with their school instructional leaders to determine how and when to use Integrated and/or Designated ELD. While AUDEO II's Integrated ELD ensures that English Learners are accessing ELD standards while in core curriculum, Designated ELD is focused on language development skills separate from core instruction. As students make progress in their courses and participate in virtual literacy tutoring sessions, teachers use assessments to monitor changes in student proficiency levels. Adjustments are made to both the curriculum and instructional strategies based upon the needs of the student.

Teachers will hold frequent meetings with students and parents to discuss their Pathways Personalized Education Plan (PPEP). At these meetings, teachers will provide progress reports focused on academic engagement, class grades, and progress towards grade level

promotion or graduation. Teachers will also provide guidance on how to access the School Pathways School Information System (SPSIS) Student and Parent Portal and where grades are reported. Teachers are also able to setup weekly Edgenuity progress reports sent directly to the parent's email. Students who do not make adequate progress, instructional staff will utilize the Multi-Tiered System of Support (MTSS), a collaborative intervention approach that match the needs of students with appropriate resources and services. In some cases, students and parents meet with counselors, school nurses, and social workers to address areas of needs. As school staff engage students and parents within the MTSS, the goal is to create an educational partnership focused on improving student learning during the next phases.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Audeo II will use multiple assessment tools and data analysis protocols to determine effectiveness of services and supports. School instructional leaders and staff have collaborated to determine the feasibility of formative and summative assessments this school year. There is agreement that the NWEA MAP is an effective and viable assessment tool to gauge student academic skills in Reading, Language, and Mathematics. At the end of the NWEA MAP fall testing window, teachers along with their instructional leaders will follow data-analysis protocols to determine how best to support students in specific academic domains. The School as a whole, instructional leaders, staff, and students/parents believe that the spring NWEA MAP (post-assessment) will be an effective tool to evaluate what students have learned in the 20-21 school year and what academic domains and topics need targeted intervention in the summer months.

The instructional program will place special emphasis on evaluating Illuminate Learning Checks and End of Course Exams (EOCs). Illuminate assessments are fully integrated into the core curriculum. As students are introduced to content standards and topics in their assigned courses, Illuminate Learning Checks evaluate student understanding and ability to apply knowledge. In addition, Illuminate Learning Checks and End of Course Exams are aligned to grade level state standards and Smarter Balanced Summative Assessment practice items. Teachers will be provided the time and space at Resource Center and Instructional/Staff Meetings to analyze student data, reflect on instructional practices, and connect with peers and subject matter experts.

Illuminate will serve as an instructional database where each student has a profile, updated with demographics, so that instructional staff can analyze academic achievement by student groups. This will ensure that instructional staff can identify gaps in achievement and increase the appropriate services and support to meet the needs of all students. Ongoing professional learning will be provided to instructional staff on how to administer Illuminate assessments to students, grade constructed responses, and evaluate student data. In addition, the School has an Illuminate department, comprised of teachers and special education case managers, who regularly lead AU in the Cloud sessions and provide coaching as needed for new and experienced teachers. AU in the Cloud sessions regularly review the data collected, summarize results, and discuss how to effectively respond to data trends.

Teachers will provide small group virtual tutoring focused on grade specific subjects and topics. Throughout these tutoring sessions, teachers will utilize a variety of assessment strategies to evaluate student performance. Teachers will incorporate various instructional strategies and approaches in these virtual sessions including learning hooks, check for prior knowledge, direct instruction, guided practice, and individual practice. At every stage, teachers will utilize both innovative and traditional methods to evaluate student acquisition and

application of knowledge. School instructional leaders will periodically join these virtual tutoring sessions and conduct observations. Teachers will be provided feedback on their ability to plan instruction, use relevant and age-appropriate curriculum, engage the audience, and create opportunity for students to interact and dialogue. These tutoring observations will ensure that all students are receiving quality services and supports that meet their individual needs.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Teachers and Certificated Teacher Resources (CTRs) to evaluate pupil learning loss by utilizing the Data Integration System	\$157,819	Yes
School Coordinator to support the implementation of the Data Integration System and design protocols for teachers to continually evaluate student learning using both formative and summative assessments to inform instructional strategies with special emphasis on student group achievement and English Language Development	\$10,941	Yes
NWEA- assessment program to measure student academic levels in Reading, Language, and Mathematics in the Fall and Spring semesters	\$2,674	Yes
Achieve 3000- educational program designed to improve student literacy skills for English Learners and Struggling Readers	\$3,559	Yes
Edgenuity MyPath- educational intervention program that offers data-driven differentiated instruction in Mathematics and English Language Arts	\$2,445	Yes
Illuminate- online instructional database that school staff use to assess student learning and analyze achievement	\$1,758	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The mental health and social and emotional well-being of students, their families, and staff is a top school priority. School leaders understand that the pandemic has created traumatic experiences for many, to various degrees. Therefore, the School has developed trauma informed crisis response systems which are sensitive to the emotional needs of students, families, and staff. A key component of the crisis response system is forging strong school-to-home relationships, centered on trust and two-way communication. Staff have remained connected with students and their families by using secure texts, emails, video conferences, and phone calls to conduct informal conversations focused on social-emotional needs. School leaders who supervise staff remain committed to staying connected as well to evaluate the social-emotional

needs of staff and how best to support them. In addition, Audeo II have utilized multiple surveys to assess students, their families, and staff needs. School leaders analyze the recorded data, collaborate with appropriate professionals to determine how best to support each individual case, and document follow-up efforts and referrals.

To support the social-emotional learning needs of students, Audeo II has provided a series of live, interactive video broadcasts for students, called Resilience in Student Education (RISE). RISE sessions are aligned to Social and Emotional Core Competencies and serve to enhance a student's capacity to integrate skills, attitudes, and behaviors which effectively and ethically deal with daily tasks and challenges. Audeo II understands how important it is to attend to the social and emotional needs that arise during times of crisis and challenge and will continue to offer social-emotional learning topics that are essential to mental health and wellness during this pandemic.

To further train and equip staff, Audeo II teachers have completed the Youth Mental Health First Aid training (YMHFA) certification program. YMHFA is designed to educate adults who work with youth on how to identify risk factors and early signs of mental health challenges common amongst adolescents, including anxiety, depression, psychosis, eating disorders, ADHD, disruptive behavior disorders, and substance use disorder. Audeo II instructional staff use the YMHFA framework to support youth developing signs and symptoms of mental health challenges. New Audeo II teachers complete the YMHFA as part of their new teacher training so that they have the skills and knowledge to support the mental health needs of their students.

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Teachers also employ Trauma Informed Practices (TIPS) in instructional engagement strategies. Some of the key strategies include empathy, active listening, and providing a sense of safety and connectedness. The school social worker partners with instructional staff to provide social, emotional, and behavioral support systems to students and families. The social worker provides services and facilitates referrals to support student academic and social/emotional needs.

To educate and support the needs of Audeo II parents and families, the School has provided weekly trainings focused on distance learning expectations, health and safety, social-emotional support, IEP support services and support for English Learners. These specialized trainings are called Altus University: Family Learning Series and are offered on Tuesdays at 2:00pm. School staff notify families of these trainings by sending flyers to parents with the virtual meeting links so that they do not need to pre-register and can easily participate. Participants who attend the live broadcast can ask questions and collaborate with others in the meeting chat feature. Lastly, each session is also recorded so that it is available on demand for families who are unable to participate in the live event.

Audeo II continues to offer the California Cadet Corps (CCC) to students as a leadership and development program. While founded on military principles, CCC objectives and standards focus on developing leadership skills at every level. Some of the objectives and learning targets include: Develop leadership, engender citizenship, encourage patriotism, foster academic excellence, teach basic military knowledge and promote overall health, fitness and wellness. Cadets participate in virtual meetings with their instructors and continue to build character and leadership development skills through the distance learning model.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Engagement and outreach are ongoing through instructional staff communication with students and their families. This strong school-to-home partnership has been the norm prior to COVID-19 and is a key pillar of the Pathways Personalized Education Plan. Teachers and special education case managers are in regular communication with their students regarding course progress, assignment grades, tutoring support, and available curriculum resources and tools. Communication methods include secure text, voice phone calls, virtual conferences via Microsoft Teams and Zoom, and emails. Bilingual staff assist with contacting families whose primary language is not English. The 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.

Audeo II is an independent study program designed to monitor and measure student progress and participation daily. Teachers have been trained on how to determine student attendance by evaluating evidence of participation in online activities, completed assignments, completed assessments, and daily communication. The School uses a Multi-Tiered System of Supports (MTSS) to improve student engagement and meet the social-emotional needs of students. All students receive universal supports which include daily tutoring support in all subjects, access to support staff, frequent progress reports, and other supports and services. Students who do not meet attendance requirements are immediately contacted by their teacher. Teachers document these interventions efforts in the School Pathways Student Information System (SPSIS) and identify the communication method they used (i.e., virtual application, email, text, phone call). The School's Data Department provides instructional staff with weekly contact reports that summarize intervention efforts and trends. Some students who need additional supports and services will be contacted by the school counselor as a Tier II intervention, along with other support staff, based upon their individual needs. These students are carefully monitored by both the teacher and counselor moving forward to determine if the increased interventions are effective. Students who do not reengage in school are contacted by the school instructional leader as Tier III intervention, along with other support staff, to collaborate and discuss additional school services and/or referrals to community-based agencies organizations.

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School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

While maintaining all social distancing practices and providing staff with Personal Protective Equipment (PPE) to wear, Audeo II has partnered with the San Diego Food Bank to provide meals Monday-Thursday to students and families at two locations in Mission Valley and Bonita. Families arriving in vehicles are advised to remain in their vehicle as they receive food. All other visitors are advised to maintain six feet social distancing if there is a line. Audeo II has informed students and families of the Altus Schools Grab and Go Meal Program by posting information on the school website and emailing flyers directly to all enrolled students and parents. Teachers also encourage families

as they communicate with them regularly about the Grab and Go Meal Program. On average, these two distribution centers provide 150 meals to students, families, and community members each week.

Audeo II has also posted available community-based food resources on the school website along with the CA Meals for Kids Mobile Application. Some of the food resources listed on the school website include the Pandemic EBT, CalFresh Online Shopping, San Diego Food Banks neighborhood distribution locations, Feeding San Diego, and 2-1-1. Audeo II's main office line has also been answered since the beginning of the COVID-19 emergency and staff have been able to provide families with community-based food resources and services.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Continuity of Learning	Microsoft 365 licenses for students and families to communicate via Outlook and Teams with teachers	\$5,266	Yes
Continuity of Learning	Technology services- configuration of Chromebooks and hotspots for student educational use, including repairs and troubleshooting services	\$4,211	Yes
Continuity of Learning	Curriculum and Professional Development Coordinator, Technology Integration Learning Lead and Math Specialists to facilitate professional learning opportunities for all staff	\$9,938	Yes
Continuity of Learning	School clerks to support with the enrollment of new students and attendance reporting	\$105,491	Yes
Mental Health and Social and Emotional Well-Being	School Nurse, Social Worker, School Psychologists to support the needs of students and staff	\$18,532	Yes
Mental Health and Social and Emotional Well-Being	Educationally Related Mental Health Services (ERMHS) to support student academic progress related to an IEP	\$72,105	Yes
School Nutrition	Food services support personnel and non-reusable supplies needed for the Grab & Go Meal Program	\$16,032	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.36%	\$292,183

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Audeo II is identified by the CDE as participating in the Dashboard Alternative School Status (DASS). As of 2019-2020, Audeo II served a student population comprising of 80% high-risk student groups. Audeo II is uniquely designed to provide an innovative and personalized learning program to meet the needs of 'At Promise' youth. Audeo II has an enrollment of unduplicated pupils which exceeds 49% of total enrollment. An unduplicated pupil is a student in one or more of the following student groups: foster youth, English Learners, and low-income. Audeo II is committed to improving the lives of all students and families by providing them with a high-quality education that leads to graduation and a successful transition to college or the workforce.

To prioritize the needs of English Learners, Foster Youth, and Low Income, Audeo II have taken the following targeted steps to support each student group.

English Learners:

- Curriculum design that is developed with the Universal Design Learning (UDL) framework to ensure equity and access for all learners.
- Integrated English Language Development (ELD) to support English Learners with their acquisition of core content knowledge.
- Designated English Language Development (ELD) courses and instruction to increase English Learners language proficiency.
- Utilization of Achieve3000 and BrainPOP ESL programs to develop reading, language, writing, and speaking skills.
- Ongoing ELD professional learning for instructional staff, led by the English Learner Achievement Department (ELAD), focused on research-based instructional strategies that support and improve English Learners academic achievement.
- Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) and AVID which are focused on improving English Learners literacy skills and academic achievement.
- Instructional staff developing and implementing research based formative ELD assessments in one-on-one and/or small group tutoring to measure language skills.
- Administering the initial ELPAC to incoming new students to determine current language skills.
- Ongoing monitoring of Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students.

- Engaging stakeholders to seek feedback on existing programs and identify potential barriers to learning.
- Provide English Learners with an opportunity to access accelerated coursework, honors classes, and Advanced Placements (AP).
- A Monthly Storybook that summarizes English Learners performance on specific achievement indicators, including participation and credit completion.
- Increase student and parent participation in English Learners Advisory Committee (ELAC) to engender robust conversations focused on English Learners advocacy, development of ELD Program, and needs assessment.

Foster Youth:

- Foster youth were contacted first by instructional and support staff to address their academic, physical, mental health, and social-emotional needs during distance learning.
- Incoming foster youth students were immediately enrolled and provided with an appropriate course of study plan.
- School clerks tagged foster youth in the School's Student Information System to enable the school social worker to follow-up with each student and caregiver.
- Ongoing monitoring of foster youth participation and credit completion made available to school staff via the Monthly Storybook.
- Teachers utilizing Trauma Informed Practices (TIPs) to support the unique needs of foster youth.
- Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies.

Low Income:

- Continue to develop and refine curriculum to ensure it is multicultural and diverse.
- Provide professional learning to school staff on implicit bias and continue the discussion and reflection in Instructional and Staff Meetings.
- Provide Chromebooks and/or internet hotspots to students in need of home technology.
- Ongoing Family Learning Series to educate parents and caregivers on the School's distance learning program and resources available to support student achievement.
- Notifying students and families of food resources, health and wellness, and access to additional supports.
- Ongoing updates to the School's COVID-19 resources page.
- Grab & Go Meal Program available to families.
- Student participation in the Character and Leadership Development Program.
- Supplemental Mathematics and English Language Arts tutoring.
- Monitoring low income student participation and credit completion via the School's Monthly Storybook.

Audeo II plans to continually monitor the effectiveness of the targeted actions provided to English Learners, Foster Youth, and Low-Income student groups by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in the English Learners Advisory Committee and School Site Council. Audeo II will also carefully monitor student groups engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, and

ELPAC. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Audeo II offers an individualized learning experience for all students, with special emphasis on supporting students who have not exceeded in a traditional educational setting. By offering students a rigorous curriculum, aligned to state standards, and high-quality teachers in a safe and supportive environment, Audeo II can reengage and help students meet their academic goals. Audeo II has an enrollment of unduplicated pupils, foster youth, English learners, and low-income students which exceeds 49% of total enrollment. Audeo II recognizes that these student groups are more likely to have experienced traumatic experiences, to various degrees, and are disproportionately impacted by school closures. As Audeo II plans instructional actions and services, the needs of the lowest-achieving students always take priority and consider evidence-based practices.

By conducting a needs assessment, engaging stakeholders, and reviewing the California School Dashboard results the School determined that there is a need to improve unduplicated pupil performance in the following Academic and Performance Indicators: Chronic Absenteeism, Graduation Rate, English Language Arts, Mathematics, English Learner Progress, and College/Career. The School plans to increase and improve services to unduplicated pupils by taking the following actions for each of these indicators:

Chronic Absenteeism and Graduation Rate:

- Instructional methods: Differentiated math and English language arts tutoring opportunities.
- Instructional methods: Provide additional tutoring opportunities in math and English language arts, targeting lowest achieving students in grades 11 and 12.
- Broad and rigorous curriculum: counseling time to support the academic, emotional, and personal needs of students.
- Professional learning: implicit bias training and professional learning communities for staff.
- Safe and supportive environment: social-emotional learning services and supports (school social worker, trauma informed practices for schools, character and leadership development program, RISE).
- Safe and supportive environment: Partnership with San Diego Food Bank to provide Nutrition Program at Resource centers, including healthy snacks, education, and outreach to qualifying students.

English Language Arts, Mathematics, English Learner Progress, and College/Career:

- Instructional methods: Math and English language arts tutoring opportunities focused on state standards and Smarter Balanced Summative Assessment Blueprint, Claims and Targets.
- Professional learning: English Language Development (ELD) training focused on integration of Achieve3000 and BrainPOP ESL literacy programs into curriculum, instruction, and assessment.
- Broad and rigorous curriculum: Integration of WRITE and AVID strategies into curriculum, instruction, and assessment.
- Broad and rigorous curriculum: Provide first generation students to enter college with additional counseling opportunities.

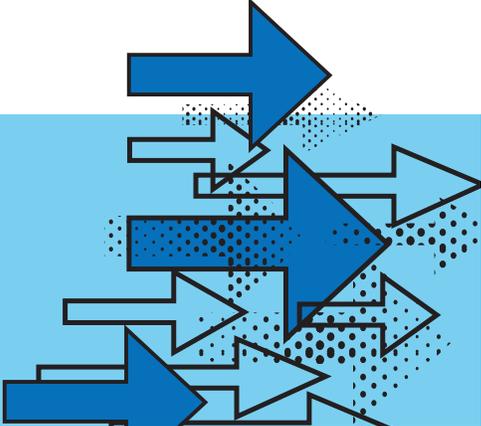
- Engagement strategies: Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the instructional program.
- Engagement strategies: Provide parent training thru the Family Learning Series to educate families and seek feedback regarding potential barriers to learning.

Effectiveness of these increased and improved services will be monitored by instructional staff throughout the 20-21 school year. Instructional staff will analyze multiple metrics, including student surveys, formative assessments, language development assessments, Smarter Balanced Interim Assessments, participation rates, and credit completion rates, to determine trends and adjust practices to enhance the approach.



COVID-19 OPERATIONS WRITTEN REPORT

Audeo II
Charter School II



COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Contact Information	Date of Adoption
Audeo Charter School II	Veronica Ballman, School Coordinator	vballman@audeo2.com	Pending June 24, 2020, Board Meeting

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

In July 2016, the State Board of Education approved Audeo Charter School II (Audeo II) as a free public school option serving students in grades K-12. Audeo II was created to replicate Audeo Charter School, a successful independent study academic intervention program. Audeo II is focused on academic improvement, high caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. Audeo II serves over 800 students annually.

As of the 2019-2020 school year, Audeo II is identified by the California Department of Education (CDE) as participating in the **Dashboard Alternative School Status (DASS) program**. DASS schools must have an unduplicated count of at least 70 percent of the School's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. Audeo II **served a student population comprising of 80% high-risk student groups in 2019-2020.**

In March 2020, Audeo II transitioned to distance learning due to the COVID-19 emergency. To ensure **equity and access to distance learning**, school staff sent a **needs assessment survey** to all students and parents to gather information on overall health, mental health, academic and physical needs. School staff, including their School Coordinator, counselor, social worker and school nurse, followed-up with each family and provided resources and support based upon specific needs. From March 16, 2020 to May 29, 2020, the Audeo II health department and school social worker reported 87 follow-up communications with families regarding health and wellness.

To close the **digital divide**, Audeo II deployed **Chromebooks and hotspots to families in need of home computing and internet access**. Priority was given to Students With Disabilities to ensure access to Special Education services. As of April 27, 2020, Audeo II issued 23 Chromebooks to families. Of these 23 students, 91% are considered Socially Economically Disadvantaged, 65% are Hispanic or Latino, 22% are Students With Disabilities, 22% are white, 13% are English Learners, 9% are Black or African American, 9% are Homeless, and 4% are Pregnant or Parenting. Audeo II staff continue to check-in with families regarding home technology needs and can issue Chromebooks and/or internet hotspots if there is a need.

School staff have remained committed to **mitigating loss of learning** during the COVID-19 emergency. Teachers and Case Managers make daily phone calls, send emails and secure text messages to students and parents. Teachers have worked closely with all students to ensure they have a daily

distance learning schedule. In addition to direct, distance instructional time, teachers provide “office hours” to ensure that students have access to teachers for assistance and guidance. All staff communication and intervention efforts are documented in the School’s Student Information System (SIS), within Contact Manager. From March 16, 2020 to May 29, 2020, Audeo II staff reported more than 12,000 communication and intervention efforts with students and families. These communication efforts include emails to students and/or parents, communication via a secure digital application, virtual conferences and phone calls.

By providing students with health support/services, access to distance learning tools/technology and ongoing academic instruction, Audeo II students have been able to continue their educational plan. For the 2019-2020 school year, 24 Audeo II students have already completed high school graduation requirements. Audeo II carefully monitors its graduation rate throughout the academic year and projects several more students to finish requirements by the summer deadline.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Currently, Audeo II serves approximately 274 students. Of these 274 total students, 41% are Hispanic, 38% are White, and 5% are Black or African American. 16% of students are other ethnicities. In addition, 52% of students are Socioeconomically Disadvantaged, 19% are Students with Disabilities, 6% are English Learners, 3% are Homeless, and 11% are identified as GATE. Audeo II serves 3 students who are foster youth.

Audeo II's cumulative 2019-2020 attendance rate for all students is 89.5%. Attendance rates for English Learners is 90.9%, foster youth is 74.4%, and low-income is 87.3%. Alignment of attendance rates for all students and significant student groups demonstrate that the school is meeting the needs of all students.

From May 15-29, 2020, Audeo II surveyed students and parents regarding **equity and access to distance learning**. Some of the survey’s key findings are provided below:

- 98% of all survey respondents and 100% of survey respondents with Students With Disabilities reported that their student has had full access to complete coursework during distance learning. 95% of low-income survey respondents and 100% of English Learners survey respondents also agreed that their student has had full access to complete coursework during distance learning.
- 100% of all survey respondents and 100% of survey respondents with Students With Disabilities reported that the School has provided their student with the supports they need to engage in distance learning. 100% of low-income survey respondents and 100% of English Learners survey respondents also agreed that the School has provided their student with the supports they need to engage in distance learning.

Based upon the distance learning survey results, it is evident that all students and student groups, such as low-income, are satisfied with the School’s ability to provide access to distance learning coursework and supports needed to engage in learning. Audeo II can deliver in these areas by utilizing the School’s key process, the **Pathways Personalized Education Plan (PPEP)**. The PPEP

continues to be the key process utilized to analyze each student's current academic levels, academic credits, goals, learning style, interests, and post high school pathway in order to build an individual academic plan for each and every student. This process is developed and continually revised in collaboration with the student, parent, teacher, Counselor, and School Coordinator.

Audeo II's standards-based curriculum has been in place prior to the Covid-19 closures. With the Covid-19 closures, equity and access to the curriculum for both students who access the curriculum through traditional textbook based methods and students who access curriculum through the online learning platform, Edgenuity, has been a priority to the School. To meet the learning needs of all students, both curriculum delivery methods remain in use during the closure.

Curriculum is developed within the **Universal Design Learning (UDL)** framework to ensure equity and access for all learners. UDL principles are integrated into curriculum design to eliminate barriers to learning through the provision of multiple means of engagement, representation, and action and expression. Teachers utilize this curriculum feature to personalize curriculum for each learner.

Audeo II school staff provide distance learning instructional sessions that are data-driven and implemented strategically to support specific learner needs. A thorough data collection and analysis process for both all students and individual student groups (low-income, SWD, English Learners) helps inform instructional sessions and the overall Instructional Plan. These tutoring sessions utilize an extensive variety of instructional strategies to aid in increased academic engagement as well as a variety of methods in which students interact with the content of the curriculum. Teachers utilize virtual technology tools to provide instructional modeling and tutorial specific to the session topic in a manner that is engaging and tangible for online learning.

English Learners are engaged effectively in learning through Integrated and Designated ELD supports that align to the implemented English Learner Plan. Based upon Audeo II's 2019 California School Dashboard, 71.4% of English Learners are making progress towards English language proficiency. This is considered a very-high status level. Audeo II's comprehensive English Learner Development (ELD) Program includes integrated and designated ELD.

Integrated ELD: Integrated ELD ensures that English Learners are accessing ELD standards while engaged in CA standards-based curriculum. Curriculum is developed in consultation with the ELAD (English Learner Achievement Department) and aligned to both CA ELD standards and CA Common Core standards.

Designated ELD: Designated ELD ensures that ELs are developing language and literacy skills separate from core instruction. Students are enrolled in Literacy courses (aligned to CA ELD standards), receive virtual ELD instruction through literacy circles, and engage in online learning programs that develop reading, writing, listening, speaking skills.

Audeo II has communicated resources, support, and information to all families by creating a **COVID-19 resource page on the school website** and sending informational flyers directly to students and parents. Information and resources have been focused on distance learning best practices, COVID-19 updates, meal and food distribution, health and wellness, social-emotional learning, and academic tools.

To support the social-emotional learning needs of students, Audeo II has provided a series of live interactive, video broadcasts for students, which is called **Resilience in Student Education (RISE)**. RISE sessions are aligned to Social and Emotional Core Competencies and serve to enhance a student's capacity to integrate skills, attitudes, and behaviors which effectively and ethically deal with daily tasks and challenges. Audeo II understands how important it is to attend to the social and emotional needs that arise during times of crisis and challenge and will continue to offer social-emotional learning topics that are essential to mental health and wellness during this pandemic.

To educate and support the needs of Audeo II parents and families, the School has provided weekly trainings focused on distance learning expectations, health and safety, social-emotional support, IEP support services and support for English Learners. These specialized trainings are called **Altus University: Family Learning Series** and are offered Tuesday at 2:00pm. School staff have informed families of these training by sending flyers to parents with the virtual meeting links so that they do not need to pre-register and can easily participate. Participants who attend the live broadcast can ask questions and collaborate with others in the meeting chat feature. Lastly, each session is recorded so that it is available on demand for families who are unable to participate in the live event.

School staff also participated in professional learning led by a **Protective Services Supervisor with Child Welfare Services** which focused on mandated reporting in a distance learning school environment. Topics included department trends, considerations within the new environment, recent case examples, and how to proactively protect the physical and mental wellness of students.

From May 15-29, 2020, Audeo II surveyed students and parents regarding **support for family and student well-being**. Some of the survey's key findings are provided below:

- 100% of all survey respondents and 100% of survey respondents with Students With Disabilities reported that the school has provided them with information that has been responsive to their student's and family's needs. 100% of low-income survey respondents and 100% of English Learners respondents also agreed that the school has provided them with information that has been responsive to their student's and family's needs.
- 100% of all survey respondents and 100% of survey respondents with Students With Disabilities reported satisfaction with the services and supports during the COVID-19 emergency. 100% of low-income and 100% of English Learners respondents also reported satisfaction with the services and supports during the COVID-19 emergency.

Overall, Audeo II has been able to engage and support all students during the COVID-19 emergency by providing a **whole-child educational approach**. This approach prioritizes engagement, safety, health and access to support and resources.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Altus Curriculum is the traditional textbook based independent study curriculum developed by subject matter expert teachers. Since students cannot go to the Resource Center to pick up physical materials, the curriculum department has taken steps to ensure students can access digital lesson guides and have access to online textbooks. Students and families who require hard

copy materials are provided textbooks, lesson guides, and supplemental materials through no-contact methods organized by the Instructional department.

Edgenuity is the learning platform the School uses to deliver online curriculum. Edgenuity curriculum was offered to students before the COVID-19 closure if online instruction was their preferred learning style. Students have access through the Edgenuity curriculum platform to multiple scaffolds to support their learning; these are essential learning supports for English Learners, Students with Disabilities while functioning and universal tools to support all learners. Students have access to digital notetaking, transcripts of the instruction available in a variety of languages, hard copy graphic organizers that they can utilize during the instructional component of the lesson, glossary, academic language, digital sticky notes, extended time, video closed captioning, and the ability to enable text translation and read aloud text passages.

Students who did not previously have access to a computer and/or home internet have received a laptop and hotspot through the **Altus Connect Program** to ensure they have the same accessibility to the online Edgenuity platform from home as they would have previously at the Resource Center.

During the COVID-19 crisis, school staff remain committed to maintaining high-levels of student engagement and supporting academic achievement. Setting high expectations for students will support them with achieving their daily, weekly, and monthly goals. Some of the **key instructional distance learning strategies** are highlighted below:

Virtual one-on-one meetings and small group tutoring sessions: Teachers work with students virtually in both one-on-one meetings and in small group tutoring sessions to guide instruction and assess if a student has mastered content standards or if additional instruction is necessary.

Virtual office hours: In addition to weekly scheduled individual and group appointments, teachers hold virtual office hours to offer instructional support to all learners.

Online check-in: Teachers also check in with students regarding academic progress and engagement via online forms, surveys, screencast videos, virtual resource center events, and additional online communication tools.

Distance learning **math instruction** continues to be a key instructional area of focus. On average, students enroll in Audeo II 2-3 grade levels behind in mathematics skills as measured by the NWEA assessments. In order to improve student math proficiency, teachers regularly provide instructional sessions in math that scaffold student skills to achieve performance targets of the courses and assessments. While instruction is claim and target-driven with a focus on both skill-building and content mastery, adjustments are made throughout each session based on formative assessment to ensure understanding for all learners. Additionally, students are grouped based on academic level data and content needs to support individual progress within the group in a safe and supportive learning environment. These sessions are interactive with online video tutorial from both teachers and field experts that engage students in real-world math application and scenarios.

Audeo II has also provided increased support in **English Language Development (ELD)**. Designated ELD sessions incorporate online tools that support English Learners and struggling readers with the purpose of increasing Lexile scores and English language proficiency. Students engage in

online literacy circles that promote virtual collaboration and language development in alignment with the English Learner Plan. Throughout these sessions, students are exposed to frontloaded vocabulary, explicit and scaffolded instruction, and multiple means of representation while being able to use their home language when needed to activate higher-order thinking skills. In addition to a focus on reading comprehension, reading fluency, and writing structures, the Designated ELD sessions offer English Learners an opportunity to develop oral language competency through virtual interaction in a meaningful, collaborative learning environment.

Teachers monitor student engagement and academic progress by inputting all completed assignments in the School Pathways PLS Gradebook. Teachers also use communication programs such as Outlook email, Google Voice, Remind and phone calls to share student progress with families. All communication and student intervention efforts are documented by instructional staff in Contact Manager. When students do not demonstrate improved academic growth over time, instructional staff initiate and increase academic intervention efforts and supports. Audeo II utilizes a Student Intervention Program which is aligned to the framework of the **Multi-Tiered System of Supports (MTSS)**. This intervention model is designed to provide instructional staff with a system that quickly identifies and match the needs of all students.

Teachers employ **Trauma Informed Practices (TIPS)** in instructional engagement strategies. Some of the key strategies include empathy, active listening, and providing a sense of safety and connectedness. The **school social worker** partners with instructional staff to provide social, emotional, and behavioral support systems to students and families. The social worker provides services and facilitate referrals to support student academic and social/emotional needs.

The School continues to offer the **California Cadet Corps (CCC)** to students as a **leadership and development program**. While founded on military principles, CCC objectives and standards focus on developing leadership skills at every level. Some of the objectives and learning targets include: Develop leadership, engender citizenship, encourage patriotism, foster academic excellence, teach basic military knowledge and promote overall health, fitness and wellness. Cadets participate in virtual meetings with their instructors continue to build character and leadership development skills through the distance learning model.

Students with disabilities continue to receive an equitable education that is in alignment with acceptable practices as recommended by the U.S. Department of Education. Students with disabilities are provided a free and appropriate public education (FAPE) through the implementation of services, accommodations, modifications, and supplementary aids and services as outlined in each student's individualized education plan (IEP). Specialized Academic Instruction (SAI) is provided for each student by an Education Specialist through distance learning methods including virtual and telephonic. Related services are contracted through a CDE approved Non-Public Agency (NPA) and are delivered through virtual and telephonic methods. Curriculum is adjusted to ensure full accessibility and standards-based instruction is differentiated for each student through online learning platforms.

Continued **Professional Learning** during the closure is essential to increase teacher capacity for virtual instruction. Altus University (AU) continues in the virtual environment through AU in the Cloud utilizing Teams Virtual Conferencing. Professional Learning through AU in the Cloud is aligned to the California Quality Professional Learning Standards (QPLS). In conjunction with the student data used

to create the Altus University in the Cloud sessions, additional data is used to measure the participants needs. Data is collected from student outcomes and from the employee survey that was deployed at the beginning of the COVID-19 closure. The AU in the Cloud sessions use the school-wide initiatives to improve student learning in math and literacy. Family feedback from the survey results are helped to identify needs as well as participation, credit completion, and assessment results. AU in the Cloud sessions each have an evaluation for participants to provide feedback on the participation, satisfaction, usefulness, learning, and additional areas for follow up. The feedback is given back to the departments to use as a part of their PLCs and plan for additional AU in the Cloud sessions.

AU sessions allow participants the space to explore the curriculum content necessary to provide quality instruction to students. The instructors of the sessions build the capacity of the participants to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards. Assessment and instructional strategies are incorporated into the AU sessions so that teachers are using formative assessment strategies to inform virtual instruction to a diverse student population. Teachers have been through **Leading Edge Certification (LEC)**, a national certification for educational technology. Through this certification process, teachers learned how to be effective online and blended learning teachers, skills necessary during the COVID-10 closures. For new teachers, we are continuing the certification through the LEC FLEX program. Through virtual tutoring session observations, the Instructional Coordinators provide feedback on new skills acquired through the Altus University sessions. AU sessions are delivered by instructors who model how to differentiate curriculum and scaffold instruction so that there is support in place for all students. The sessions uphold the school's values that kids come first by increasing the participant's capacity to strengthen students' participation, engagement, connection, sense of belonging, and emotional well-being.

Virtual instructional strategies are presented through an equity lens, ensuring access and equity for all students during distance learning. Data informing AU in the Cloud is disaggregated by gender, race, special needs, foster youth, and socio-economic indicators. This allows for the identification of student instructional needs focused on student groups. Virtual instructional strategies are presented through an equity lens, ensuring access and equity for all students during distance learning. All participants have access to AU in the Cloud Sessions through registration on the AU Portal. The AU sessions are generally on the same day of the week and time so that teachers can plan virtual instruction around the professional learning session they would like to attend. AU sessions are also recorded so staff members who are unable to attend a live session have access to on demand AU sessions.

Instructors for AU in the Cloud sessions are a collaboration of Special Education, English Learner, and General Education teachers. AU in the Cloud session instructors maintain a positive learning environment for all participants. Participants can utilize the chat feature within Teams to get answers to questions without breaking the flow of instruction and they also have an opportunity to unmute their microphone to participate verbally. Instructors of the AU sessions also engage participants through Web 2.0 tools learned from the Leading Edge Certification (LEC). AU in the Cloud instructors understand that especially in this COVID-19 closure, student Social Emotional Learning is at the heart and we focus on connection with students first, followed by content.

From May 15-29, 2020, Audeo II surveyed students and parents on their perceptions of **distance learning curriculum and instructional support**. Some of the key findings are provided below:

- 96% of all survey respondents reported that the distance learning coursework has been relevant and engaging.
- 100% of all survey respondents reported that the school offers distance learning instruction through phone calls, video conferences and office hours, for their student.
- 94% of all survey respondents reported that the distance learning instruction their student receives is effective and supportive.
- 96% of all survey respondents and 100% of survey respondents with Students With Disabilities reported that their student's teacher sets high expectations and provides the support they need to achieve.

Overall, Audeo II has used a systematic approach to provide high-quality distance learning opportunities for all students. The School has been able to meet the learning needs of all students during the COVID-19 emergency by providing students with a standards-based curriculum integrated with technology, research based instructional strategies, and a robust professional learning system available to all staff.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

While maintaining all social distancing practices and ensuring staff wear proper masks and gloves, Audeo II has partnered with the San Diego Food Bank to provide meals Monday-Thursday to students and families at two school distribution sites. Families arriving in vehicles are advised to remain in their vehicle as they receive food. All other visitors are advised to maintain six feet social distancing if there is a line. Audeo II has informed students and families of the Altus Schools **Grab and Go Meal Program** by posting information on the school website and emailing flyers directly to all enrolled students and parents. On average, these two distribution centers provide 150 meals to students, families and community members each week.

Audeo II has also posted available community-based food resources on the School website along with the CA Meals for Kids Mobile Application. Some of the food resources listed on the School website include the Pandemic EBT, CalFresh Online Shopping, San Diego Food Banks neighborhood distribution locations, Feeding San Diego, and 2-1-1. Audeo II's main office line has also been answered since the beginning of the COVID-19 emergency and staff have been able to provide families with community-based food resources and services.

In order to ensure access to meal distribution sites, the School continues to provide students in need of transportation with **bus passes**. Students have been provided bus passes prior to the COVID-19 emergency to 'Break All Barriers' of learning and increase access to safe and supportive educational environments.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

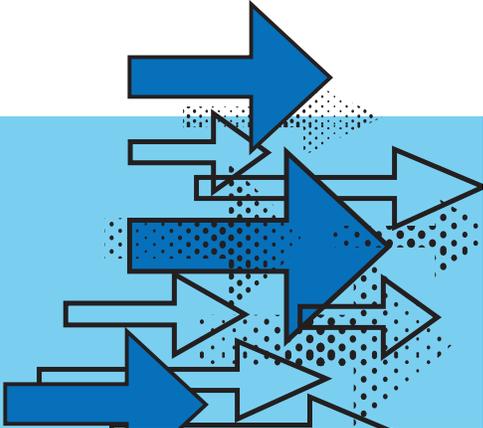
Audeo II is helping families in need of child care find options that might work for their families. Audeo II has identified known programs that remain open during the COVID-19 emergency and have shared

this information with staff. Resources have also been posted to the school website that direct family members to specialized advisors who can help them find licensed child care centers near their home. Advisors will call child care providers on the family's behalf to see which providers have open slots and may meet their needs best. Advisors are open Monday through Friday, 8:00am to 5:00pm. Some of the childcare resources provided to families include the Statewide Consumer Education Hotline, California Child Care Resource and Referral (R&R), and San Diego YMCA Childcare Resource Service. In addition, the school social worker will continue to provide information to families that need open programs and educate staff on available resources. Audeo II will continue to work with community organizations and partners to ensure linkages to community resources so that services of families in need of child care are delivered.



501 (c) 3 IRS LETTER

Audeo II
Charter School II



INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: OCT 16 2002

AUDEO CHARTER SCHOOL
C/O PAUL C MINNEY
7 PARK CENTER DRIVE
SACRAMENTO, CA 95825

Employer Identification Number:
68-0463603
DLN:
17053156075032
Contact Person:
FAYE NG ID# 31290
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

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AUDEO CHARTER SCHOOL

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

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AUDEO CHARTER SCHOOL

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

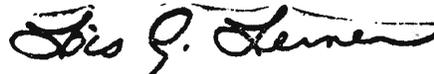
If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

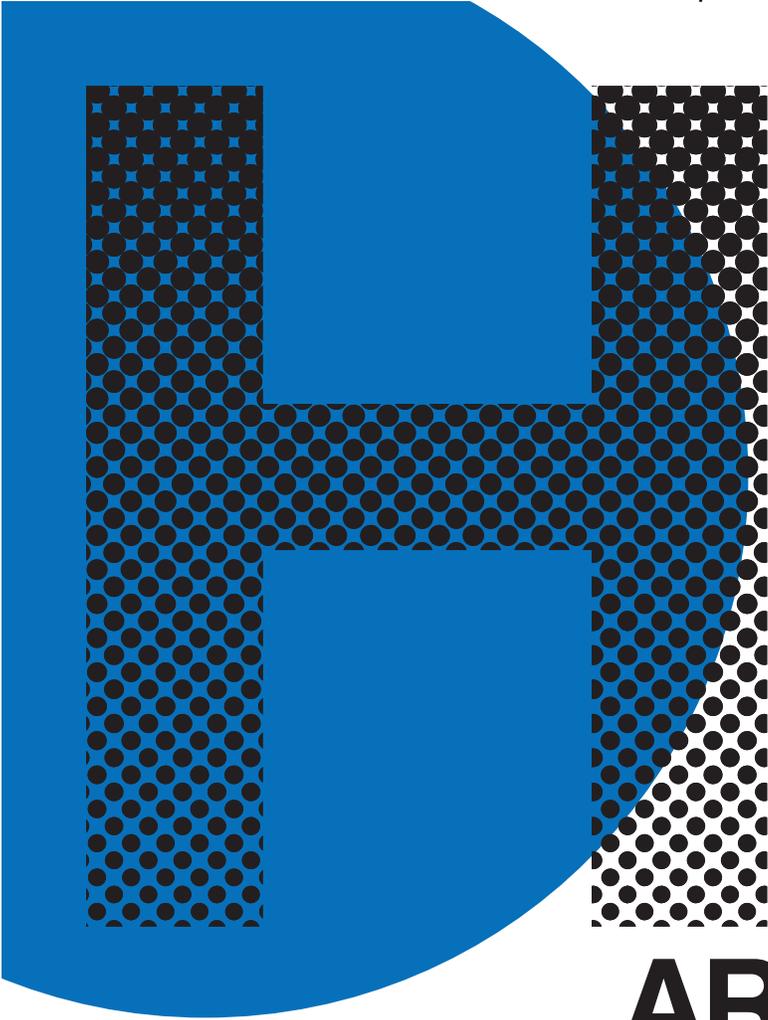
If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



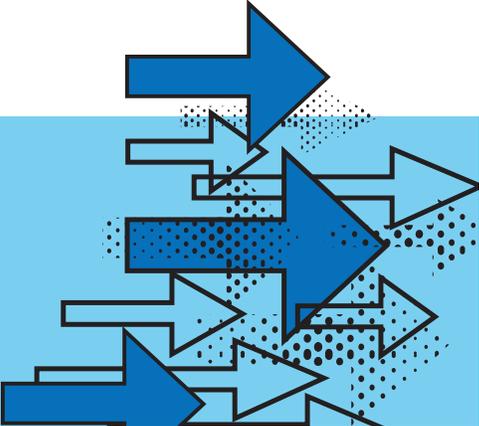
LGH
Lois G. Herner
Director, Exempt Organizations

Letter 947 (DO/CG)



ARTICLES OF INCORPORATION

Audeo II
Charter School II



A0788147

FILED *JHP*Secretary of State
State of California *KM*

SEP - 6 2016

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CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of Audeo Charter School, California nonprofit public benefit corporation.
2. Article II of the Articles of Incorporation of this Corporation is amended to read as follows:

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes of this corporation are:

(1) to support, benefit, and carry out the purposes of, (a) Audeo Charter School II, a California public charter school and (b) such other public charter schools ("Related Public Charter Schools") as may be established to provide public education based on the educational and teaching concepts, methods, models, techniques, systems and materials of Audeo Charter School II (collectively the "Altus Model");

(2) to manage, enhance, improve, disseminate, administer, guide and direct the Altus Model and its use by Related Public Charter Schools;

(3) to establish, manage, administer, guide and direct Related Public Charter Schools that provide education based on the Altus Model, including Audeo Charter School II;

(4) to establish, manage, administer, guide and direct such other educational programs including without limitation, preschools, elementary, middle schools, secondary, alternative schools or community programs;

(5) to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this corporations general and specific purposes.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation,

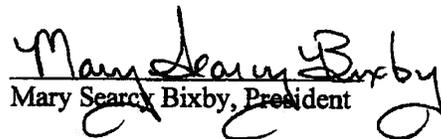
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contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

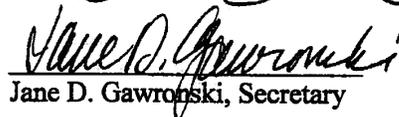
- 3. The foregoing amendments of Articles of Incorporation have been duly approved by the Board of Directors.
- 4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: 8/30/2016


 Mary Searcy Bixby, President

Date: 8/30/2016


 Jane D. Gawronski, Secretary

California Secretary of State's office
 original record in the custody of the
 is a full, true and correct copy of the
 (pages)
 I hereby certify that the foregoing



SEP 07 2016

 SECRETARY OF STATE

4-1-2016 10:27



I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

SEP 07 2016

Date: _____

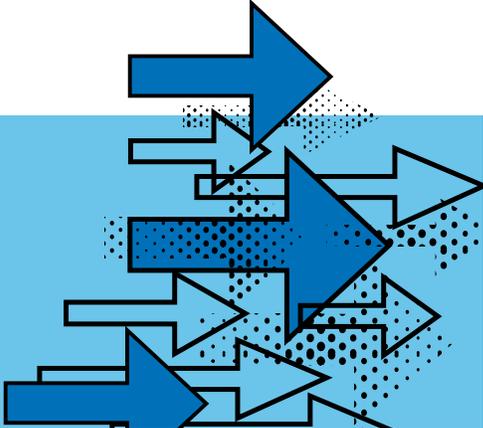
Alex Padilla

ALEX PADILLA, Secretary of State



PROOF OF ACTIVE CORPORATION STATUS

Audeo II
Charter School II



Business Search - Entity Detail

The California Business Search is updated daily and reflects work processed through Wednesday, August 26, 2020. Please refer to document [Processing Times](#) for the received dates of filings currently being processed. The data provided is not a complete or certified record of an entity. Not all images are available online.

C2267362 AUDEO CHARTER SCHOOL

Registration Date: 11/01/2000
Jurisdiction: CALIFORNIA
Entity Type: DOMESTIC NONPROFIT
Status: ACTIVE
Agent for Service of Process: MARY SEARCY BIXBY
10170 HUENNEKENS STREET
SAN DIEGO CA 92121
Entity Address: 10170 HUENNEKENS STREET
SAN DIEGO CA 92121
Entity Mailing Address: 10170 HUENNEKENS STREET
SAN DIEGO CA 92121

 [Certificate of Status](#)

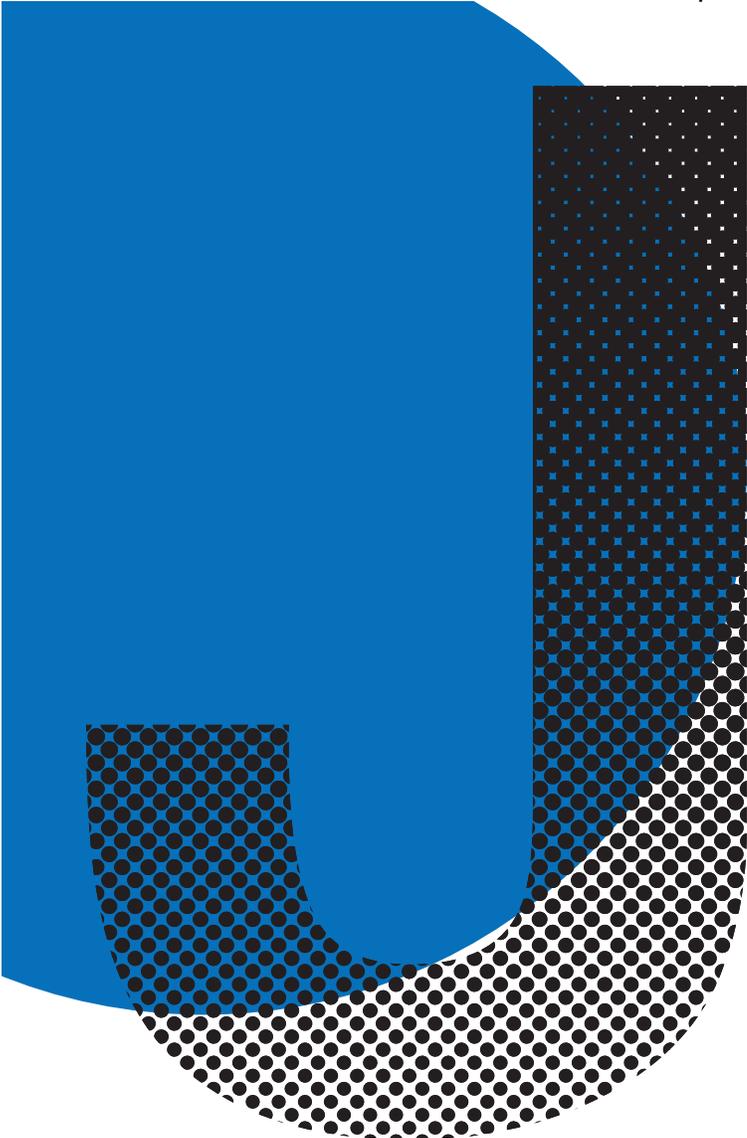
A Statement of Information is due EVERY EVEN-NUMBERED year beginning five months before and through the end of November.

Document Type	File Date	PDF
SI-COMPLETE	11/21/2018	
SI-COMPLETE	10/30/2017	
AMENDMENT	09/06/2016	
AMENDMENT	10/14/2015	
AMENDMENT	01/10/2005	
REGISTRATION	11/01/2000	

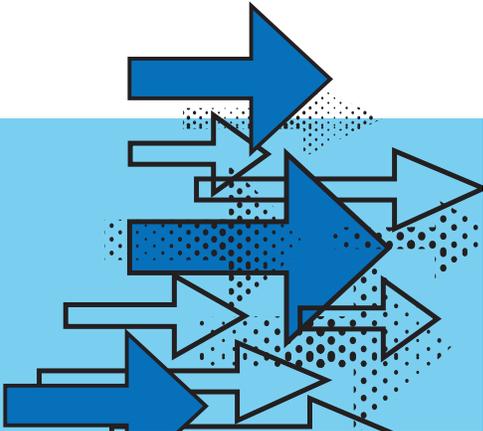
* Indicates the information is not contained in the California Secretary of State's database.

- If the status of the corporation is "Surrender," the agent for service of process is automatically revoked. Please refer to California Corporations Code [section 2114](#) for information relating to service upon corporations that have surrendered.
- For information on checking or reserving a name, refer to [Name Availability](#).
- If the image is not available online, for information on ordering a copy refer to [Information Requests](#).
- For information on ordering certificates, status reports, certified copies of documents and copies of documents not currently available in the Business Search or to request a more extensive search for records, refer to [Information Requests](#).
- For help with searching an entity name, refer to [Search Tips](#).
- For descriptions of the various fields and status types, refer to [Frequently Asked Questions](#).

[Modify Search](#) [New Search](#) [Back to Search Results](#)



BYLAWS



**BYLAWS
OF
AUDEO CHARTER SCHOOL**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Audeo Charter School.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at 10170 Huennekens Street, San Diego, State of California. The Board of Directors may change the location of the principal office. However, a change in the principal office may constitute a material revision to the charter(s). Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The specific purposes of this corporation are:

(1) to support, benefit, and carry out the purposes of, (a) Audeo Charter School II, a California public charter school and (b) such other public charter schools (“Related Public Charter Schools”) as may be established to provide public education based on the educational and teaching concepts, methods, models, techniques, systems and materials of Audeo Charter School II (collectively the “Altus Model”):

(2) to manage, enhance, improve, disseminate, administer, guide and direct the Altus Model and its use by Related Public Charter Schools;

(3) to establish, manage, administer, guide and direct Related Public Charter Schools that provide education based on the Altus Model, including Audeo Charter School II;

(4) to establish, manage, administer, guide and direct such other educational programs including without limitation, preschools, elementary, middle schools, secondary, alternative schools or community programs;

(5) to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this corporations general and specific purposes.

Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rule of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to Student Success Programs, a California nonprofit public benefit corporation (dba Charter School of San Diego), if it is then in existence or if it is no longer in existence to a non-profit fund, foundation, or corporation engaged in public education which t is organized and operated exclusively for public and charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3), or if no such nonprofit fund, foundation, or corporation can be found within a reasonable period of time, to the San Diego Unified School District or other public agency engaged in public education.

**ARTICLE VI
CORPORATION WITHOUT MEMBERS**

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

**ARTICLE VII
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board of Directors" or "Governance Council"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California;
3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a corporate seal; and alter the seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. All directors, except for the representative designated by the charter authorizer, shall be designated by the existing Board of Directors. The board of directors shall consist of at least three (3) directors and no more than nine (9), unless changed by amendment to these bylaws. Any representative of the authorizing body of a charter school operated by the Corporation who is appointed to be a director (or his or her alternate) shall not be counted for purposes of determining the presence of a quorum at a

meeting of the Board. Each director shall hold office for six (6) years and until a successor director has been designated and qualified.

Section 4. PARENT REPRESENTATIVE. For so long as the Corporation operates one (1) or more duly authorized California charter schools, the existing Board of Directors shall appoint a Parent Representative to the Board of Directors from a list of qualified candidates. The Parent Representative shall be qualified according to the policies of the Corporation and must have a primary caregiver relationship to a student enrolled in a charter school operated by the Corporation. Should the Parent Representative cease to have a student enrolled in a charter school operated by the Corporation, the Parent Representative's seat will be deemed vacated. Should no qualified applicants apply, the Board of Directors shall leave the Parent Representative seat vacated until a qualified applicant applies and is appointed.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

Section 6. DIRECTORS TERM. Each director shall hold office for six (6) years and until a successor director has been designated and qualified, except for the Parent Representative, who shall hold office only so long as they have a primary caregiver relationship to a student enrolled in a charter school operated by the Corporation, but in no instance for more than four (4) years.

Section 7. NOMINATIONS BY COMMITTEE. The Chair of the Board of Directors or, if none, the President and Chief Executive Officer may appoint a committee to nominate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any appointed of directors. The nominating committee shall make its report at least seven (7) days before the date of the appointed or at such other time as the Board of Directors may set and the Secretary shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 8. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No corporation funds may be expended to support a nominee for director.

Section 9. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the directors, at any meeting at which any director or directors are to be appointed, to appoint the number of directors required to be appointed at such meeting.. In addition to the above, the Parent Representative position shall also be considered vacant should the current Parent Representative cease to have a primary caregiver relationship to a student enrolled in a charter school operated by the Corporation.

Section 10. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chair of the Board, if any, or to the President and Chief Executive Officer or the Secretary of the board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 11. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a Board designated director shall be filled as provided in Section 13.

Section 12. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 13. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (2) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 14. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 15. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may designate that a meeting be held at any place within the physical boundaries of the county in which that charter school or schools are located.. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the. Brown Act. A two-way teleconference location shall be established at each schoolsite.

Section 16. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical

boundaries of the county in which that charter school or schools are located;;

- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 17. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held at least three (3) times per year. The Board of Directors shall hold an annual meeting in June for purposes of organization, election of officers, and transaction of other business. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 18. AUTHORITY TO CALL SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chair of the Board, if any, or a majority of the Board of Directors. If a Chair of the Board has not been elected then the President and Chief Executive Officer is authorized to call a special meeting in place of the President of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 19. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) facsimile; (e) electronic mail; or (f) other electronic means. All such

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

notices shall be given or sent to the director's address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Brown Act.

Notice of the time and place of special meetings shall be given to all media who have provided written notice to Audeo Charter School,

The notice shall state the time of the meeting, the place and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Brown Act.

Section 20. **QUORUM.** A majority of the directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the board. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 21. **ADJOURNMENT.** A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 22. **COMPENSATION AND REIMBURSEMENT.** Directors may not receive compensation, for their services as directors or officers, and only such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. **CREATION OF POWERS OF COMMITTEES.** The board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may:

- (a) Fill vacancies on the Board of Directors or any committee of the board;
- (b) Amend or repeal bylaws or adopt new bylaws;
- (c) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- (d) Create any other committees of the Board of Directors or appoint the members of committees of the board;

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of

faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. **NON-LIABILITY OF DIRECTORS.** No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of this corporation shall be a President and Chief Executive Officer, a Secretary, and a Chief Financial Officer. The corporation, at the board's direction, may also have a Chair of the Board and a Vice-Chair one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article VIII, Section 4 of these bylaws.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President and Chief Executive Officer or the Chair of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract.

Section 4. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 5. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the

resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIR OF THE BOARD. If a Chair of the Board of Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.. If a Chair of the Board of Directors is elected, there shall also be a Vice-Chair of the Board of Directors. In the absence of the Chair, the Vice-Chair shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT AND CHIEF EXECUTIVE OFFICER. Subject to such supervisory powers as the Board of Directors may give to the Chair of the Board, if any, and subject to the control of the board, the President and Chief Executive Officer shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President and Chief Executive Officer shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. VICE-PRESIDENTS. If Vice-Presidents are appointed, and if the President and Chief Executive Officer is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a Vice-President designated by the board, shall perform all duties of the President and Chief Executive Officer. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President and Chief Executive Officer. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, and of committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of persons present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or by bylaws may require.

Section 11. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the President and Chief Executive Officer, Chair of the Board, if any, and the board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

If required by the board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably

incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c), the approval of such indemnification may be made by:

- (a) A majority vote of a quorum consisting of directors who are not parties to such proceeding; or
- (b) The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.

ARTICLE XII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its board and committees of the board; and
- (c) Such reports and records as required by law.

ARTICLE XIV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California

and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest, as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to each director within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporations shall comply with Corporations Code section 6322.

ARTICLE XVI
EFFECTIVE DATES; AMENDMENTS

Section 1. **EFFECTIVE DATE.** These bylaws and any amendments shall become effective immediately upon their adoption.

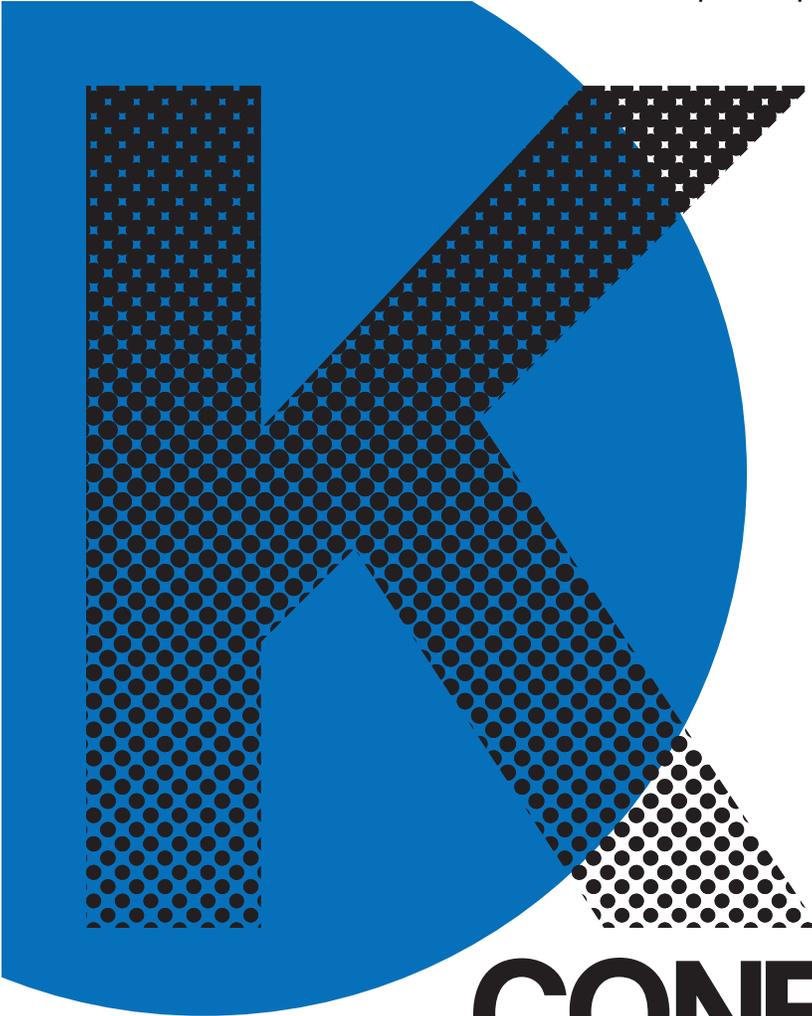
Section 2. **AMENDMENTS.** The Board of Directors may adopt, amend or repeal any of these bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Audeo Charter School, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages (including this page), are the bylaws of this corporation as adopted by the Board of Directors on AUGUST 26, 2020, and that these bylaws have not been amended or modified since that date.

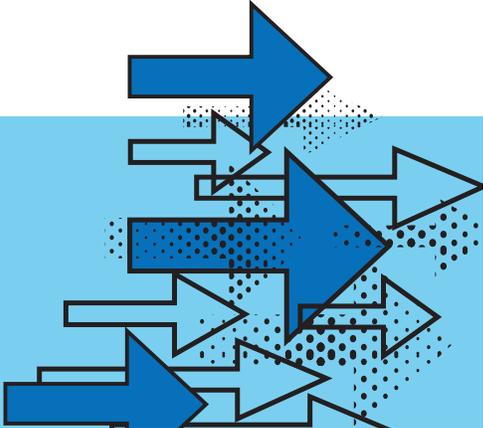
IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on SEPT. 2, 2020

Timothy U. Morton
Secretary



CONFLICT OF INTEREST CODE

Audeo II
Charter School II



**CONFLICT OF INTEREST CODE
OF
AUDEO CHARTER SCHOOL**

1. Standard Code of FPPC

The Political Reform Act of 1974 (Gov. Code § 81000 *et seq.*) requires each state and local government agency to adopt and promulgate a conflict of interest code. Pursuant to Education Code section 47604.1 (b)(4)(A) charter schools must comply with the Political Reform Act and adopt a conflict of interest code. Therefore, Audeo Charter School ("Audeo" or "Corporation"), which operates California public charter schools and is doing business as Audeo Charter School II, Audeo Charter School III, Grossmont Secondary School, and Sweetwater Secondary School, is therefore required to adopt such a code. The FPPC has adopted a regulation (Title 2 Cal. Code of Regs. § 18730) which contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency's code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

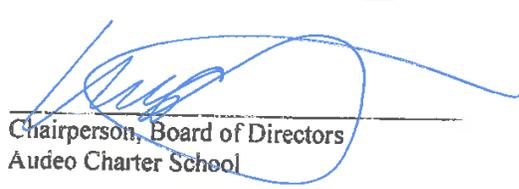
2. Adoption of Standard Code of FPPC

The terms of Title 2 Cal. Code of Regs. § 18730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of Audeo. This code shall take effect when approved by the Board of Supervisors for the County of San Diego and shall thereupon supersede all prior codes adopted by Audeo.

3. Filing of Statements of Economic Interests

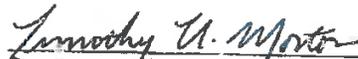
Pursuant to Section 4 of the model code set forth in Title 2 of the Cal. Code of Regs. § 18730(b), designated employees set forth in the Appendix shall file statements of economic interests (Form 700) with the Secretary of Audeo. Upon receipt of the statements of the members of the Board of Directors of Audeo, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the Board of Supervisors for the County of San Diego. Statements for all other designated employees shall be retained by the Secretary.

APPROVED AND ADOPTED by the Board of Directors of on the 26th day of AUGUST, 2020.



Chairperson, Board of Directors
Audeo Charter School

ATTEST:



Secretary to the Board of Directors
Audeo Charter School Corporation

**APPENDIX TO
CONFLICT OF INTEREST CODE OF
AUDEO CHARTER SCHOOL**

Preamble

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from the Audeo's general counsel. (Gov. Code § 83114; Title 2 Cal. Code of Regs. § 18730(b)(II).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code § 83114(a).)

Opinions rendered by general counsel do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on general counsel's opinion as evidence of good faith. In addition, Audeo may consider whether such reliance should constitute a mitigating factor to any disciplinary action that Audeo Charter School II, Audeo Charter School III, Grossmont Secondary School, or Sweetwater Secondary School may bring against the requesting party under Government Code § 91003.5.

I.

Designated Employees

<u>Designated Employees</u>	<u>Categories Disclosed</u>
Chairperson and Members of the Board of Directors	4 through 6
President and Chief Executive Officer	1 through 6
Executive Director	1 through 6
Finance Administrator	1 through 6
CFO/Treasurer of the Board of Directors	1 through 6
General Counsel	4 through 6
Consultants/New Positions ¹	--

¹ With respect to consultants, the President/CEO may determine in writing that a particular consultant/new position, although a "designated employee," is hired to perform a range of duties that is limited in scope and thus is not required to comply with the written disclosure requirements described in these categories. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The President and CEO's determination is a public record and shall be retained for public inspection by the Audeo in the same manner as this Conflict of Interest Code. Nothing herein excuses any such consultant/ new position from any other provision of this Conflict of Interest Code.

II.**Disclosure Categories****Category 1. Reportable Investments**

A designated employee in this category shall report all reportable investments, as defined in Government Code § 82034, in business entities located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County in which the Corporation's school is located, which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized the Corporation or its school.

Category 2. Reportable Interests in Real Property

A designated employee in this category shall disclose all interests in real property, as defined in Government Code §§ 82033 and 82035, that are within two (2) miles of any facility or real property owned or used by Audeo.

Category 3. Reportable Income

A designated employee in this category shall disclose all income as defined in Government Code § 82030 of the designated employee from business entities or other sources located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County during the reporting period which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized the Corporation or its school.

Category 4. Less-Inclusive Reportable Investments

A designated employee in this category shall disclose only investments as defined in Government Code § 82034 in any business entity, which within the last two (2) years has contracted with or in the future foreseeably may contract with Audeo to provide personnel, services, supplies, material, machinery or equipment:

(a) to Audeo of the type utilized by the Charter School which is located in or doing business in San Diego County, and associated with the job assignment or position of the designated employee; or

(b) to any entity which has contracted with Audeo within the last two (2) years or which in the future foreseeably may contract with Audeo to provide services, supplies, materials, machinery or equipment associated with the job assignment or position of the designated employee.

Category 5. Less-Inclusive Reportable Income

A designated employee in this category shall disclose only that reportable income as defined in Government Code § 82030 which is derived from a source which within the last two (2) years has contracted with Audeo or in the future foreseeably may contract with Audeo to provide personnel, services, supplies, materials, machinery or equipment:

(a) to Audeo, of the type utilized by Audeo which is located in or doing business in San Diego County, and associated with the job assignment or position of the designated employee; or

(b) to any entity which has contracted with Audeo within the last two years or which in the future foreseeably may contract with Audeo to provide personnel, services, supplies, materials, machinery or equipment associated with the job assignment or position of the designated employee.

Category 6. Business Positions

A designated employee in this category shall disclose by completing Form 700, Schedule C. A designated employee shall list, with respect to any business entity which operates or provides facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized the Corporation or its school:

(a) the name and address of each business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management;

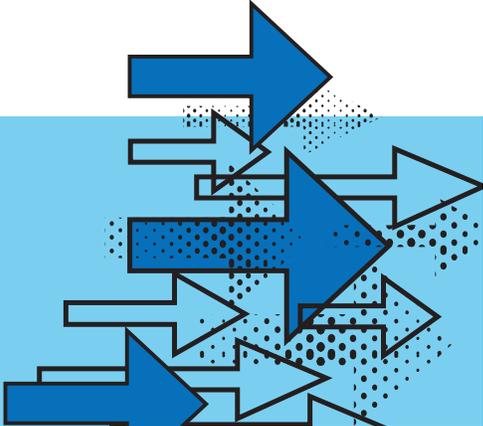
(b) a description of the business activity in which the business entity is engaged;
and

(c) the designated employee's position with the business entity.

UNIFORM COMPLAINT POLICY AND FORMS



Audeo II
Charter School II



AUDEO CHARTER SCHOOL, INC.

1500 LEA Uniform Complaint Policy and Procedures

Approved: May 5, 2009

Amended: June 29, 2015, March 10, 2016, **August 26, 2020**

The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School (“Audeo or Charter School”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

- (1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Adult Education;
 - Career Technical and Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development Programs;
 - Consolidated Categorical Aid;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;
 - Regional Occupational Centers and Programs, and
 - School Safety Plans.

- (3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
- a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on students, or a student’s parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.
 - d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, Audeo shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Audeo, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.

- (5) If Audeo adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49190-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R. sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Audeo acknowledges and respects every individual’s rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief Financial Officer (“CFO”) or designee on a case-by-case basis. Audeo shall ensure that complainants are protected from retaliation.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School’s compliance with law:

Lynne H. Alipio
Chief Financial Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-2048

The CFO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CFO or designee.

Should a complaint be filed against the CFO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

Notifications

The CFO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on Audeo’s website. Audeo shall annually provide written notification of the Charter School’s uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that Audeo is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Audeo is operating pursuant to Title 22 licensing requirements.
3. A statement that Audeo is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30) calendar days of Audeo's decision, except if Audeo has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Audeo's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if Audeo finds merit in a UCP complaint, or the CDE finds merit in an appeal, Audeo shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.
11. A statement that copies of Audeo's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CFO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CFO or designee shall be made in writing. The period for filing may be extended by the CFO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The School Coordinator shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Audeo Board of Directors approved the LCAP or the annual update was adopted by the Audeo.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Final Written Decision**

Audeo shall issue an investigation report (the "Decision") based on the evidence. Audeo's decision shall be in writing and sent to the complainant within sixty (60) calendar days of Audeo's receipt unless the timeframe is extended with the written agreement of the complainant. Audeo's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether Audeo is in compliance with the relevant law.
3. Corrective actions, if Audeo finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal Audeo's decision within thirty (30) calendar days to the CDE, except when Audeo has used its UCP to address complaints that are not subject to the UCP requirements
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The

Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the California Department of Education

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with Audeo and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Audeo failed to follow its complaint procedures.
2. Relative to all allegations of the complaint, Audeo's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Audeo's Decision are not supported by substantial evidence.
4. The legal conclusion in Audeo's Decision is inconsistent with the law.
5. In a case in which Audeo's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE, that the complainant has appealed the Decision, the CFO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the Charter School's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to Audeo for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families | <input type="checkbox"/> Regional Occupational Centers and Programs |
| <input type="checkbox"/> Career Technical and Technical Education/Career Technical and Technical Training | <input type="checkbox"/> Every Student Succeeds Act | <input type="checkbox"/> School Plans for School Achievement |
| <input type="checkbox"/> Child Care and Development | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan | <input type="checkbox"/> School Safety Plan |
| <input type="checkbox"/> Consolidated Categorical Aid Programs | <input type="checkbox"/> Migrant Education Programs | <input type="checkbox"/> Pupil Fees |
| | | <input type="checkbox"/> Pregnant, Parenting or Lactating Students |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|---|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Immigration Status/Citizenship | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> Marital Status | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Medical Condition | |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Nationality / National Origin | |
| <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Race or Ethnicity | |
| | <input type="checkbox"/> Religion | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Audeo personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

Lynne H. Alipio
Chief Financial Officer
10170 Huennekens Street, San Diego, CA 92121
(858) 678-2048

AUDEO CHARTER SCHOOL, INC.

1500 LEA Política y Procedimientos Uniformes de Quejas

Aprobado: 5 de mayo de 2009

Enmendado: 29 de junio de 2015, 10 de marzo de 2016, **26 de agosto de 2020**

La póliza de Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, y Sweetwater Secondary School (“Audeo”, “Escuela Charter”, o “Charter”) deben cumplir con las leyes y regulaciones federales y estatales aplicables. La Escuela Charter es la agencia local responsable principal del cumplimiento de las leyes y regulaciones federales y estatales que rigen los programas educativos. Conforme a esta póliza, las personas responsables del cumplimiento y/o la realización de investigaciones deberán estar bien informados sobre las leyes y programas que se les asigne investigar.

Alcance

Este procedimiento de quejas se adopta para proporcionar un sistema uniforme de tramitación de quejas ("UCP") para los siguientes tipos de quejas:

(1) Quejas que aleguen discriminación ilegal, acoso, intimidación o intimidación contra cualquier grupo protegido, sobre la base de las características reales o percibidas de edad, ascendencia, color, discapacidad mental, discapacidad física, identificación de grupo étnico, estatus migratorio, ciudadanía, expresión de género, identidad de género, género, información genética, nacionalidad, origen nacional, raza o etnia, religión, condición médica, estado civil, sexo u orientación sexual, o sobre la base de la asociación de una persona con una persona o grupo características en cualquier programa o actividad de Escuela Charter.

(2) Quejas que alegan una violación de la ley o regulación estatal o federal que rige los siguientes programas:

- Alojamiento para estudiantes embarazadas, de crianza o lactantes;
- Educación para Adultos;
- Educación Técnica y Técnica de Carrera;
- Formación Técnica y Técnica de Carrera;
- Programas de Cuidado y Desarrollo Infantil;
- Ayuda Categórica Consolidada;
- Educación de Estudiantes en Cuidado Temporal, Estudiantes que son Personas sin Hogar, ex Estudiantes de Tribunales Juveniles ahora inscritos en una escuela pública, Niños Migratorios e Hijos de Familias Militares;
- Acto de Cada Estudiante Tiene Éxito;

- Programas de Educación para Migrantes;
- Centros y Programas Ocupacionales Regionales, y
- Planes de Seguridad Escolar.

(3) Quejas que alegan que un estudiante matriculado en una escuela pública estaba obligado a pagar una cuota de alumno por participar en una actividad educativa como se definen a continuación.

- a. "Actividad educativa" significa una actividad ofrecida por la escuela chárter que constituye una parte fundamental integral de la educación primaria y secundaria, incluyendo, pero no limitado a, actividades curriculares y extracurriculares.
- b. "Cuota de alumno" significa una cuota, depósito u otro cargo impuesto a los estudiantes, o a los padres/tutores de un estudiante, en violación de la sección 49011 del Código de Educación y la Sección 5 del Artículo IX de la Constitución de California, que requieren que las actividades educativas se proporcionen gratuitamente a todos los estudiantes sin tener en cuenta la capacidad o la disposición de sus familias para pagar honorarios o solicitar exenciones especiales, según lo dispuesto en *Hartzell v. Con* (1984) 35 Cal.3d 899. Una cuota de alumno incluye, pero no se limita a, todo lo siguiente:
 - i. Una tarifa que se cobra a un estudiante como condición para inscribirse en la escuela o clases, o como condición para participar en una clase o una actividad extracurricular, independientemente de si la clase o actividad es electiva u obligatoria, o es para crédito.
 - ii. Un depósito de seguridad, u otro pago, que un estudiante está obligado a hacer para obtener una cerradura, casillero, libro, aparato de clase, instrumento musical, uniforme u otros materiales o equipos.
 - iii. Una compra que un estudiante debe hacer para obtener materiales, suministros, equipos o uniformes asociados con una actividad educativa.
- c. Una queja de cuota de alumno y quejas con respecto a los planes locales de control y rendición de cuentas ("LCAP") solamente, puede presentarse de forma anónima (sin una firma identificativa), si la queja proporciona evidencia o información que conduzca a pruebas que respalden una denuncia de incumplimiento de las secciones 52060 – 52077 del Código de Educación, incluida una alegación de una violación de las secciones 47605.5 o 47607.3 del Código de Educación, con respecto a los planes locales de control y rendición de cuentas.
- d. Si la Escuela Charter encuentra mérito en una queja por cuotas de alumnos, o el Departamento de Educación de California ("CDE") encuentra mérito en una apelación, Audeo proporcionará un remedio a todos los estudiantes afectados, padres/tutores que, cuando corresponda, incluya esfuerzos razonables por parte de la Escuela Charter para asegurar el reembolso completo a todos los estudiantes, padres/tutores afectados, sujeto a los procedimientos establecidos a través de las regulaciones adoptadas por la junta estatal.
- e. Nada de lo contenido en esta Póliza se interpretará para prohibir la solicitud de donaciones voluntarias de fondos o bienes, la participación voluntaria en actividades de recaudación de

fondos, o, Audeo, y otras entidades de proporcionar premios estudiantiles u otro reconocimiento por participar voluntariamente en actividades de recaudación de fondos.

(4) Quejas que alegan incumplimiento de los requisitos que rigen la Fórmula de Financiamiento de Control Local ("LCFF") o LCAP bajo las secciones 47606.5 y 47607.3 del Código de Educación, según corresponda.

(5) Si la Escuela Charter adopta un Plan Escolar para el Logro Estudiantil además de su LCAP, las quejas de incumplimiento de los requisitos del Plan Escolar para el Logro Estudiantil bajo las secciones 64000, 64001, 65000 y 65001 del Código de Educación también estarán comprendidas en esta Política.

Las quejas que alegan incumplimiento con respecto a los programas de nutrición infantil establecidos de conformidad con las secciones 49190-49590 del Código de Educación se rigen por el Título 7, Código de Reglamentos Federales ("C.F.R secciones 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n) y 250.15(d) y Título 5, Código de Regulaciones de California ("C.C.R.") secciones 15580 - 15584.

Las quejas basadas en el incumplimiento de los programas de educación especial establecidos de conformidad con las secciones 56000-56865 y 59000-59300 del Código de Educación se rigen por los procedimientos establecidos en las secciones 5 de C.C.R. 3200-3205 y 34 C.F.R.

Audeo reconoce y respeta los derechos de cada individuo a la privacidad. Las denuncias de discriminación ilegal, acoso, intimidación o intimidación se investigarán de una manera que proteja (en la mayor medida razonablemente posible y según lo permita la ley) la confidencialidad de las partes, incluyendo, pero no limitado a la identidad del reclamante, y mantenga la integridad del proceso. La Escuela Charter no puede garantizar el anonimato del denunciante. Esto incluye mantener la confidencialidad de la identidad del reclamante. Sin embargo, la Escuela Charter intentará hacerlo según corresponda. Escuela Charter puede considerar necesario divulgar información sobre la queja/reclamante en la medida requerida por la ley o necesaria para llevar a cabo la investigación o el procedimiento, según lo determine el Director Financiero ("CFO") o el designado caso por caso. Audeo se asegurará de que los reclamantes estén protegidos de represalias.

Oficiales de Cumplimiento

El Consejo de Administración designa a los siguientes oficiales de cumplimiento para recibir e investigar quejas y para asegurar el cumplimiento de la ley por parte de Escuela Charter:

Lynne H. Alipio
Director Financiero
10170 Huennekens Street
San Diego, CA 92121
(858) 678-2048

La CFO o el designado se asegurará de que los oficiales de cumplimiento designados para investigar las quejas estén bien informados sobre las leyes y programas de los que son responsables. El oficial de cumplimiento puede tener acceso a un abogado según lo determine la CFO o el designado.

En caso de que se presente una queja contra la CFO, el oficial de cumplimiento de ese caso será el Presidente del Consejo de Administración de Escuela Charter.

Notificaciones

La CFO o el designado pondrán a disposición copias de esta Política de forma gratuita. El aviso anual de esta Política puede estar disponible en el sitio web de Escuela Charter. La Escuela Charter proporcionará anualmente una notificación por escrito de los procedimientos uniformes de quejas de la Escuela Charter a empleados, estudiantes, padres/tutores, comités consultivos, funcionarios o representantes de escuelas privadas y otras partes interesadas, según corresponda.

El aviso anual será en inglés. Cuando sea necesario, bajo la sección 48985 del Código de Educación, si el quince (15) por ciento o más de los estudiantes inscritos en la Escuela Charter hablan un idioma primario único que no sea el inglés, este aviso anual también se proporcionará al padre/tutor de dichos estudiantes en su idioma principal

El aviso anual incluirá lo siguiente:

1. Una lista de los tipos de quejas que entran en el ámbito de la UCP y las disposiciones estatales y federales que rigen las quejas relacionadas con los programas de nutrición infantil y los programas de educación especial.
2. Una declaración que identifique claramente los programas preescolares del Estado de California que Audeo está operando como exento de licencias de conformidad con la sección 1596.792(o) del Código de Salud y Seguridad de conformidad con los requisitos de licencia del Título 22.
3. Una declaración de que Audeo es la principal responsable del cumplimiento de las leyes y regulaciones federales y estatales.
4. Una declaración de que un estudiante matriculado en una escuela pública no estará obligado a pagar una cuota de alumno por participar en una actividad educativa.
5. Una declaración que identifique el título del oficial de cumplimiento y la(s) identidad(es) de la(s) persona(s) que ocupan actualmente ese puesto, si se conocen.
6. Una declaración de que si una queja UCP se presenta directamente ante el CDE y el CDE determina que merece una intervención directa, el CDE completará una investigación y proporcionará una decisión por escrito al reclamante dentro de los sesenta (60) días naturales siguientes a la recepción de la reclamación, a menos que las partes hayan acordado ampliar el calendario o el CDE documentará circunstancias excepcionales e informará al reclamante.
7. Una declaración de que el reclamante tiene derecho a apelar la decisión de la Escuela Charter ante el CDE presentando una apelación por escrito dentro de los treinta (30) días calendario de la decisión de la Escuela Charter, excepto si la Escuela Charter ha utilizado su UCP para abordar una queja que no está sujeta a los requisitos de UCP.
8. Una declaración de que el reclamante que apela la decisión de la Escuela Charter sobre una reclamación de la UCP ante el CDE recibirá una decisión de apelación por escrito dentro de los sesenta (60) días naturales siguientes a la recepción de la apelación por el CDE, a menos que se

prorroga por acuerdo escrito con el reclamante o el CDE documento circunstancias excepcionales e informe al reclamante.

9. Una declaración que si la Escuela Charter encuentra mérito en una queja de UCP, o el CDE encuentra mérito en una apelación, la Escuela Charter tomará medidas correctivas de conformidad con los requisitos de la ley existente que proporcionará un remedio al estudiante y /o padre/tutor afectado según corresponda.
10. Una declaración que asesore al reclamante de cualquier recurso de derecho civil que pueda estar disponible bajo las leyes estatales o federales de discriminación, acoso, intimidación o intimidación, si corresponde, y de la apelación de conformidad con la sección 262.3 del Código de Educación.
11. Una declaración de que las copias del UCP de la Escuela Charter estarán disponibles de forma gratuita.

Procedimientos

Los siguientes procedimientos se utilizarán para atender todas las quejas, que alegan que la Escuela Charter ha violado las leyes o regulaciones federales o estatales enumeradas en la sección "Alcance", arriba. El oficial de cumplimiento mantendrá un registro de cada reclamación y las acciones conexas subsiguientes durante al menos tres (3) años naturales.

Todas las partes nombradas serán notificadas cuando se presente una queja, cuando se programe una reunión o audiencia de queja, y cuando se tome una decisión o decisión.

• **Paso 1: Presentación de Quejas**

Cualquier persona, incluido el representante debidamente autorizado de una persona o un tercero interesado, agencia u organización pública puede presentar una queja por escrito de presunto incumplimiento de discriminación ilegal, acoso, intimidación o intimidación de conformidad con esta Política. Una persona que alega que una persona puede presentar una denuncia de discriminación ilegal, acoso, intimidación o intimidación ilegal, o por alguien que cree que cualquier clase específica de personas ha sido objeto de discriminación ilegal, acoso, intimidación o intimidación, o por un representante debidamente autorizado que alega que un estudiante individual ha sido objeto de discriminación, acoso, intimidación o intimidación. Una investigación de presunta discriminación ilegal, acoso, intimidación o intimidación se iniciará presentando una queja a más tardar seis (6) meses a partir de la fecha en que se haya producido la presunta discriminación, acoso, intimidación o intimidación, o el denunciante obtuvo primero conocimiento de los hechos de la supuesta discriminación, acoso, intimidación o intimidación a menos que la CFO o el designado lo amplíe , previa solicitud escrita del reclamante en la que se expongan los motivos de la prórroga. Dicha prórroga por parte de la CFO o del designado se efectuará por escrito. El período de presentación puede ser prorrogado por la CFO o el designado por una buena causa por un período que no exceda de noventa (90) días naturales después de la expiración del período de seis meses. El Coordinador de la Escuela responderá inmediatamente después de recibir una solicitud de prórroga.

Todas las demás quejas bajo esta Política se presentarán a más tardar un (1) año a partir de la fecha en que ocurrió la presunta violación. Para las quejas relacionadas con la LCAP, la fecha de la presunta violación es la fecha en que la Junta Directiva Audeo aprobó la LCAP o la actualización anual fue adoptada por la Escuela Charter.

La queja se presentará al oficial de cumplimiento que mantendrá un registro de las quejas recibidas, proporcionando cada una con un número de código y un sello de fecha.

Las quejas presentadas de conformidad con esta Política deben ser por escrito y firmadas. Una firma puede ser manuscrita, mecanografiada (incluso en un correo electrónico) o generada electrónicamente. Solo las quejas relacionadas con las cuotas de los alumnos o el cumplimiento de LCAP pueden presentarse de forma anónima como se establece en esta Política. Si un reclamante no puede presentar una queja por escrito debido a condiciones tales como una discapacidad o analfabetismo, el personal de la Escuela Charter ayudará al reclamante en la presentación de la queja.

- **Paso 2: Mediación**

Dentro de los tres (3) días hábiles siguientes a la recepción de la queja, el oficial de cumplimiento puede discutir informalmente con el reclamante la posibilidad de utilizar la mediación. Si el reclamante acepta la mediación, el oficial de cumplimiento tomará medidas para este proceso.

Antes de iniciar la mediación de una denuncia de discriminación, acoso, intimidación o intimidación ilegal, el oficial de cumplimiento se asegurará de que todas las partes acepten hacer del mediador parte de la información confidencial relacionada.

Si el proceso de mediación no resuelve la queja a satisfacción del reclamante, el oficial de cumplimiento procederá a la investigación de la queja.

El uso de la mediación no extenderá los plazos de la Escuela Charter para investigar y resolver la queja a menos que el reclamante acuerde por escrito dicha prórroga.

- **Paso 3: Investigación de la queja**

Se alienta al oficial de cumplimiento a celebrar una reunión de investigación dentro de los cinco (5) días hábiles siguientes a la recepción de la queja o de un intento fallido de mediar en la queja. Esta reunión brindará una oportunidad para que el reclamante y/o el representante del reclamante repitan la queja oralmente.

El reclamante y/o el representante del reclamante tendrán la oportunidad de presentar la queja y las pruebas o información que conduzcan a pruebas que respalden las alegaciones en la queja.

La negativa del reclamante a proporcionar al oficial de cumplimiento documentos u otras pruebas relacionadas con las alegaciones de la queja, o el fracaso o la negativa del reclamante a cooperar en la investigación o el compromiso del reclamante en cualquier otra obstrucción de la investigación, puede dar lugar a la desestimación de la queja debido a la falta de pruebas que respalden la alegación.

La negativa de la Escuela Charter a proporcionar al oficial de cumplimiento acceso a los registros y/u otra información relacionada con la denuncia en la queja, o su falta o negativa a cooperar en la investigación o su participación en cualquier otra obstrucción de la investigación, puede resultar en una constatación, basada en las pruebas recopiladas, de que se ha producido una violación y puede dar lugar a la imposición de un recurso a favor del reclamante.

- **Decisión final por escrito**

La Escuela Charter emitirá un informe de investigación (la "Decisión") basado en las pruebas. La decisión de la Escuela Charter será por escrito y enviada al reclamante dentro de los sesenta (60) días naturales de la recepción de la Escuela Charter a menos que el plazo se amplíe con el acuerdo escrito del reclamante. La decisión de la Escuela Charter se escribirá en inglés y en el idioma del reclamante siempre que sea posible o según lo exija la ley.

La Decisión incluirá:

1. Las conclusiones de hecho basadas en pruebas reunidas.
2. La conclusión que proporciona una determinación clara para cada alegación sobre si la Escuela Charter cumple con la ley pertinente.
3. Acciones correctivas, si la Escuela Charter encuentra mérito en la queja y cualquiera está justificado o requerido por la ley.
4. Notificación del derecho del reclamante a apelar la decisión de la Escuela Charter dentro de los treinta (30) días naturales ante el CDE, excepto cuando la Escuela Charter haya utilizado su UCP para atender quejas que no están sujetas a los requisitos de UCP
5. Procedimientos que deben seguirse para iniciar dicha apelación.

Si un empleado es disciplinado como resultado de la queja, la Decisión simplemente indicará que se tomó medidas efectivas y que el empleado fue informado de las expectativas de la Escuela Charter. La Decisión no facilitará más información sobre la naturaleza de la acción disciplinaria, salvo que lo exija la legislación aplicable.

Apelaciones al Departamento de Educación de California

Si no está satisfecho con la Decisión, el reclamante puede apelar por escrito ante el CDE dentro de los treinta (30) días siguientes a la recepción de la Decisión. El recurso irá acompañado de una copia de la reclamación presentada ante la Escuela Charter y una copia de la Decisión. Al presentar una apelación ante el CDE, el reclamante debe especificar y explicar la base de la apelación, incluyendo al menos uno de los siguientes:

1. La Escuela Charter no siguió sus procedimientos de queja.

2. En relación con todas las alegaciones de la queja, la Decisión de Escuela Charter carece de conclusiones materiales de hecho necesarias para llegar a una conclusión de la ley.
3. Las conclusiones materiales de hecho en la Decisión de Escuela Charter no están respaldadas por pruebas sustanciales.
4. La conclusión legal de la Decisión de la Escuela Charter es incompatible con la ley.
5. En un caso en el que la Decisión de Escuela Charter encontró incumplimiento, las acciones correctivas no proporcionan un remedio adecuado.

Tras la notificación del CDE, de que el reclamante ha apelado la Decisión, la CFO o el designado remitirán los siguientes documentos al CDE en un plazo de diez (10) días naturales a partir de la fecha de notificación:

1. Una copia de la queja original.
2. Una copia de la Decisión.
3. Una copia del archivo de investigación, incluyendo pero no limitado a todas las notas, entrevistas y documentos presentados por las partes o recopilados por el investigador.
4. Un informe de cualquier acción tomada para resolver la queja.
5. Una copia de los procedimientos de quejas de la Escuela Charter.
6. Otra información pertinente solicitada por el CDE.

Si el CDE determina que la apelación plantea cuestiones no contenidas en la queja local, el CDE remitirá esas nuevas cuestiones a la Escuela Charter para su resolución como una nueva queja. Si el CDE notifica a la Escuela Charter que su Decisión no abordó una alegación formulada por la queja y sujeta al proceso UCP, la Escuela Charter investigará y abordará dichas alegaciones de conformidad con los requisitos de la UCP y proporcionará al CDE y al apelante una Decisión modificada que aborde dichas alegaciones en un plazo de veinte (20) días naturales a partir de la notificación del CDE. La Decisión modificada informará a la recurrente del derecho a apelar por separado de la Decisión modificada con respecto a las alegaciones de reclamación no abordadas en la Decisión inicial.

Dentro de los treinta (30) días naturales siguientes a la fecha de la Decisión de apelación del CDE de conformidad con la sección 4633(f)(2) o (3) de la CE, cualquiera de las partes podrá solicitar la reconsideración por parte del Superintendente Estatal de Instrucción Pública ("SSPI") o del designado por el SSPI. La solicitud de reconsideración especificará y explicará la razón o razones para impugnar las constataciones de hecho, la celebración de la ley o las acciones correctivas de la Decisión de apelación del CDE. El SSPI no considerará ninguna información no presentada previamente al CDE por una parte durante la apelación a menos que dicha información fuera desconocida por la parte en el momento de la apelación y, con la debida diligencia, no pudiera haber sido conocida por la parte. A la

espera de la respuesta del SSPI a una solicitud de reconsideración, las Decisiones de apelación del CDE siguen en vigor y sean ejecutables, a menos que sean rescenadas por un tribunal.

El CDE puede intervenir directamente en la queja sin esperar a la acción de la Escuela Charter cuando existe una de las condiciones enumeradas en la sección 4650 de C.C.R., incluyendo pero no limitado a casos en los que por falta del reclamante, la Escuela Charter no ha tomado medidas dentro de los sesenta (60) días naturales de la fecha de la queja fue presentada ante la Escuela Charter.

Recursos de Derecho Civil

Un reclamante puede buscar recursos de derecho civil disponibles fuera de los procedimientos de queja de la Escuela Charter. Los reclamantes pueden solicitar ayuda de centros de mediación o abogados de interés público/privado. Los recursos de derecho civil que pueden ser impuestos por un tribunal incluyen, pero no se limitan a, mandamientos judiciales y órdenes de restricción. En caso de discriminación ilegal, las quejas que surjan en virtud de la legislación estatal, sin embargo, el reclamante debe esperar hasta que hayan transcurrido sesenta (60) días naturales desde la presentación de una apelación ante el CDE antes de recurrir a recursos de derecho civil. La moratoria no se aplica a la medida cautelar y sólo es aplicable si la Escuela Charter ha informado apropiadamente, y en tiempo oportuno, al reclamante de su derecho a presentar una queja.

Formulario Uniforme de Procedimiento de Quejas

Apellido: _____ Nombre/Nombres: _____

Nombre del estudiante (si corresponde): _____ Año _____ Fecha de Nacimiento _____

Dirección de la calle/Apt. _____

Ciudad: _____ Estado: _____ Código Postal: _____

Teléfono de casa: _____ Teléfono celular: _____ Teléfono de trabajo: _____

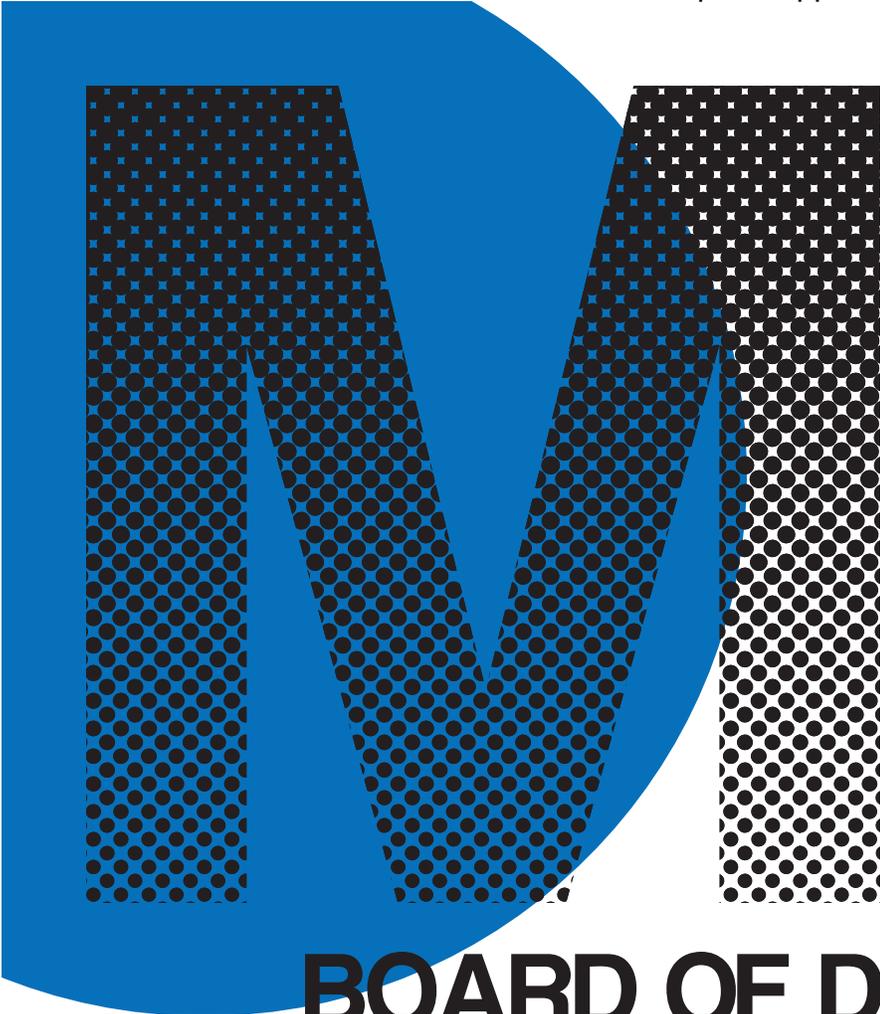
Escuela/Oficina de Presunta Violación: _____

Para la(s) denuncia(s) de incumplimiento, por favor revise el programa o actividad mencionada en su queja, si corresponde:

- | | | |
|--|--|---|
| <input type="checkbox"/> Educación para adultos | <input type="checkbox"/> Educación de Estudiantes en Cuidado de Crianza, Estudiantes que están sin Hogar, ex Estudiantes de la Corte Juvenil ahora inscritos en una Escuela Pública, Niños Migratorios y Niños de Familias Militares | <input type="checkbox"/> Centros y Programas Ocupacionales Regionales |
| <input type="checkbox"/> Educación Técnica y Técnica profesional/Formación Técnica y Técnica | <input type="checkbox"/> Cada estudiante tiene éxito Ley | <input type="checkbox"/> Planes Escolares para el Logro Escolar |
| <input type="checkbox"/> Cuidado y Desarrollo Infantil | | <input type="checkbox"/> Plan de Seguridad Escolar |
| <input type="checkbox"/> Programas consolidados de ayuda categórica | | <input type="checkbox"/> Cuotas de alumnos |
| <input type="checkbox"/> Programas de Educación para Migrantes | | <input type="checkbox"/> Estudiantes embarazadas, padres o lactantes |
| <input type="checkbox"/> Fórmula de Financiamiento de Control Local/Plan de Control Local y Rendición de Cuentas | | |

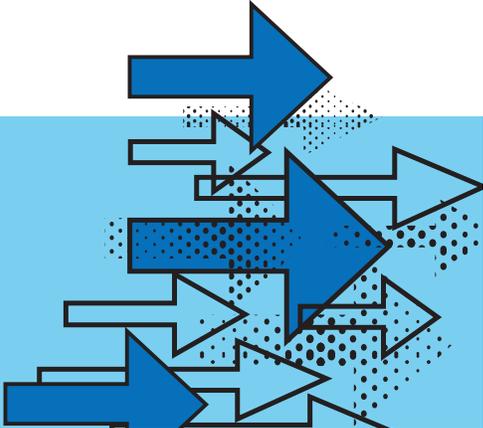
Para las denuncias de discriminación ilegal, acoso, intimidación o intimidación, compruebe la base de la discriminación ilegal, acoso, intimidación o intimidación descrita en su queja, si corresponde:

<input type="checkbox"/> Edad	<input type="checkbox"/> Información genética	<input type="checkbox"/> Sexo (real o percibido)
<input type="checkbox"/> Ascendencia	<input type="checkbox"/> Estatus migratorio/Ciudadanía	<input type="checkbox"/> Orientación sexual (real o percibida)
<input type="checkbox"/> Color	<input type="checkbox"/> Estado civil	<input type="checkbox"/> Basado en la asociación con una persona o grupo con una o más de estas características reales o percibidas
<input type="checkbox"/> Discapacidad (mental o física)	<input type="checkbox"/> Dolencia	
<input type="checkbox"/> Identificación de grupos étnicos	<input type="checkbox"/> Nacionalidad / Origen Nacional	
<input type="checkbox"/> Género / Expresión de Género / Identidad de Género	<input type="checkbox"/> Raza o etnia	
	<input type="checkbox"/> Religión	



BOARD OF DIRECTORS ROSTER

Audeo II
Charter School II



Audeo Charter II Complete Appeal Submission

Audeo
Charter School
NONPROFIT CORPORATION

DBA

*AUDEO CHARTER SCHOOL II ▪ AUDEO CHARTER SCHOOL III
GROSSMONT SECONDARY SCHOOL ▪ SWEETWATER SECONDARY SCHOOL*

**BOARD OF DIRECTORS
2020-2021**

Gregg Haggart

Chairman

Term I: July 1, 2015 – June 30, 2021



ghaggart@audeo2.com

Laura Barreiro

*Parent Representative

Term I: July 1, 2019 – June 30, 2023



board@audeo2.com

**must have a primary caregiver relationship to a student enrolled in a charter school operated by the Corporation. Should the Parent Representative cease to have a student enrolled, the Parent Representative's seat will be deemed vacated.*

Tim Morton

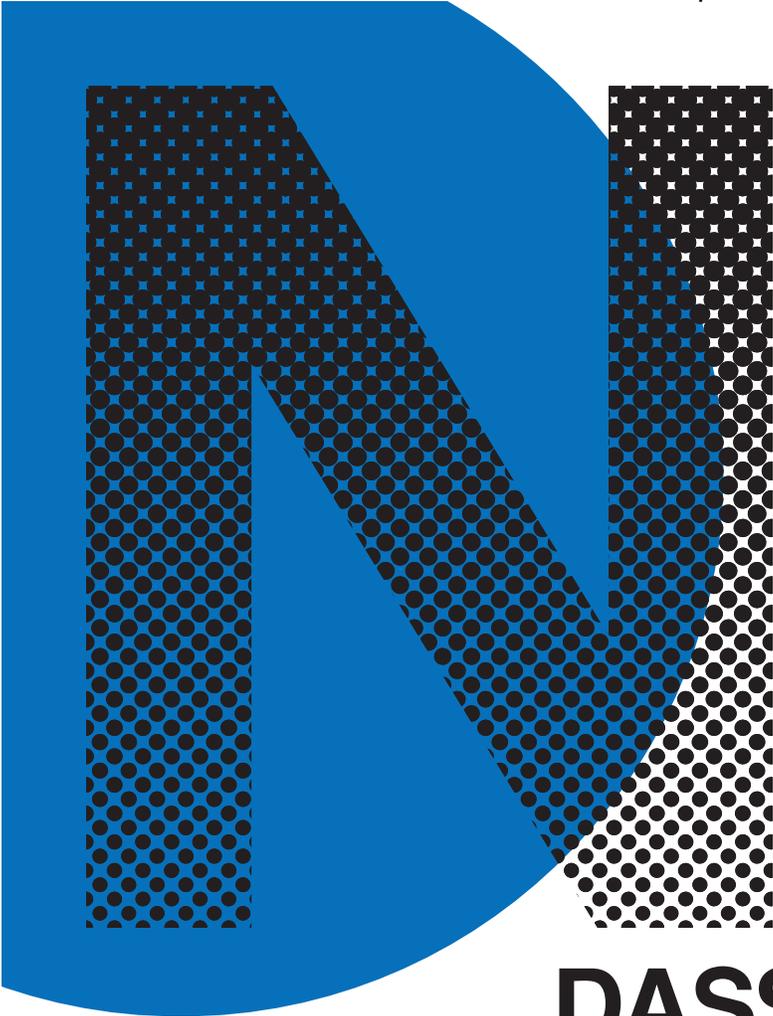
Board Member and Secretary

Term 1: July 1, 2015 – June 30, 2021



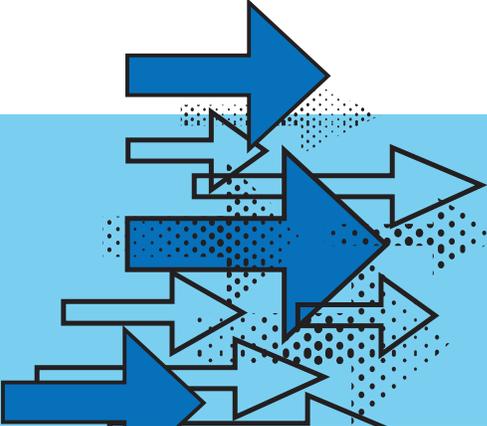
board@audeo2.com

Updated: August 2020



DASS APPROVAL BY CDE

Audeo II
Charter School II



Arline D McGowan

From: DASS <DASS@cde.ca.gov>
Sent: Wednesday, July 29, 2020 9:47 AM
To: Arline D McGowan
Subject: Re: Derek Chuck has invited you to work together in "Audeo Charter School II_CDS: 37770320134577" folder on Box

Hello Arline,

Thank you for submitting Part 2 of your school's DASS application. The application is complete. We will be updating the DASS Active School list sometime after the Part 2 deadline.

Please let me know if you have any other questions. Thank you.

Derek Chuck, Analyst
Academic Accountability Unit
California Department of Education
1430 N Street, Suite 5408
Sacramento, CA. 95814-5901
DChuck@cde.ca.gov

From: Arline D McGowan <amcgowan@altusschools.net>
Sent: Monday, July 27, 2020 1:55 PM
To: DASS
Subject: [EXTERNAL] FW: Derek Chuck has invited you to work together in "Audeo Charter School II_CDS: 37770320134577" folder on Box

Good afternoon,

The DASS Application Part II supporting documents for Audeo Charter School II (37770320134577) has been uploaded to [Box.com](#). Please let me know if the application is complete or if additional information is needed.

Thank you.

Arline D. McGowan

Altus Schools

(858) 678-3903

amcgowan@altuschools.net

From: Derek Chuck <noreply@box.com>
Sent: Friday, April 3, 2020 3:03 PM
To: Arline D McGowan <amcgowan@altuschools.net>
Subject: Derek Chuck has invited you to work together in "Audeo Charter School II_CDS: 37770320134577" folder on Box



Derek Chuck wants to work with you on Audeo Charter School II_CDS:
37770320134577



[Audeo Charter School II_CDS: 37770320134577](#)

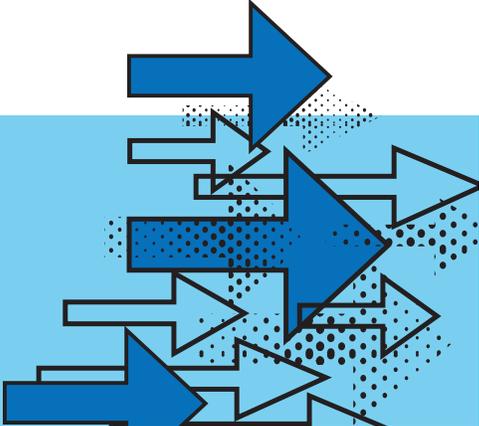
"I'd like to share my files with you on Box."

[Go to Folder](#)



WASC LETTER

Audeo II
Charter School II





Accrediting Commission for Schools Western Association of Schools and Colleges

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Administrators

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Association of Christian Schools
International

JON FERNANDEZ
Pacific Islands

JUAN A. FLECHA
Association of California School
Administrators

KRISTIE FLOHRA
National Lutheran School Accreditation

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Hawaii State Department of Education

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Schools

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California Department of Education

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Hawaii State Department of Education

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California Congress of Parents and
Teachers, Inc. (PTA)

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Association

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Association

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Schools

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Postsecondary Education

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Association

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Charter Schools

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California Association of Private School
Organizations

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Association of California School
Administrators

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California School Boards Association

BERIT VON POHLE, Ed.D.
Pacific Union Conference of Seventh-day
Adventists

DIANA WALSH-REUSS, Ed.D.
Association of California School
Administrators

July 8, 2020

Veronica Ramirez Ballman, School Coordinator
Audeo Charter School II
3821 Plaza Drive
Oceanside, California 92056

Dear Veronica Ramirez Ballman:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Summer 2020 Commission Meeting. The ACS WASC Commissioners have determined Audeo Charter School II (K-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's report, and the satisfactory completion of the accreditation visit.

It is the decision of the Commission to grant six-year accreditation status through June 30, 2026.

Audeo Charter School II is required to submit a Mid-cycle Progress Report. The report should demonstrate that the school has: 1) addressed the critical areas for follow-up through the schoolwide action plan; 2) made appropriate progress on the implementation of the schoolwide action plan; and 3) improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Audeo Charter School II's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Audeo Charter School II's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

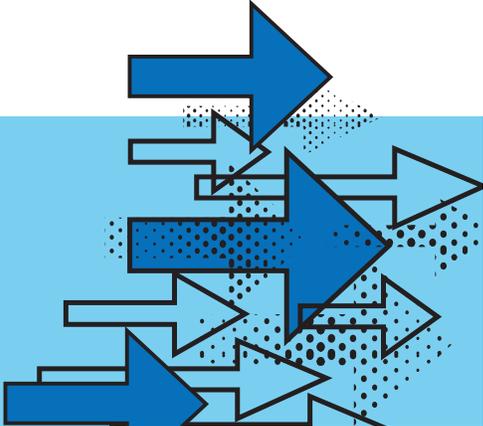
Sincerely,

Gregory A. Franklin
Commission Chairperson

cc: Visiting Committee Chairperson
Superintendent



UC a-g APPROVAL LIST



Audeo Charter II Complete Appeal Submission

University of California A-G Course List

Public 050368

Audeo Charter School II
Altus Schools
Carlsbad, CA

Website

High School (Grades >9-12)
Charter School, Independent Study

Course List Manager
Cathryn Rambo
(858) 678-2058
crambo@charterschool-sandiego.net

2020-21

Last Updated: Jul 26, 2019

Course	Discipline
--------	------------

A History / Social Science *2 years required*

<p>AP Government and Politics United States</p> <p>★ Online</p>	Civics / American Government
<p>AP Human Geography</p> <p>★ Online</p>	World History / Cultures / Historical Geography
<p>AP United States History</p> <p>★ Online</p>	U.S. History
<p>AP United States History</p> <p>★ Online</p>	U.S. History
<p>AP World History</p> <p>★ Online</p>	World History / Cultures / Historical Geography
<p>Government 1</p> <p>🏠 Classroom-based</p>	Civics / American Government
<p>Honors US History 1, 2</p> <p>★ 🏠 Classroom-based</p>	U.S. History
<p>Principles of American Democracy</p> <p>📶 Online</p>	Civics / American Government
<p>U.S. History and Geography</p> <p>📶 Online</p>	U.S. History
<p>U.S. History and Geography Honors</p> <p>★</p>	U.S. History

University of California A-G Course List

 Online	
United States History 1 and 2	U.S. History
 Classroom-based	
WORLD HISTORY GEOGRAPHY 1 and 2	World History / Cultures / Historical Geography
 Classroom-based	
World History, Culture, and Geography	World History / Cultures / Historical Geography
 Online	
<div style="border: 1px solid blue; display: inline-block; padding: 2px 5px;">B</div> English <i>4 years required</i>	
American Literature 1 and 2	English
 Classroom-based	
 AP English Language and Composition	English
 Online	
 AP English Literature and Composition	English
 Online	
Contemporary Voices in Lit 1 and 2	English
 Classroom-based	
ENGLISH 1 and 2	English
 Classroom-based	
English 3 and 4	English
 Classroom-based	
English Language Arts 10	English
 Online  Classroom-based	
 English Language Arts 10 Honors	English
 Online	
English Language Arts 11	English
 Online	
 English Language Arts 11 Honors	English
 Online	
English Language Arts 12	English
 Online	
 English Language Arts 12 Honors	English
 Online	
English Language Arts 9	English
 Online  Classroom-based	

University of California A-G Course List

English Language Arts 9 Accelerated	English
 Online	
ENGLISH LITERATURE 1,2	English
 Classroom-based	
 Honors American Literature 1 and 2	English
 Classroom-based	
World Literature 1 and 2	English
 Classroom-based	
C Mathematics <i>3 years required, 4 years recommended</i>	
ALGEBRA 1 and 2	Algebra I
 Classroom-based	
Algebra Explorations 1a, 1b	Algebra I
 Classroom-based	
Algebra Explorations 2a, 2b	Algebra I
 Classroom-based	
Algebra I	Algebra I
 Online	
 Classroom-based	
Algebra II	Algebra II
 Online	
 AP Calculus AB	Calculus
 Online	
Concepts in Probability and Statistics	Statistics
 Online	
Geometry	Geometry
 Online	
GEOMETRY 1 and 2	Geometry
 Classroom-based	
 Honors Pre Calculus	Advanced Mathematics
 Classroom-based	
Integrated Math 1 a,b	Mathematics I
 Classroom-based	
Integrated Math 2a, 2b	Mathematics II
 Classroom-based	
Integrated Math 3a & 3b	Mathematics III
 Classroom-based	
INTERMEDIATE ALGEBRA 1- 2	Algebra II

Audeo Charter II Complete Appeal Submission

University of California A-G Course List

 Classroom-based

Mathematics I Mathematics I

 Online

Mathematics II Mathematics II

 Online

Mathematics III Mathematics III

 Online

Pre-Calculus Advanced Mathematics

 Online

Pre-Calculus 1 and 2 Advanced Mathematics

 Classroom-based

Statistics and Data Analysis 1, 2 Statistics

 Classroom-based

D Science *2 years required, 3 years recommended*

 **AP Environmental Science** Interdisciplinary Sciences

 Online

BIOLOGY 1 and 2 Biology / Life Sciences

 Classroom-based

 **Biology Honors with Labs** Biology / Life Sciences

 Online

Biology with Labs Biology / Life Sciences

 Online

CHEMISTRY 1-2 Chemistry

 Classroom-based

 **Chemistry Honors with Labs** Chemistry

 Online

Chemistry with Labs Chemistry

 Online

Earth and Space Science with Labs Earth and Space Sciences

 Online

 **Honors Chemistry 1, 2** Chemistry

 Classroom-based

Physics 1 and 2 Physics

 Classroom-based

Physics with Labs Physics

 Online

E Language Other than English *2 years required, 3 years recommended*

French 1, 2

LOTE Level 1

Audeo Charter II Complete Appeal Submission

University of California A-G Course List

 Classroom-based	
French 3, 4	LOTE Level 2
 Online	
French 5/6	LOTE Level 3
 Classroom-based	
French I	LOTE Level 1
 Online	
French II	LOTE Level 2
 Online	
French III	LOTE Level 3
 Online	
German 1,2	LOTE Level 1
 Classroom-based	
German 3,4	LOTE Level 2
 Classroom-based	
GERMAN 5, 6	LOTE Level 3
 Classroom-based	
GERMAN 7, 8	LOTE Level 4+
 Classroom-based	
German I Competency (WLG120) (MIL)	LOTE Level 1
 Online	
German II Competency (WLG220) (MIL)	LOTE Level 2
 Online	
Spanish 1,2	LOTE Level 1
 Classroom-based	
Spanish 3-4	LOTE Level 2
 Classroom-based	
Spanish 5	LOTE Level 3
 Classroom-based	
Spanish 6	LOTE Level 3
 Classroom-based	
Spanish I Fluency (WLG101) (MIL)	LOTE Level 1
 Online	
Spanish II Competency (WLG200) (MIL)	LOTE Level 2
 Online	
Spanish III Competency (WLG300) (MIL)	LOTE Level 3

University of California A-G Course List

Online

F Visual & Performing Arts *1 year required*

ART 1 and 2 Visual Arts

Classroom-based

Commercial Art 1,2 Visual Arts

Classroom-based

Drawing 1 & 2 Visual Arts

Classroom-based

Photography 1,2 Visual Arts

Classroom-based

G College-Preparatory Elective *1 year required*

AP Psychology History / Social Science

Online

Career and Life Management 1, 2 Interdisciplinary

Classroom-based

Child Development Pathway 1, 2 Interdisciplinary

Classroom-based

Child Development Pathway 3, 4 Interdisciplinary

Classroom-based

Design Careers 1,2 Interdisciplinary

Classroom-based

Digital Arts Interdisciplinary

Online

Earth Science 1 & 2 Science – Physical Sciences

Classroom-based

Economics History / Social Science

Online

ECONOMICS 1 History / Social Science

Classroom-based

Entrepreneurship/Self-Employment Interdisciplinary

Online

Health Science and Medical Technology Interdisciplinary

Online

Health Science Concepts Interdisciplinary

Online

Hospitality and Tourism Year 1 Interdisciplinary

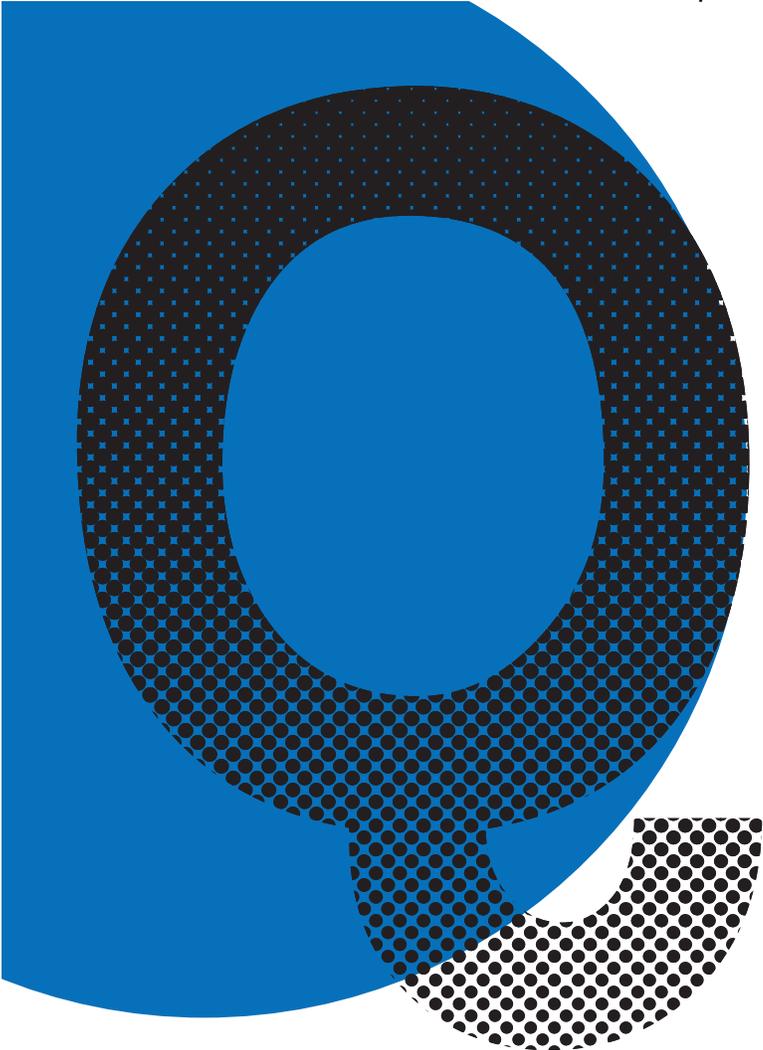
Classroom-based

Audeo Charter II Complete Appeal Submission

University of California A-G Course List

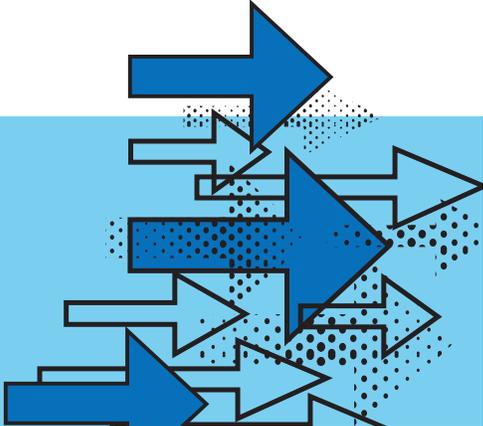
Hospitality and Tourism Year 2	Interdisciplinary
 Classroom-based	
Information and Communication Technology	Interdisciplinary
 Online	
Introduction to Business	Interdisciplinary
 Online	
Nursing Assistant	Interdisciplinary
 Online	
PHILOSOPHY 1	History / Social Science
 Classroom-based	
Psychology	History / Social Science
 Online	
PSYCHOLOGY 1,2	History / Social Science
 Classroom-based	
Sociology	History / Social Science
 Online	
SOCIOLOGY 1	History / Social Science
 Classroom-based	
World Regional Geography	History / Social Science
 Online	

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NCAA APPROVAL LIST

Audeo II
Charter School II



High School Portal

Home	Login	Resources	List of NCAA Courses
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High School's NCAA Courses

High School Account Status				Description (Please review the Additional Information box below as it may contain other important information about this account.)
Account Status*	Account Status Type	May approved core courses be used?	May proof of graduation be used?	
✓ (10/16/2017)	Cleared	Yes	Yes	Courses and proof of graduation may be used in the initial-eligibility certification process. Some CLEARED accounts may have coursework that does not meet NCAA core-course legislation.
	Extended Evaluation	Pending Individual Review	Yes	The use of courses in the initial-eligibility certification process is pending individual review. Proof of graduation may be used in the initial-eligibility certification process.
	Not Cleared	No	No	Courses and proof of graduation may not be used in the initial-eligibility certification process.
	In Review	No	No	Courses and proof of graduation may not be used in the initial-eligibility certification process at this time. Upon rendering of a decision, courses and proof of graduation may or may not be used in the initial-eligibility certification process, depending on account status.
	Suspended	No	No	This account did not complete the review process. To determine if courses and proof of graduation may be used in the initial-eligibility certification process, this account must complete the review process. This account may resume its review by contacting the NCAA Eligibility Center.
	Closed	No	No	This account is no longer in operation. Please review the Additional Information and List of NCAA Courses for details regarding use of courses and proof of graduation in the initial-eligibility certification process.
	None	No	No	This account has not been reviewed. To determine if courses and proof of graduation may be used in the initial-eligibility certification process, this account must complete the review process.
	Not Applicable	No	No	An account status is not applicable for this account. Courses and proof of graduation may not be used in the initial-eligibility certification process.
	Withdrawn	No	No	This account has opted out of the review process. Courses and proof of graduation may not be used in the initial-eligibility certification process. This account may resume its review

Audeo Charter II Complete Appeal Submission

NCAA Eligibility Center - High School Portal

by contacting the NCAA Eligibility Center.

* Proof of graduation will be used through the remainder of the academic year in which a high school's account status changes if its previous account status permitted the use of proof of graduation. For high schools that do not operate on a traditional academic calendar, proof of graduation will be used only through the completion date of coursework for which the student was enrolled prior to the change in account status. The status of core courses will remain through the academic term (e.g., semester, quarter) in which a high school's account status changes. For schools with nontraditional academic calendars, core course statuses will remain for students with a course enrollment date prior to and including the date of school status change.

High School Summary

NCAA High School Code	851348
CEEB Code	050368
High School Name	AUDEO CHARTER SCHOOL II
Address	10170 HUENNEKENS ST SAN DIEGO CA - 92121
Primary Contact Name	CATHRYN RAMBO
Primary Contact Phone	858-678-4808
Primary Contact Fax	Not Available
Primary Contact Email	crambo@charterschool-sandiego.net
Secondary Contact Name	TIM TUTER
Secondary Contact Phone	8586782042
Secondary Contact Fax	Not Available
Secondary Contact Email	ttuter@altusschools.net
School Website	http://www.audeo2.com/
Link to Online Course Catalog/Program of Studies	Not Available
Last Update of List of NCAA Courses	21-Jun-19
Other Teams Formally Affiliated	No teams data found

Please review information regarding your school and district. The information listed below applies only to courses completed at the above school.

High School Information

Coursework from this school/program meets NCAA nontraditional core-course legislation. CREDIT RECOVERY coursework from this school/program, designated as "R" on students' transcripts, meets NCAA nontraditional core-course legislation.

Legal Disclaimer: The list of NCAA courses, and courses contained within, are maintained as a guide for prospective student-athletes seeking NCAA initial-eligibility. The list of approved courses does not, nor is intended to, signify accreditation, certification, approval or endorsement of any high school or specific courses by the NCAA or NCAA Eligibility Center and is subject to change at any time and without notice. Core course information included on this Web site is provided for guidance purposes only and should not be solely relied on as an indication of NCAA initial-eligibility. Certification of a prospective student-athlete is case-specific, and the Eligibility Center has the authority to determine in its sole discretion whether the prospective student-athlete has met all criteria.

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Grading Scales

HS Grading Scale Period: 2020-21 through 2020-21 ▼

HS Grading Period: 2020-21 through 2020-21

HS Numeric Grade:

There are no numeric grades available for this grading period.

HS Weighted Grade:

Honors		Advanced Placement	
Grade	Unit	Grade	Unit
A	5	A	5
B	4	B	4
C	3	C	3
D	1	D	1
		F	0

High School Core Course Information

Select Course Category

- Show All Approved Courses
- English Social Science Mathematics Natural/Physical Science
- Additional Core Courses
- Show All Not Approved Courses
- English Social Science Mathematics Natural/Physical Science
- Additional Core Courses
- Show All Archived Courses
- English Social Science Mathematics Natural/Physical Science
- Additional Core Courses
- Show All Pending Individual Review Courses
- English Social Science Mathematics Natural/Physical Science
- Additional Core Courses
- Show All Additional Information Required Courses
- English Social Science Mathematics Natural/Physical Science
- Additional Core Courses

Courses designated with a '=' symbol are courses that may be used only by students with a diagnosed disability. A course for a student with disabilities must be **exclusively** open to students with documented learning disabilities. The course must be quantitatively and qualitatively the same as the regular equivalent and there must be a standardized curriculum/syllabus.

NCAA legislation permits a student to receive credit for a core course only one time. As a result, if a student repeats a core course, the student will only receive credit once for the core course, and the highest grade earned in the course will be included in the calculation of the student's core course grade point average. Likewise, if a student completes a course that is duplicative in content with another core course, the student will only receive credit

for one of the duplicative courses, and the course with the highest grade earned will be included in the calculation of the student's core course grade point average.

Approved Courses

English

Course Weight	Title	Notes	Max Credits	OK Through	Disability Course
	ACCELERATED ENGLISH 1-2				No
	AMERICAN LITERATURE 1				No
	AMERICAN LITERATURE 2				No
	AP ENGLISH LANGUAGE & COMPOSITION 1				No
	AP ENGLISH LANGUAGE & COMPOSITION 2				No
	AP ENGLISH LITERATURE & COMPOSITION 1				No
	AP ENGLISH LITERATURE & COMPOSITION 2				No
	CONTEMPORARY VOICES IN LIT 1				No
	CONTEMPORARY VOICES IN LIT 2				No
	ENGLISH 1				No
	ENGLISH 2				No
	ENGLISH 3				No
	ENGLISH 4				No
	ENGLISH LITERATURE 1				No
	ENGLISH LITERATURE 2				No
	HONORS AMERICAN LITERATURE 1				No
	HONORS AMERICAN LITERATURE 2				No
	HONORS ENGLISH 3-4				No
	HONORS ENGLISH LITERATURE 1				No
	HONORS ENGLISH LITERATURE 2				No
	JOURNALISM 1				No
	WORLD LITERATURE 1				No
	WORLD LITERATURE 2				No
	WRITERS WORKSHOP 1				No
	WRITERS WORKSHOP 2				No

Social Science

Course Weight	Title	Notes	Max Credits	OK Through	Disability Course
	AP GOVERNMENT & POLITICS- UNITED STATES				No
	AP HUMAN GEOGRAPHY 1				No
	AP HUMAN GEOGRAPHY 2				No
	AP PSYCHOLOGY 1				No
	AP PSYCHOLOGY 2				No
	AP US HISTORY 1-2				No
	AP WORLD HISTORY 1-2				No
	ECONOMICS 1				No
	GEOGRAPHY 1				No
	GOVERNMENT 1				No
	HONORS UNITED STATES HISTORY 1				No

Audeo Charter II Complete Appeal Submission

NCAA Eligibility Center - High School Portal

Course Weight	Title	Notes	Max Credits	OK Through	Disability Course
	HONORS UNITED STATES HISTORY 2				No
H	HONORS US HISTORY 1				No
H	HONORS US HISTORY 2				No
	PHILOSOPHY 1				No
	PSYCHOLOGY 1				No
	PSYCHOLOGY 2				No
	SOCIOLOGY 1				No
	UNITED STATES HISTORY 1				No
	UNITED STATES HISTORY 2				No
	WORLD HISTORY GEOGRAPHY ECONOMICS 1				No
	WORLD HISTORY GEOGRAPHY ECONOMICS 2				No

Mathematics

Course Weight	Title	Notes	Max Credits	OK Through	Disability Course
	ALGEBRA 1-2				No
	AP CALCULUS AB 1-2				No
	GEOMETRY 1-2				No
	HONORS PRE-CALCULUS 1-2				No
	INTEGRATED MATH 1 A-B				No
	INTEGRATED MATH 2 A-B				No
	INTEGRATED MATH 3 A-B				No
	INTERMEDIATE ALGEBRA 1-2	DUPLICATIVE OF ALGEBRA 2			No
	PRE- CALCULUS 1-2				No
	STATISTICS 1-2				No

Natural/Physical Science

Course Weight	Title	Notes	Lab	Max Credits	OK Through	Disability Course
	AP ENVIRONMENTAL SCIENCE 1					No
	AP ENVIRONMENTAL SCIENCE 2					No
	BIOLOGY 1		X			No
	BIOLOGY 2		X			No
	CHEMISTRY 1		X			No
	CHEMISTRY 2		X			No
	EARTH SCIENCE 1		X			No
	EARTH SCIENCE 2		X			No
	HONORS BIOLOGY 1-2					No
	HONORS CHEMISTRY 1		X			No
	HONORS CHEMISTRY 2		X			No
	PHYSICS 1		X			No
	PHYSICS 2		X			No

Additional Core Courses

Course Weight	Title	Notes	Max Credits	OK Through	Disability Course
	FRENCH 1				No
	FRENCH 2				No
	FRENCH 3-4				No
	FRENCH 5				No

Audeo Charter II Complete Appeal Submission

NCAA Eligibility Center - High School Portal

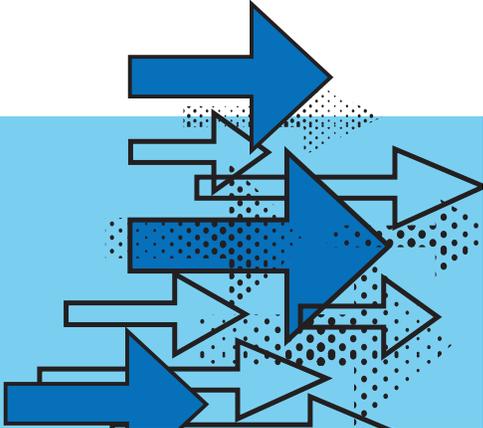
Course Weight	Title	Notes	Max Credits	OK Through	Disability Course
	FRENCH 6				No
	GERMAN 1				No
	GERMAN 2				No
	GERMAN 3				No
	GERMAN 4				No
	GERMAN 5				No
	GERMAN 6				No
	SPANISH 1				No
	SPANISH 2				No
	SPANISH 3				No
	SPANISH 4				No
	SPANISH 5				No
	SPANISH 6				No

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COLLEGE BOARD APPROVAL LIST

Audeo II
Charter School II



AP Course Ledger Preview

The ledger preview below represents courses offered, either authorized or renewed, by your school for 2020-2021. If you would like to review your school's AP course offerings from previous years, you may do so by accessing your school status page or by visiting the AP Course Ledger (/ledger/).

 **Audeo Charter School II**
10170 Huennekens St
San Diego, CA 921212964

Subject and Teachers	2020-2021
<p>AP Calculus AB</p> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p><i>Online Course(s) provided by: Edgenuity</i></p> </div>	1
<p>AP English Language and Composition</p> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p><i>Online Course(s) provided by: Edgenuity</i></p> </div>	1

Audeo Charter II Complete Appeal Submission

AP Course Audit - Ledger Preview

Subject and Teachers	2020-2021
<p>AP English Literature and Composition</p> <p><i>Online Course(s) provided by:</i> Edgenuity</p>	1
<p>AP Environmental Science</p> <p><i>Online Course(s) provided by:</i> Edgenuity</p>	1
<p>AP Human Geography</p> <p><i>Online Course(s) provided by:</i> Edgenuity</p> <p>Jennifer Montgomery</p>	2
<p>AP Psychology</p> <p><i>Online Course(s) provided by:</i> Edgenuity</p> <p>Jennifer Montgomery</p>	2
<p>AP U.S. Government and Politics</p> <p>Jennifer Montgomery</p> <p><i>Online Course(s) provided by:</i> Edgenuity</p>	2
<p>AP United States History</p> <p>Jennifer Montgomery</p> <p><i>Online Course(s) provided by:</i> Edgenuity</p>	2

Audeo Charter II Complete Appeal Submission
 AP Course Audit - Ledger Preview

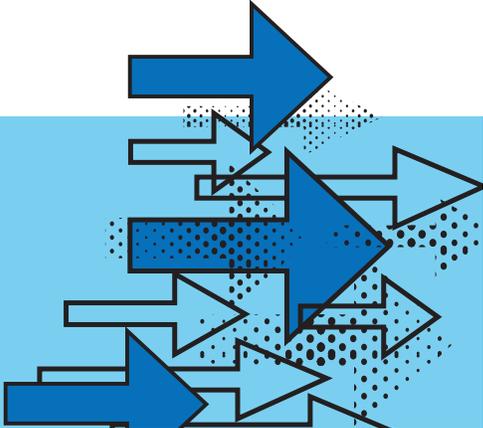
Subject and Teachers	2020-2021
<p>AP World History: Modern</p> <div data-bbox="185 354 1122 443" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Jennifer Montgomery</div> <div data-bbox="185 453 1122 548" style="border: 1px solid black; padding: 5px;">Online Course(s) provided by: Edgenuity</div>	2

Note: Although teacher names will not appear on the published ledger, we provide them here for you to easily verify that the number of authorized AP courses published for your school is correct.



20-21 GATE PLAN

Audeo II
Charter School II



Audeo II Charter School II

GIFTED AND TALENTED EDUCATION PROGRAM MANUAL

Gifted and Talented Programs



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SECTION 1: GATE PROGRAM**1.1 GATE Program Design**

Audeo Charter School II (“Audeo II” or “Charter School”) recognizes that each student is a unique individual with their own interests, strengths, and challenges. The school’s goal is to identify and celebrate the unique gifts and talents of every student. “Giftedness” occurs along a continuum. Strategies that work for one gifted student will not necessarily work for all gifted students. The Charter School pairs the principles of personalized learning with research-based strategies for gifted students to maximize the academic, social, and personal successes of GATE (Gifted and Talented) students.

At the Charter School, GATE students are offered an Individualized Gate Plan (IGP). The IGP is created by the student, parent(s), and teachers, to plan the services and program options that address the unique needs of each gifted student based on their needs, interests, and abilities.

Each IGP incorporates essential elements of gifted education:

- Differentiated learning experiences including Acceleration and Enrichment
Differentiated curriculum responsive to the needs, interests, and abilities of students that utilizes a variety of teaching and learning platforms
- Learning environments that inspire creativity, flexibility, and autonomy
Small group instruction
- Opportunities for independent study, community-based learning, and project-based learning
- Postsecondary Education

Students receive individualized instruction with a GATE Certified teacher one-on-one and in small groups. Students are encouraged to enroll in Honors courses, Advanced Placement courses, and Accelerated courses. Curriculum is compacted based on standards mastery. At all times possible, courses incorporate project-based learning, community-based learning, and student choice and voice in topics and subject matter to master key concepts and skills.

Homeschool K-5 Program

The goal of homeschooling is to provide the environment, resources, and experiences which encourage curiosity, growth, and exploration for children. These principles, as applied to the GATE program, enhance gifted students’ learning experiences.

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Gifted children respond very well to the homeschooling approach, which provides more flexibility and personal attention than traditional schooling. Gifted children often work at a quicker pace than their peers and enjoy exploring a subject to a much greater degree of depth than might be taught in a traditional school setting. Homeschooling is the perfect approach to cater to these preferences. Students have the opportunity to address academic or intellectual advancement in many ways:

- Thematic Units
- Learning Centers
- Differentiated Units
- Computer-Based Instruction

Talented and gifted students benefit from participation in special programs designed to address critical thinking and creative problem-solving. Some programs that Audeo Kids may participate in include:

- Project Lead the Way
- Destination Imagination
- Odyssey of the Mind
- National History Day
- Science Olympiad

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1.2 Characteristics of Gifted Students

Learning and Behavioral Characteristics

Every student is unique, each with their own patterns and traits. There are characteristics that gifted students have in common, but no gifted learner exhibits the same combination of traits. This list is a general reference for common traits observed among students who are gifted:

Cognitive	Creative	Affective	Behavioral
Keen power of abstraction	Creativeness and inventiveness	Unusual emotional depth and intensity	Spontaneity
Interest in problem-solving and applying concepts	Keen sense of humor	Sensitivity or empathy to the feelings of others	Boundless enthusiasm
Voracious and early reader	Ability for fantasy	High expectations of self and others, often leading to feelings of frustration	Intensely focused on passions—resists changing activities when engrossed in own interests
Large vocabulary	Openness to stimuli, wide interests	Heightened self-awareness, accompanied by feelings of being different	Highly energetic—needs little sleep or down time
Intellectual curiosity	Intuitiveness	Easily wounded, need for emotional support	Constantly questions
Power of critical thinking, skepticism, self-criticism	Flexibility	Need for consistency between abstract values and personal actions	Insatiable curiosity
Persistent, goal-directed behavior	Independence in attitude and social behavior	Advanced levels of moral judgment	Impulsive, eager and spirited
Independence in work and study	Self-acceptance and unconcern for social norms	Idealism and sense of justice	Perseverance—strong determination in areas of importance
Diversity of interests and abilities	Radicalism		High levels of frustration—particularly when having difficulty meeting standards of performance (either imposed by self or others)
	Aesthetic and moral commitment to self-selected work		Volatile temper, especially related to perceptions of failure
			Non-stop talking/chattering

Source: Clark, B. (2008). *Growing up gifted (7th ed.)* Upper Saddle River, NJ: Pearson Prentice Hall.

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Students Who Are Twice Exceptional

Students that have exceptional ability and disability are referred to as “twice exceptional.”

These students are gifted but they also face learning challenges. Students may qualify as GATE and also as having a physical, emotional, or learning disability: i.e. hearing or visually impaired, Asperger’s Syndrome, specific learning difficulty, ADHD. The student and family tend to have a school experience where the focus is on the disability rather than on the whole child. The Charter School is committed to creating a strengths-based, personalized plan to meet students’ unique needs and maximize their potential. A student’s general education team partners with the student’s Special Education team to coordinate plans that complement each other in the following ways:

- Strengths-based curriculum and instruction
 - Social-Emotional curriculum and counseling services
 - Explicit instruction in organizational skills, time management, study skills
- Integration of technology tools

Gifted Underachievers

GATE students who have a large difference between their potential and their performance are referred to as “gifted underachievers.” Gifted underachievers may share common motivational and attitudinal characteristics. The most common characteristic is low self-esteem. These students may not believe that they are capable of achieving the high standards set for them by family members, educators, and themselves. They may experience pressure and stress related to being identified as “gifted.” As with all students, there is no one-size-fits-all profile for gifted underachievers. However, it is helpful to examine common types of students to identify behaviors, characteristics, and needs to inform their educational program: The Successful, The Creative, The Underground, The At-Risk.

Audeo Charter II Complete Appeal Submission

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Type	Feelings/Attitudes	Behaviors/ Characteristics	Needs (at school and at home)
<p>Type 1: The Successful</p>	<p>Bright, motivated achievers. However, their motivation may be directed mainly towards teacher acceptance rather than towards the full development of their high abilities</p>	<p>Well behaved, conformist; Achieve in schoolwork; seek approval from teachers and other adults; neat, tidy bookwork; may be perfectionists; seek order and structure; like clear instructions; do not take risks; may 'achieve', but at levels significantly below their true ability</p>	<p>Self-knowledge; independent learning skills; assertiveness skills; creativity development; to be challenged; to see deficiencies; to take risks; to develop an incremental view of intelligence; risk-taking experiences; affirmation of their ability to cope with challenges; independence; freedom to make choices</p>
<p>Type 2: The Creative</p>	<p>Frustrated because school system does not recognize their high abilities; often overlooked as their impatience can mask their giftedness; may be bored, angry, resentful, and may 'take it out' on teachers and other students, which can further decrease likelihood of being identified as gifted</p>	<p>Can be obstinate, tactless, sarcastic; question and challenge authority; can be rude, arrogant, unpopular with peers; sometimes acts as class clown; does not 'suffer fools gladly'</p>	<p>To connect with others; learn tact, flexibility, self-awareness and self-control; support for creativity; contractual systems; less pressure to conform; interpersonal skills; strategies to cope with potential psychological vulnerabilities; affirmation of strengths; confidence in their abilities communicated to them; appropriate behavior modelled for them; respect their goals</p>

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<p>Type 3: The Underground</p>	<p>Chooses acceptance by peer group over excelling academically, then may be afraid to drop the camouflage; can feel conflicted, guilty, and insecure, and/or have a diminished sense of self</p>	<p>Conceal ability for peer acceptance; strong belonging needs; may be insecure, anxious; may feel guilty for denying their gifts</p>	<p>Freedom to make choices; conflicts to be made explicit; support for abilities; role models who cross cultures; self-understanding and acceptance; an audience to listen to what they have to say; college and career planning; lifelong learning modelled; gifted role models; reassurance</p>
<p>Type 4: The At-Risk</p>	<p>Physically present, but intellectually/emotionally divorced from what is going on; angry with adults and themselves b/c the system has not met their needs and they feel rejected; withdraw, refuse to participate; act out or respond defensively</p>	<p>Can be depressed and withdrawn or angry and defensive; interests may lie outside curriculum and not perceived as valued by teachers or classmates; extremely low self-esteem; low performance</p>	<p>Safety; structure; professional counselling; alternative environment; individualized program; confrontation and accountability, but minimal punishments; direction and short-term goals; family counselling; avoid power struggles; confidence conveyed about their ability to overcome obstacles; preserve relationships</p>

Adapted from: https://www.education.act.gov.au/teaching_and_learning/g-and-talented-education

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SECTION 2: STUDENT IDENTIFICATION**2.1 Identification Process**

The Charter School's procedures for identification are equitable, comprehensive, and ongoing. The Charter School has developed an identification process that ensures all students, including those from diverse socioeconomic and cultural backgrounds, and/or disabilities, have equal opportunity to be identified and participate in the GATE program.

The Charter School uses a multi-criterion assessment process to determine identification for the Gifted and Talented Education (GATE) Program. Students in grades 2-5, 7, 9 are universally evaluated. Parent permission is required to administer assessments to their child. The school conducts assessments biannually. Parents are provided with information on the assessment windows, assessment types, and the GATE identification process, through traditional and electronic mailings.

The following categories are used for identification of students' extraordinary capability in relation to their chronological peers:

- **Intellectual Ability:** A student demonstrates extraordinary or potential for extraordinary intellectual development. The school measures intellectual ability with the Cognitive Abilites Test (CogAT).
 - **Creative Ability:** A student displays characteristics of flexibility, originality of thought, curiosity, and adventurousness. The school measures creative ability with the Renzulli scales.
 - **Leadership Ability:** A pupil displays the characteristic behaviors necessary for extraordinary leadership. The school measures creative ability with the Renzulli scales.
- Motivation Ability: A student demonstrates a capacity for high levels of interest, enthusiasm, perseverance, and endurance. The school measures creative ability with the Renzulli scales.

Students are eligible to participate in the GATE program with the following qualifying scores:

Option 1: CogAT composite score or any subtest score at or above 90th percentile

Option 2: CogAT composite score or any subtest score between 84th-89th percentiles + above average Renzulli Scale score

The final determination of eligibility of a student rests with School Coordinator and the GATE Coordinator.

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2.2 Assessments**The Cognitive Abilities Test (CogAT)**

The Cognitive Abilities Test (CogAT) is a nationally standardized, norm-referenced test (NRT).

The CogAT measures reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Reasoning skills develop gradually throughout a person's lifetime and at different rates for different individuals. Reasoning abilities and problem-solving skills are predictors of success in school and are important characteristics of students who are gifted and talented.

The Charter School uses the CogAT national percentile rank (NPR) score as a component to determine eligibility for the GATE program. A percentile rank indicates the percentage of students in the same age or grade group whose scores fall below the score obtained by a particular student. For example, if a fifth-grade student obtains a grade PR of 90 on the Quantitative Battery, it means that the student scored higher than 90 percent of the fifth-grade students in the national sample.

Students who score at or above the 90th percentile in the composite ranking or any subtest are generally very gifted students who are eligible to participate in the GATE program.

Students who score between the 84th-89th percentile on their composite scores or any subtest may be identified as gifted and designated to participate in the GATE program. Determination for GATE will include additional factors based on the student's characteristics using the Renzulli Scales. The student's skills and abilities in the areas of Leadership, Motivation, and Creativity are assessed along with any areas of specific talent such as: Music, Art, Drama, Math, Technology, and Communication.

Students who score between 80-83rd percentile on their composite scores or any subtest are not eligible for the GATE program. These students are very bright students who have the capability of being very high achievers in school. These students may need enrichment, advanced curriculum, or differentiated instruction to keep them challenged and motivated.

Verbal subtest

Verbal Subtest measures verbal aptitude, word knowledge and concepts, facility with language, verbal reasoning, and analogies. Students with high verbal scores can usually be expected to do well in reading and language activities. Since most instruction and assignments are language-based, these students typically perform very well in school on a daily basis. To support their advanced

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linguistic abilities, they may need to be provided with enrichment activities including advanced vocabulary, real-world writing, and a wide range of supplemental reading. Students with low verbal scores may struggle with reading, writing, and other language-based activities. They may need supplemental instruction in vocabulary as well as in basic literacy skills.

Quantitative Subtest

Quantitative Subtest measures mathematical reasoning and problem solving, numerical sequences and patterns, manipulation of mathematical concepts. Students with high quantitative scores usually do well with complex mathematical or numerical activities and concepts. Enrichment tasks should go beyond calculations and include mathematical thinking, explorations of advanced concepts, and real-world problem solving (probability, codes, etc.). Students with low quantitative scores may need supplemental instruction in basic math skills to achieve success.

Non-verbal subtest

Non-verbal Subtest measures reasoning and problem solving with patterns and relationships, pictorial analogies, and categories. This subtest is also helpful for obtaining an accurate assessment of the cognitive abilities of a student who may have limited proficiency in English or who has had limited opportunities to acquire verbal or quantitative knowledge. Students with high non-verbal scores can often be expected to do well with logic, models, creative thinking, constructions or building, technology, or other non-language-based activities. Because the problem-solving skills on the non-verbal subtest have little direct correlation to most reading, writing, and math instruction, students with high non-verbal scores who have strong aptitudes in this area may not be easily recognized in the classroom. It is important to help these students continue to develop their verbal and quantitative skills, but also to find ways for them to apply their excellent non-verbal skills. Use a variety of graphic organizers and other pictorial ways for students to demonstrate learning (including thinking maps, diagrams, drawings, models, multimedia projects, etc.). Provide opportunities for creative problem solving, finding logical patterns and relationships, and use of high-level questions and critical thinking activities. Students with low non-verbal scores may just not have strengths in this area, OR may have had no previous exposure to pictorial problem solving and analogies, OR may be “out-thinking” themselves (“well, it could be this, but if you look at it that way, it could be this, or even this...”), OR have vision issues, OR may just not understand the tasks.

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Composite score

The Composite Score is the student’s total or overall score. Students with high composite scores often seem to be the traditional “gifted” students, with excellent skills in most areas. Students with high scores in one or two subtests may also be gifted and may need differentiated instruction in their areas of strength. Low composite scores may indicate that the student will need more structure, time, and practice for learning effectively.

Renzulli Scale Scores

The Scales for Rating the Behavioral Characteristics of Superior Students are referred to as the Renzulli Scales. This standardized, observational instrument is supported by research and used as an effective method for identifying gifted and talented students. The scales are completed by teachers, who rate students on certain observable behaviors and characteristics such as Leadership, Motivation, and Creativity. Teachers will observe additional behaviors based on specific student characteristics. For identification purposes, students who score above average will be considered for GATE programs.

Rating Scale	Eligible Score Range	Characteristics
Leadership	35-42	Behaviors that reflect an individual’s ability to guide or direct actions by other individuals
Motivation	55-66	Behaviors that reflect an individual’s ability to bring energy to bear on problems or tasks
Creativity	45-54	Behaviors that reflect an individual’s ability to produce original, novel, and unique ideas or products
Additional	Varies	Behaviors that reflect exceptional skills and abilities in areas such as: Artistic Musical Dramatics Mathematics Technology

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Homeschool K-5 Program

In addition to the use of the COGAT and Renzulli Scales, parents of K-5 students use the Learner Talent Area Survey to identify areas of relative strength in ten areas of giftedness.

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SECTION 3: CURRICULUM AND INSTRUCTION

The Charter School develops strengths-based customized curriculum, differentiation of instruction, and personalized strategies that build upon CCSS and curriculum frameworks. Teachers implement research-based strategies to effectively engage GATE students in the educational program. Teachers are coached and advised by Instructional Leads and GATE Certified Staff to create meaningful and relevant educational experiences for GATE students.

GATE students are encouraged to enroll in Audeo II's advanced courses. The Charter School will offer Accelerated courses, Honors courses, and Advanced Placement (AP) courses:

Accelerated	Honors	Advanced Placement
English 1, 2 English 3, 4	English 3, 4 American Literature 1, 2 British Literature 1, 2 U.S. History 1, 2 Pre-Calculus 1, 2 Chemistry 1, 2 Biology 1, 2	English Literature & Composition 1, 2 Language and Composition 1, 2 Human Geography 1, 2 U.S. History 1, 2 Psychology 1, 2 World History 1, 2 Government Calculus AB 1, 2 Environmental Science 1, 2

Additionally, GATE students are able to concurrently enroll in college courses for high school and college-level credit. The instructional model creates a flexible learning schedule that allows students to participate in college courses while maintaining their status as a high school student.

Differentiation

Teachers differentiate for advanced students through a variety of methods - they may change the instructional strategies, alter the format of an assignment, increase the intellectual demand of an assignment, or provide additional complexity. Essentially, all assignments offer the student the opportunity to utilize higher level thinking skills such as analysis, evaluation, and creation.

Acceleration

GATE students are given the opportunity to academically accelerate. This allows gifted students, who have demonstrated subject matter mastery, to proceed to the next course in the subject area. This allows the student to be engaged in coursework that is developmentally appropriate, make progress aligned to their preferred rate of learning, and to be intellectually stimulated.

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Enrichment

GATE students participate in supplemental educational activities that allow them to explore subjects of interest in depth and from different perspectives. Students are engaged in community-based learning experiences, labs, extended research, guest speakers, and project-based learning opportunities.

Customized Curriculum

The Charter School customizes curriculum according to a strengths-based approach to meet the individual needs, interests, and learning style of each gifted student. The instructional team, including the gifted student, analyzes their Personality Profile, Learning Style Inventory, and Strengths Assessment to create lessons and assignments within each course that fosters student engagement, creativity, and expression in mastery of state standards.

Curriculum Compacting

Curriculum compacting is a research-based strategy for differentiating instruction that allows teachers to make adjustments to curriculum for students who have demonstrated standards mastery of the material by replacing content that students already know with extension activities. Students engage in the same standard at a higher level of thinking that involves depth and complexity. This strategy eliminates repetition of work for gifted students and boredom. Teachers streamline courses for students to complete at a pace and level of depth commensurate with the gifted student's ability and motivation.

Community-Based Learning

Community-Based Learning is a research-based strategy that bridges academics and real-world practice. Gifted students actively connect their academics with experience in the community. These learning experiences promote the development of analysis, reflection, and problem-solving skills that benefit gifted students beyond the school site.

Project-Based Learning

Gifted students are provided with opportunities to apply their knowledge and extend their learning through authentic, meaningful projects. Project-based learning opportunities promote creativity, critical thinking, and communication skills.

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Homeschool K-5

Thematic Units: Thematic units deal with information from various disciplines that is integrated under a broad-based theme such as conflict, power, patterns, etc. Because it provides the opportunity to deal with content at a highly abstract level of sophistication, it is an appropriate way to modify curriculum for gifted students. Units might incorporate original work, experimentation, independent learning, cooperative learning, critical thinking, problem solving, analysis, synthesis and evaluation. Techniques of flexibility, fluency, elaboration and divergent thinking may be taught. Open-ended discussions, imaginative play, reader's theater and drama may be used. Students will generate new ideas by synthesizing current knowledge and transferring it to new applications.

Learning Centers: Learning centers have been found to be an appropriate way to provide content enrichment. These are designed as tabletop workstations for individual or group work. Students may self-select centers or be assigned to a center on a rotating basis. The center approach adapts well to the development of multiple intelligences.

Differentiated Units: One of the most effective ways to deliver differentiated curriculum to gifted students is through designing differentiated units that incorporate individual learning abilities and levels of content and skill. Tiered assignments may also be incorporated into differentiated units to allow students of varying skill levels to create products according to their ability.

Computer-Based Instruction: Computer-based instruction can be used both to enrich the curriculum and to remediate specific skill deficits. This is particularly appropriate for gifted students having specific skill gaps (e.g., gifted underachievers, learning disabled, and culturally diverse).

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SECTION 4: SOCIAL AND EMOTIONAL DEVELOPMENT

The Charter School supports the social and emotional development of GATE students to increase responsibility, self-awareness, esteem, and agency. The school provides social-emotional learning opportunities through RISE (Resilience in Students and Education). Students learn essential social skills, coping strategies, and resiliency factors through monthly interactive sessions throughout the school year.

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SECTION 5: PROFESSIONAL LEARNING

The Charter School provides a comprehensive professional learning experience for teachers in order to improve educational experiences for GATE students. Teacher certification is a key component for providing GATE students with a rigorous and relevant educational experience. GATE Certification through the Charter School's professional development program is recognized by California State University-San Marcos to provide teachers with Continuing Education Units (CEUs).

GATE Certification (2 CEUs)

Professional development program designed to provide teachers with the knowledge and tools necessary to effectively support gifted students' learning through: differentiation of curriculum, teaching strategies, leveraging technology, and engagement methodologies.

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SECTION 6: PARENT AND COMMUNITY INVOLVEMENT

Parents and community members are meaningfully engaged in the development, implementation, and evaluation of the school's GATE program. The Charter School partners with parents in the development of each student's Individualized GATE Plan (IGP). Parents co-create the plan that drives the curriculum and instructional decisions for students. The Charter School further engages parents and community members through the following methods:

- Newsletters
- community partnerships
- parent trainings
- surveys

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APPENDIX I: RESOURCES

Organizations

American Association for Gifted Children

<http://www.aagc.org/>

Duke University organization and resources related to gifted education and students.

The Association for the Gifted (TAG)

<http://www.cectag.org/>

A division of the Council for Exceptional Children. Promotes scholarly research, advocacy, and professional development.

California Association for the Gifted (CAG)

<http://www.cagifted.org/>

A non-profit organization of teachers, administrators, parents, and professionals interested in promoting gifted education in California.

Davidson Institute for Talent Development

<http://www.ditd.org/public/>

Supports profoundly gifted young people and opportunities for development of talents.

Stanford University Education Program for Gifted Youth (EPGY)

<http://epgy.stanford.edu/>

Computer-based distance-learning courses for high-ability students of all ages in an individualized educational experience in a variety of subjects from kindergarten through advanced-undergraduate.

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Hoagies' Gifted Education Page

<http://www.hoagiesgifted.org/>

Gifted information and resources for parents, educators, counselors, administrators, other professionals, kids and teens

National Research Center on the Gifted and Talented (NRCGT)

<http://www.gifted.uconn.edu/nrcgt.html>

The NRCGT promotes and publishes research on gifted education related to current and emerging issues in education of gifted and talented students, including GATE students from diverse cultural, linguistic, and socioeconomic groups.

Odyssey of the Mind

<http://www.odysseyofthemind.com/>

An international educational program that provides creative problem-solving opportunities for students from kindergarten through college involving regional, state, and international competitions.

Supporting Emotional Needs of the Gifted (SENG)

<http://www.sengifted.org/>

Fosters education and research to support the unique social and emotional needs of gifted individuals.

World Council for Gifted and Talented Children

<http://www.worldgifted.org/>

A worldwide network of educators, scholars, researchers, parents, educational institutions, and others interested in research and information on the gifted.

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Publications

Gifted Education Communicator, California Association for the Gifted

Gifted Program Standards, National Association for Gifted Children

Gifted Child Quarterly, National Association for the Gifted

Gifted Child Today, Purfrock Press

Meeting the Standards, A Guide to Developing Services for Gifted Students, California Association for the Gifted

Meeting the Challenge, A Guidebook for Teaching Gifted Students, California Association for the Gifted

Raising Your Gifted Child, California Association for the Gifted

Creative Kids http://www.purfrock.com/client/client_pages/prufrock_jm_createkids.cfm

Gifted Children Monthly <http://www.gifted-children.com/>

Imagine <http://jhuniverse.jhu.edu/gifted/imagine/>

Journal for the Education of the Gifted
http://www.purfrock.com/client/client_pages/prufrock_jm_jeg.cfm

Journal of Secondary Gifted Education
http://www.purfrock.com/client/client_pages/prufrock_jm_jsge.cfm

Roeper Review <http://www.roeperreview.org/>

Understanding Our Gifted <http://www.openspacecomm.com/publications.htm>

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Rogers K. B. "Grouping the Gifted and Talented: Questions and Answers," *Roeper Review*, Vol. 24(3) (spring 2002), 102-10.

Tomlinson, Carol Ann; Sandra N. Kaplan; J. Renzulli; J. Purcell; Jan Leppien; and D. Burns. *The Parallel Curriculum: A Design to Develop High Potential and Challenge High-Ability Learners*. Thousand Oaks, CA: Corwin Press, 2004.

Van Tassel-Baska, J. *Curriculum Planning and Instructional Design for Gifted Learners*. 2003. Denver, CO.: Love Publishing, 2003.

Winebrenner, Susan. *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented (Revised and Updated Edition)*. Minneapolis, MN: Free Spirit Publishing, 2012.

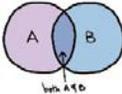
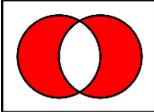
APPENIX II: FORMS

Curriculum Compacting and Extension Activities

7 Steps to Successful Compacting

1. Identify the learning objectives- the CA CCSS is the student required to learn.
2. Give students time to examine the content to be tested- provide the lesson guide and texts for the student to review in class.
3. Offer a pretest opportunity- explain the level of achievement needed to pass the pretest (should not be below 85%). Pretest results will not be entered as grades. The pretest allows advanced students to demonstrate that they need less instruction or practice in certain content. The pretest can be chapter or unit tests for a course, or a version of the End of Course Exam (the other version used as a post-test).
4. Have an Extension Menu available- Once students have demonstrated mastery on content with a pre-test or assessment, do not assign lesson guide work on that content- give students choices on extension activities to deepen their knowledge and extend their learning beyond the lesson. Consult with the GATE Certified Teacher at the Resource Center and/or your Learning Lead on Extension options.
5. Eliminate drill, practice, and review for students who have demonstrated advanced levels of mastery. Use that instructional time for Extension.
6. Keep accurate and detailed records- use the Compactor sheet to document the process and note appropriately on the Assignment and Work Record. Consult with your Learning Lead on best practices for documentation.
7. Maintain a system of organizing Compacting Documents, including Extension Menus. Collaborate with Resource Center colleagues.

ThinkTrix Extension Lesson Planning

Objective:		
Required Standards:		
Cause and Effect		
Recall		
Similarity	<p>VENN DIAGRAM!</p> 	
Difference		
Idea to Example	  <div style="border: 1px solid black; padding: 2px; display: inline-block;">EX</div>	
Example to Idea	<div style="border: 1px solid black; padding: 2px; display: inline-block;">EX</div>  	
Evaluation		

Gifted and Talented Classification Profile

Student Name: _____ SSID: _____

Grade: _____ Teacher: _____ School/ Resource Center: _____

A. CogAT Scores - Cognitive Abilities Test Results

Test Date:	Verbal	Quantitative	Nonverbal	Composite
Percentile Rank (PR)				

B. Renzulli Scales - Rating the behavioral characteristics of gifted and talented students

SCALE	SCORE	Description
Leadership		35-42 range demonstrates exceptional characteristics of dependability, collaboration, directing, facilitating, and articulation.
Motivation		55-66 range demonstrates exceptional characteristics of goal orientation, self-directedness, inquisitiveness, and intrinsic motivation
Creativity		45-54 range demonstrates exceptional characteristics of imaginative, risk taking, flexible thinking, non-conformity, and astuteness.
Additional		

Student qualifies under the following option:

___ Option 1: CogAT composite score or subtest score at or above 90th percentile

___ Option 2: CogAT composite score or subtest score in 84th– 89th percentile + Renzulli Scale score

___ Student does not qualify at this time

C. Teacher Judgment

By signing this profile, teacher represents that he/she believes the student will be able to be successful in specialized program and courses designed for Gifted and Talented students.

Teacher Signature: _____ Date: _____

D. Parent Consent

By signing this profile, parent agrees with the GATE qualification determination and gives consent for student to participate in a specialized program and courses designed for Gifted and Talented students.

Parent Signature: _____ Date: _____

FOR OFFICE USE ONLY

Status Date: _____

Date Entered in
SIS: _____

Gifted and Talented Programs

Dear Parents/Guardians,

The (Spring/Fall) GATE evaluation window is upon us! Audeo Charter School II will be administering the CogAT assessment to students in grades 3-5, 7 and 9 as part of the multiple criteria used to identify students as Gifted and Talented (GATE). The CogAT is an alternative measure of cognitive development that is used to:

- Adapt instruction to the needs & abilities of students
- Provide information about possible school program placement
- Identify students with discrepancies between observed & actual levels of achievement

The CogAT consists of three subtests: verbal battery, quantitative battery, and nonverbal battery. Each battery is a separate section of the test containing 3 different types of questions that cover unique cognitive abilities.

In addition to the CogAT, students will be evaluated on behavioral characteristics such as: learning, motivation, creativity, and leadership. Each assessment and rating will be included in a GATE profile specific to the student to determine identification for GATE services.

Following a GATE Profile review, students may be identified for participation in the GATE program and services. Once identified, students remain in the GATE program throughout their middle school and high school grades.

Parent permission is needed for assessment. Please return this form with your level of consent.

I give permission for my child to participate in the GATE Eligibility Assessment.

I **do not** give permission for my child to participate in the GATE Eligibility Assessment.

Parent Name: _____ Parent Signature: _____ Date: _____

Frequent Questions & Answers

Q: Who will be offered the CogAt Assessments?

A: Students enrolled in the k-5 program, students in grade 7, and students in grade 9.

Q: How will the results be used?

A: Student score results will be used as the basis for the GATE identification process. Additionally, students will be rated on behavioral characteristics of superior students using the Renzulli Scales for learning, motivation, creativity, and leadership. The whole student profile will be used to determine eligibility for GATE.

Q: If a student transferred to The Charter School from another district in which they were identified for GATE, do they need to test again?

A: No. Students who have previously been identified as GATE do not need to test again. They may participate in GATE services with verification of eligibility.

Dear Parents/Guardians,

Thank you! We have received your consent for your child to participate in the CogAT assessment.

Date:

Time:

Location:

Details

The CogAT consists of a **verbal battery, quantitative battery, and nonverbal battery**. Each battery is a separate section of the test containing 3 different types of questions that cover unique cognitive abilities. The test session is expected to take less than 2 hours.

Students will take the online version of the test

Administered by a test proctor who is a school counselor or administrator

Grade	CogAT Test Level	Number of Questions	Test Time
7th Grade	Level 13/14	176	90 Minutes
9th Grade	Level 15/16	176	90 Minutes

Results

Audeo Charter School II will obtain results after all designated grade levels have completed testing. Results will be made available to parents from the student's teacher and a copy of the results will be kept in the student files. The results will be the basis of the overall qualification criteria for Gifted and Talented Education (GATE).

Please contact the School Coordinator if you have any questions about this assessment or the GATE identification process.

Thank you

Differentiated Curriculum Examples Aligned to Bloom's (Revised) Taxonomy

Subject	Example Lesson Adjustment 1	Example Lesson Adjustment 2	Example Lesson Adjustment 3
English Language Arts	Course novel(s) selected based on student interest and reading level. Novel lessons adjusted to require Analysis, Evaluate, and Create levels of questioning and response	Lessons adjusted to address debate skills on a key theme in ELA course. Series of lessons on research, organizing ideas, and verbal articulation skills.	Curriculum includes lessons on discussion or interviewing- particularly question-asking, probing, and building on ideas
Math	Content acceleration: based on assessments, students do not complete already mastered content, but move on to more challenging content and activities where lessons are extended to include deeper learning.	Adjusted lessons: include open-ended problems with multiple solutions or multiple paths to solutions. Use problems that relate mathematical principal to student's career of interest	Projects: create hands-on representations of learning to extend lesson; students create a model that represents mathematical principal
Science	Independent Investigation: student works with teacher and chooses a key topic/question to research, creates a work plan, defines the final product and evaluation method.	Scientific Experiment: student designs an experiment that aligns to learning objectives within the course and presents findings to teacher group	Lectures: Student attends several lectures on scientific topic at local college or community centers and creates a presentation on current scientific thoughts/ideas on subject
Social Science	Real World Problem Solving: students take an active role in solving a current problem, that has a historical context. Students research and define the problem, make a decision about the problem and present the solution.	Compare and Contrast Assignments: examine the standard of living in two different countries or U.S. states. Include relevant historical causes and events. Create a visual presentation or video that presents the results.	Editorializing: Students write an editorial about a current issue with a historical context, citing research and statistics, proposing an action, and predicting outcomes if not implemented.

Gifted and Talented Programs

2020-2021 Individualized Gate Plan for _____

Student's grade level: _____ Teacher's Name: _____

Student's Gifts and Talents

Student's Academic Strengths: _____

Student's Unique Talents: _____

Students Interests and Preferences: _____

<p align="center">Curriculum <i>Identify the advanced coursework the student will take this school year</i></p>	<p align="center">Instruction Describe Differentiation, Acceleration, Enrichment, Compacting, Community– Based Learning, Project-Based Learning</p>
<p>English Language Arts Course: _____</p> <p><input type="checkbox"/> AP Course <input type="checkbox"/> Honors Course <input type="checkbox"/> Custom Blended Course <input type="checkbox"/> Concurrent Enrollment</p>	
<p>Mathematics Course: _____</p> <p><input type="checkbox"/> AP Course <input type="checkbox"/> Honors Course <input type="checkbox"/> Custom Blended Course <input type="checkbox"/> Concurrent Enrollment</p>	
<p>Science Course: _____</p> <p><input type="checkbox"/> AP Course <input type="checkbox"/> Honors Course <input type="checkbox"/> Custom Blended Course <input type="checkbox"/> Concurrent Enrollment</p>	
<p>Social Science : _____</p> <p><input type="checkbox"/> AP Course <input type="checkbox"/> Honors Course <input type="checkbox"/> Custom Blended Course <input type="checkbox"/> Concurrent Enrollment</p>	

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

School Coordinator Approval/Date: _____

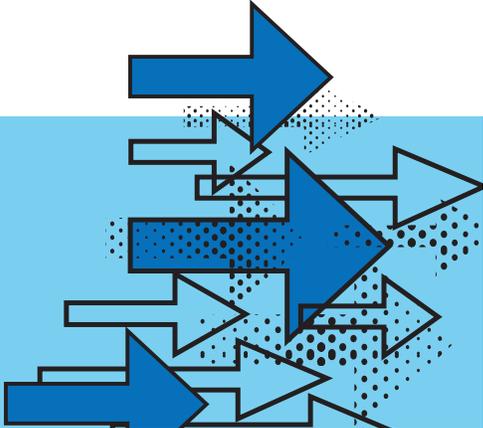
Differentiated Curriculum Examples Aligned to Bloom's (Revised) Taxonomy

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English Language Arts	Course novel(s) selected based on student interest and reading level. Novel lessons adjusted to require Analysis, Evaluate, and Create levels of questioning and response	Lessons adjusted to address debate skills on a key theme in ELA course. Series of lessons on research, organizing ideas, and verbal articulation skills.	Curriculum includes lessons on discussion or interviewing- particularly question-asking, probing, and building on ideas
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20-21 EL PLAN

Audeo II
Charter School II



Audeo II Charter School II



English Learner Plan 2020-21

English Learner Plan

2020–2021

Purpose and Overview

Audeo Charter School II (“Audeo II”) meets the applicable legal requirements for English Learners (EL) pertaining to annual notification to parents, student identification, placement, program options, ELD and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Audeo II’s English Learner Plan is built upon the school’s unique ELA/ELD Framework, and the California English Learner Roadmap.

The English Learner Plan is organized into the following sections:

Section 1: Student Identification, Assessment and Reclassification

Section 2: Equitable Access to Rigorous Course of Study
& High Quality Instruction

Section 3: Teaching and Learning — Essential Elements of
Effective Programs

Section 4: Professional Learning and Support

Section 5: Parent and Community Involvement

Introduction

The California English Learner Roadmap was adopted by the State Board of Education in July, 2017:

“The new English Learner policy explicitly focuses on English learners in the context of the state’s efforts to improve the educational system, the quality of teaching and learning, and educational outcomes. It centers on standards, curriculum frameworks, assessment, accountability/school improvement, educator quality, early childhood/preschool, social and family support services, and parent/community involvement. Its purpose is to promote local capacity-building and continuous improvement in each of these areas and their interrelationship, based on evidence of effectiveness from local experience as well as the most current rigorous research evidence that speaks to the strengths and needs of the diverse population of English learners.”- CA Roadmap Policy 2017

This English Learner policy was outlined in a guidance document and made available to LEAs in March, 2018. The California Roadmap outlines four interrelated principles that guide all levels of school systems towards a coherent set of practices, services, and approaches to teaching and learning.

Principle #1: Assets-Oriented and Needs-Responsive Schools

Principle #2: Intellectual Quality of Instruction and Meaningful Access

Principle #3: System Conditions to Support Effectiveness

Principle #4: Alignment and Articulation Within and Across Systems



Audeo II has aligned these principles to each of the school’s systems:

CA EL Roadmap Principles	Program Highlights
Assets-Oriented and Needs-Responsive Schools	<ul style="list-style-type: none"> -Pathways Personalized Education Plan (PPEP) establishes an on-going process of customizing instruction, curriculum, and services and supports for each EL -Data Integration Systems ensure that student data informs curriculum and instructional decisions for each individual student
Intellectual Quality of Instruction and Meaningful Access	<ul style="list-style-type: none"> -Comprehensive ELD program includes Integrated ELD and Designated ELD -Curriculum is rigorous and standards-based (CA UC a-g approved) -Instruction is engaging, relevant, and scaffolded based on individual student needs , strengths, and interests
System Conditions to Support Effectiveness	<ul style="list-style-type: none"> -Strategic Planning and cycles of continuous improvement are based on multiple measures and key performance data, with a focus on student groups -Professional development focuses on English Learners: English Learner Achievement Department’s goals to ensure excellence over compliance with implementation of EL Plan and Professional Development
Alignment and Articulation within and across Systems	<ul style="list-style-type: none"> -English Learner Advisory Council ensures alignment and articulation across curriculum development - School Coordinator ensures consistency and continuity in the implementation of research-based instructional practices, effective engagement strategies, and formative & summative assessment procedures

Section 1: Student Identification, Assessment and Reclassification

English Learner Identification

Students who have been indicated, as with the Home Language Assessment Survey, to speak a language other than English at home will be given an Initial Language Assessment approved and adopted by the state of California: the ELPAC (English Language Proficiency Assessments for California). If a student does not demonstrate proficiency, the student will qualify as an English Learner (EL).

English Learner Assessment

English Language Proficiency Assessment Transition-

The English Language Proficiency Assessment for California (ELPAC) is the successor to the California English Language Development Test (CELDT). Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

- Initial ELPAC—an initial identification of students as English Learners, assesses their English language proficiency level so that they receive appropriate instruction in English
- Summative ELPAC—an annual assessment to measure an English Learner's progress in learning English and to identify the student's ELP level in Listening, Speaking, Reading, and Writing, one of the criteria used for informing ELD plan and reclassifying EL students

The following table shows the correlating proficiency levels for each assessment:

CELDT (<i>previous</i>)	Beginning- Early Intermediate (levels 1-2)	Early Intermediate – Intermediate (levels 2-3)	Intermediate – Early Advanced & Advanced (levels 3 – 4 & 5)
ELPAC (<i>now</i>)	Emerging	Expanding	Bridging

For students who enroll with previous ELPAC testing, the ELPAC will be administered annually based on the ELPAC testing cycle until students are reclassified as fluent English proficient. Students with disabilities who are also identified as ELs will be assessed based on modifications according to their Individualized Education Plans (IEP) or 504 plans or by an alternate assessment as determined by the IEP or 504 team.

6 Student Identification, Assessment and Reclassification

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The school will notify all parent/guardians annually, in writing, and in the student’s home language when possible, of the ELPAC assessment administration, the reasons their child is identified as an EL, and of ELPAC results.

Additionally, Audeo II assess all students upon enrollment and at the beginning and end of each school year using a standards-based assessment, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in reading, language usage, and math. MAP assessments provide detailed, actionable data with students’ present skill levels in relation to state standards to inform the creation of the Pathways Personalized Education Plan (PPEP) upon enrollment. MAP pre and post assessments provide student growth data for the school year to inform the adjustment of the PPEP as necessary for student achievement. MAP data provides specific information about student reading skills in the areas of word recognition, word structure, vocabulary, reading literature and reading informational text skills for comprehension and fluency.

English Learner Reclassification

Reclassification is the process in which an English Learner is reclassified as a Fluent English Proficient (RFEP) student after meeting various linguistic and academic criteria. Audeo II has developed student reclassification procedures based on criteria set forth by California Department of Education (CDE) guidelines. In general, students initially identified as English Learners (ELs) are reclassified as Fluent English Proficient when they meet the following criteria:

CDE Guideline 1: Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development

Audeo II Criteria 1: English Language Proficiency Assessments for California (ELPAC) Results demonstrate English proficiency in all areas.

ELPAC Overall Performance Level (PL): 4

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	Emerging — Requires substantial linguistic support	Expanding —Requires moderate linguistic support	Bridging —Requires light linguistic support	

CDE Guideline 2: Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery

Audeo II Criteria 2: Teacher Observation

Teacher observation protocol used to evaluate EL student use of English while engaging in academic content learning. The protocol criteria is aligned to the ELD standards and the performance rating is aligned to ELPAC performance levels.

CDE Guideline 3: Parent opinion and consultation

Audeo II Criteria 3: Parent Input

Parent has been consulted and provided a formal opportunity to give input into their student's progress towards English language proficiency.

CDE Guideline 4: Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Audeo II Criteria 4: Standards-based Assessment Results

NWEA MAP Assessment Results (spring): Reading and Language scores reflect the student's grade level range

Or

Smarter Balanced Assessment Results in ELA: Level 3 or 4

Audeo II monitors the academic progress of Reclassified English Learners (RFEP) students for **four years** from the reclassification date, as required by state and federal guidelines. Each year, through the Pathways Personalized Education Planning (PPEP) process, the instructional team meets to review the performance and progress of RFEP students. For students not meeting proficiency targets, staff analyzes student assessment data and creates an instructional intervention plan. Assessment data that is monitored includes:

- ELPAC scores
- Smarter Balanced ELA results
- MAP Reading scores and Language Usage scores
- Curriculum Embedded Assessments
- Participation Rates
- Teacher and parent observation

8 Student Identification, Assessment and Reclassification

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The instructional team, through the PPEP, collaborates to determine the effectiveness of the program for each student. When students have not made adequate progress, interventions are applied. These interventions can include additional ELD instruction, instructional aids and supports, and/or family and community support services.

Intervention measures may include:

- Conference with student and parent
- Specialized reading and/or writing tutoring sessions
- Placement in Literacy and/or Literature and Comprehension courses

Section 2: Equitable Access to Rigorous Course of Study and High Quality Instruction

Comprehensive English Language Development (ELD) Programs

Audeo II's goal for comprehensive English Learner (EL) programs is to support the development of ELs' fluency in English and proficiency in the core curriculum. Program participation and program effectiveness is monitored using assessment data. Programs are customized as needed based on information from assessments and instructional team input.

"English learners at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD. Such a multilayered application of the CA ELD Standards requires deep collaboration among educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence." - CA ELA/ELD Framework (2015), Ch. 2. P. 119

ELs have full access to the school's educational program, including distance learning, through **Integrated English Language Development (ELD)**. Teachers use the California English Language Development (CA ELD) Standards in tandem with California Common Core State Standards (CCSS) for ELA/Literacy and other content standards.

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence
- Build both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge

(Anstrom, and others 2010; August and Shanahan 2006; Francis, and others 2006; Genesee, and others 2006; Short and Fitzsimmons 2007)

Key Components of Integrated ELD at Audeo II:

- ELA Courses Aligned to ELD Standards
- English Learner Supplemental Guides to Curriculum
- Achieve 3000 aligned to ELA Curriculum (CA ELA and ELD Standards)
- MyPath Reading aligned to ELA Curriculum (CA ELA and ELD Standards)
- Embedded Instructional Strategies and Supports: Specifically Designed Academic Instruction in English (SDAIE), Scaffolds, Resources (BrainPOP, BrainPOP ELL), graphic organizers, videos, audio texts

Teachers are specifically trained on ELD standards and research-based instructional strategies including Specially Designed Academic Instruction in English (SDAIE) and Writing Redesigned

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for Innovative Teaching and Equity (WRITE). The WRITE Institute is a national Academic Excellence model for professional development that supports schools with systemic, K-12 literacy implementation in English. WRITE provides research-based professional learning and curriculum, including a focus on the specific needs of English learners and dual language learners. Integrating these frameworks, our school leverages six high-leverage research-based academic literacy practices:

1. Teach genre writing as a process.
2. Build on students' backgrounds.
3. Model writing for and with students.
4. Develop academic oral language.
5. Teach grammar and vocabulary explicitly and in context.
6. Publish student writing.

Achieve 3000 is an online literacy tool that provides differentiated instruction based on individual student reading levels. The program allows students to build literacy and content-area knowledge simultaneously. Embedded scaffolds and supports, including Spanish language support, accelerate student learning gains within the school year.

MyPath Reading is a supplemental reading intervention program that provides differentiated instruction based on individual student reading levels. The program helps students improve reading comprehension, vocabulary, and fluency.

The school utilizes a web-based comprehensive English language learning program (BrainPOP ELL) that uses highly engaging animated visuals and provides explicit instruction of grammar concepts and academic vocabulary.

Additionally, to support distance learning, the schools offer EL students blended (independent study/online) learning opportunities. Online courses (Edgenuity) offer many supports for EL students including:

- Audio translation of text
- Explicit instruction of academic vocabulary
- Close reading of text
- Closed captioning of instruction, available for translation

Designated ELD enables students to engage in courses that are aligned to the CA ELD standards in order to develop critical language skills needed for content learning in English. These literacy courses are enhanced with individualized tutoring sessions, in person or virtually, with an instructional focus on linguistic elements and language communication. The instructional team, including parents, sets proficiency goals for students with measures and benchmarks for achievement.

Students are identified to participate in appropriate Designated ELD programs based on their language proficiency aligned to the CA ELD standards.

Designated ELD Program A:

Students participate in program A if they are new to the country and/or new to the English language; these students require **substantial** linguistic support as assessed by:

ELPAC – Overall Performance Level of 1 or “Emerging”

Program A consists of:

- Literacy Courses based on English Language Learning Program (Rosetta Stone)
- Literacy Courses customized with BrainPOP ESL and other language learning programs
- Bilingual Instruction and Instructional Supports (Khan Academy, Publisher Videos)
- Daily instructional sessions, in person or virtual

Designated ELD Program B:

Students participate in program B if they are identified as needing substantial - **moderate** linguistic support as assessed by:

ELPAC – Overall Performance Level of 2 or “Early Expanding”

Program B consists of:

- Literacy Circle Instruction, in person or virtual
- Literacy Courses customized with Achieve 3000
- MyPath ELA courses

Designated ELD Program C:

Students participate in program C if they are identified as needing moderate – **light linguistic** support as assessed by:

ELPAC – Overall Performance Level of 3 or “Exit Expanding” or “Early Bridging”

Program C consists of:

- Literacy Circle Instruction, in person or virtual
- Literacy Courses customized with Achieve 3000
- MyPath ELA courses
- Edgenuity Literature and Comprehension Courses (Lessons based on literacy development across curricular areas)

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Designated ELD Program D:

Students participate in program D if they are identified as needing **occasional** linguistic support as assessed by:

ELPAC – Overall Performance Level of 4 or “Exit Bridging”

Program D consists of:

- Edgenuity Literature and Comprehension Courses (Lessons based on literacy development across curricular areas)
- Literacy Courses customized with Achieve 3000
- Courses customized with academic vocabulary development
- Regular instructional sessions, in person or virtual

Access to Honors, Advanced/AP Classes, and Special Education

English learners have the same access to the education programs and services as English-speaking students. At Audeo II, lack of proficiency in English is not a barrier to enrollment in courses meeting the A – G requirements or in AP/Honors classes in subject areas other than English. Students will be placed in these courses according to the PPEP, teacher recommendation, and the approval of the School Coordinator and Counselor.

English learners have equitable access to the same education programs and services as English-speaking students, including special education services. In making the determination of eligibility for special education services, English proficiency is not a determining factor for establishing that a child has a disability.

A student is not referred for special education services unless and until it is established, through the Student Study Team (SST) that the student has been provided with an effective instructional program and that research-based interventions, which have been implemented with fidelity over time, have been confirmed as insufficient.

Once referred, Audeo II will make every reasonable effort to ensure that all notification requirements governing Prior Written Notice (PWN) and Assessment Plan (AP) will be provided to the parent or legal guardian of the child in a language they understand. The school will develop an AP for each English learner who has been referred in accordance with SELPA requirements, procedures and timelines. Wherever possible, assessments will be conducted in the language in which the student is most proficient and will be conducted by trained bilingual personnel. An Individualized Education Plan (IEP) for an English learner will be developed, reviewed, and revised in accordance with SELPA procedures and include all required language and linguistic elements.

Section 3: Teaching and Learning — Essential Elements of Effective Programs

The majority of students who enroll at Audeo II are ages 16 and older. These students are, on average, several years behind in academic skills and credits to earn a high school diploma at the time of enrollment. The overwhelming majority of ELs who enroll are either designated as Long Term English Learners (LTELs) or at high risk of becoming LTELs. LTELs struggle academically and have distinct language issues. These students tend to have social vocabulary skills to communicate at home, in school, and in the community but are historically “stuck” at intermediate or below levels on the CELDT assessment, have low academic language skills, and do not have generalized reading and writing skills across curricular areas or domains. Research indicates that many LTELs have learned behaviors of school avoidance, non-engagement, and passive learning. This makes this group of students at high risk of not achieving language proficiency and of dropping out of high school.

Audeo II has identified essential elements of the school program to meet the needs of these students: **Specially Designed Academic Instruction in English (SDAIE), Literacy Circles, and Blended Learning.**

Teachers are trained in **SDAIE**. SDAIE is method of teaching that promotes skill acquisition in literacy as well as subject material. SDAIE focuses on academic content, provides scaffolding for key concepts, and frontloads vocabulary. SDAIE is employed during in person and virtual instruction.

The key aspects of SDAIE employed at Audeo II are:

1. Grade-level content is rigorous and engages students in high level learning tasks. Instructional techniques are employed to promote literacy development while learning content. Strategies include: building background knowledge and accessing prior knowledge, frontloading vocabulary, and repetition of key words in context.
2. Lessons are differentiated based on students’ language proficiency so that all material is comprehensible. Essential vocabulary is defined, visuals are embedded into instruction (pictures, charts, graphs, objects), lessons include focus on vocabulary and grammatical structures, literacy supports are embedded into the courses (audio, translation, videos, close reading).
3. Teachers and students interact with a focus academic language. Teachers ensure opportunities for social interaction and verbal processing of information in order to increase meaning making and retention.

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Teachers are trained in facilitating **Literacy Circles**. Through novel study, teachers engage homogeneous groups of students in relevant, high interest learning experiences. Literacy Circles focus on building grammar skills, English pronunciation and listening skills, vocabulary building, reading comprehension, reading fluency, speaking, and writing structures. Literacy Circles utilize the Sheltered Instruction Observation Protocol (SIOP) Model. The six SIOP principles of instruction are to:

- Provide many opportunities for ELs to develop oral language competency through interaction with others.
- Explicitly link EL’s background knowledge and experiences to lesson content and past learning.
- Provide explicit and contextualized vocabulary instruction to ELs.
- Provide meaningful, comprehensible, and accessible lessons.
- Stimulate EL’s thinking and provide meaningful activities for students to demonstrate learning.
- Assess ELs frequently, before, during, and after lessons, and plan purposefully, based on the assessment data.

Audeo II provides English learners with a customized **Blended Learning Program**. The key idea behind blended learning is that students have some control over *time, pace, path, and place*. This model promotes a locus of control with students and increases their motivation to learn and allows them the time they need to work through the material. This approach gives EL students the ability to read and hear the instruction (often at the same time), while utilizing context to help create connections between the English words and their meaning.

The Blended Learning Program combines the school’s existing curriculum for English Language Arts and Literacy in conjunction with online curriculum (Edgenuity) and online tools (Achieve 3000, Brainpop ESL) that provide systemic and personalized learning. The Blended Learning Program employs research based strategies within the curriculum and utilization of online tools for instructional support:

- Set high expectations (rigorous curriculum)
- Provide explicit instruction (online curriculum and online tools)
- Make instruction accessible through the elements of Universal Design for Learning (UDL) (curriculum design)
- Make learning relevant and engaging (web 2.0 tools and high interest content)

Section 4: Professional Learning and Support

Audeo Charter School II has an English Language Achievement Department (ELAD). The ELAD's mission is to increase student achievement for English Learners. The ELAD's primary function is to collaborate with the School Coordinator, Teachers, and ELAD Department Members in service of Audeo II's English Learner Plan guidelines and the full range of curriculum and instructional activities as detailed in the Local Control Accountability Plan (LCAP). Under the supervision of the Administrator of Special Instructional Services and the Curriculum and Professional Development Coordinator, ELAD supports the achievement of English Learners (ELs) by assisting teachers in implementing ELD methodology as detailed by the English Learner Plan.

The English Learner Achievement Department is a group of specially trained and experienced educators who support the needs of English Learners (EL). ELAD members are collaborators, working with other educators to engage this diverse population of students and provide enriching activities that support both integrated and designated ELD. Furthermore, they are community members who work to educate and engage EL families to ensure they are empowered with relevant information and encouraged to provide input so EL services are appropriately adjusted.

As part of the school's professional development program, the ELAD provides these essential supports for teachers of English learners:

- Provide Designated ELD training for staff including peer coaching and from research-based instructional practices and curriculum selection for in person and distance learning environments
- Present to staff on best practices for engaging ELs, in person and virtually, in Designated and Integrated ELD
- Coordinate the English Learner Advisory Committee (ELAC) and other groups related to the needs of ELs
- Provide recommendations to Curriculum departments on English Learner Supplemental Guides, materials and supports for ELs based on student data and achievement levels and goals
- Facilitate Parent Trainings focused on technology tools, distance learning, and accessibility features within curriculum and instruction

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Charter School II

Audeo II's professional development program provides customized professional learning experiences for teachers of English Learners across curricular areas. As examples: math professional development highlights research-based strategies to support EL achievement in math. Social Science professional development focuses on literacy routines to build College and Career Readiness.

Additionally, Audeo II partners with the County Office of Education for professional learning and development opportunities for school leaders, teachers, and support staff.

Section 5: Parent and Community Involvement

Audeo II partners with parents to create a custom plan to meet the unique needs and establish goals for each English learner. Each student has a Pathways Personalized Education Plan (PPEP) to engage them in a course of study based on their interests, goals, academic and literacy skill levels, and learning style. Parent input is essential to the design of the PPEP and parent involvement is critical to the monitoring and evaluation of the PPEP effectiveness.

The design of the school allows for teachers, students, parents, counselors, and leadership team members to meet, discuss, and plan for the needs of each individual student. In addition to the weekly and monthly PPEP meetings, parents have many opportunities, and are encouraged, to be involved and participate in the decision making process of the school and the development of the English Learner Plan, the LEA Plan, and LCAP. Parents attend Resource Center events throughout the school year such as Open House and Senior Nights. These events offer bilingual presentations and translation services. The events provide parents with important information and solicit parent input regarding curriculum, instruction, and assessment. Audeo II sends out surveys (in English and in Spanish) several times throughout the year in order to gather input and feedback from parents of English learners. EL parent involvement contributes to the Audeo II school plan development in several important ways: identification and refinement of needs, goals, targets, activities and resource allocation.

All families of English Learners are invited to participate in the School Site Council and English Learner Committee at their school. The following describes the responsibilities of each group:

SCHOOL SITE COUNCIL (SSC)	ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)
<ul style="list-style-type: none"> Establishes and regularly reviews Parent Involvement Policy and Home-School Compact Develops, monitors and evaluates LCAP ESSA Federal Addendum Gets input from other advisory councils and committees <ul style="list-style-type: none"> Establishes and maintains bylaws 	<ul style="list-style-type: none"> Advises the School Coordinator on programs and services for ELs Advises the SSC on the development of the Addendum and the Supplemental Concentration Grant – English Learners Assists with school needs assessment and annual language census Builds parent awareness on importance of school attendance

Audeo II

Charter School II

All California K-12 Public Schools, with 21 or more English Learners, must form a functional **English Learner Advisory Committee (ELAC)**. The ELAC is a committee for parents or other community members who to advocate for and provide input into the instructional program for ELs. Audeo II holds formal ELAC meetings throughout the year at Resource Centers with high EL populations.

Composition Requirements:

Requirements for ELAC elections include:

1. Parents of English Learners comprise at least the same percentage of the ELAC membership as English Learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English Learners, then parents/guardians of English Learners must comprise 25 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

Pursuant to California Education Code (EC) Section 52855 and EC 64001 a **School Site Council (SSC)** is to develop, annually review and update the Single Plan for Student Achievement (SPSA) for programs funded by federal title monies. The SSC must recommend the SPSA to the local governing board for approval.

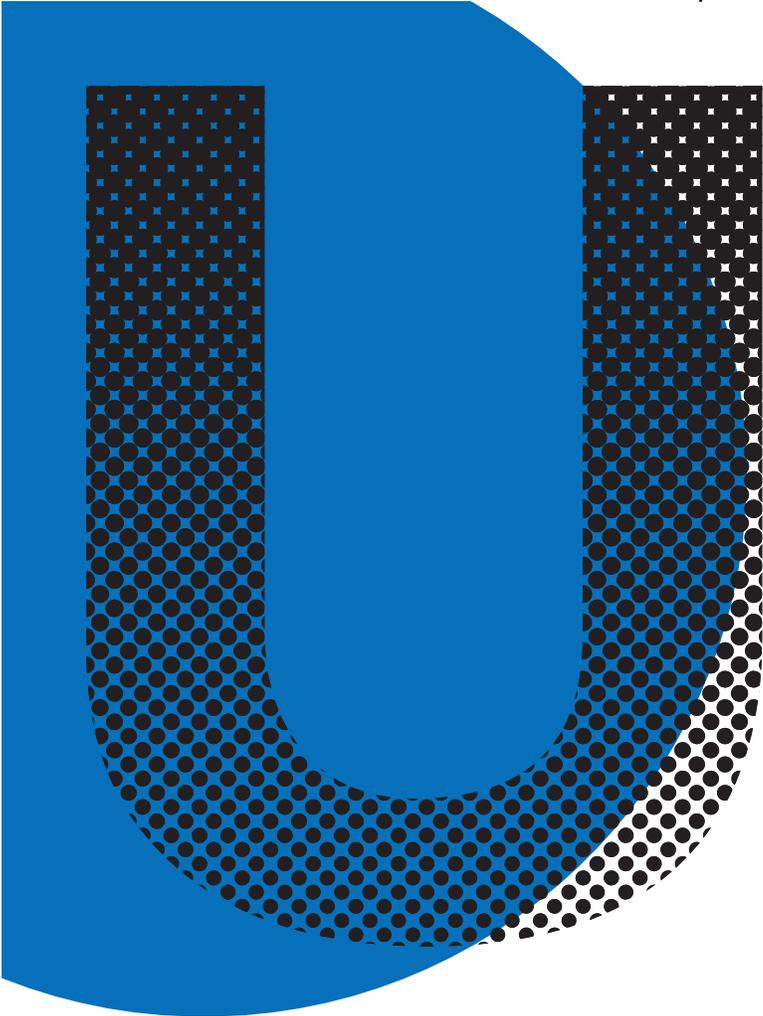
Composition Requirements:

The SSC must meet the composition requirements specified in EC 52852. The composition of the SSC is specified as follows:

The SSC shall be composed of:

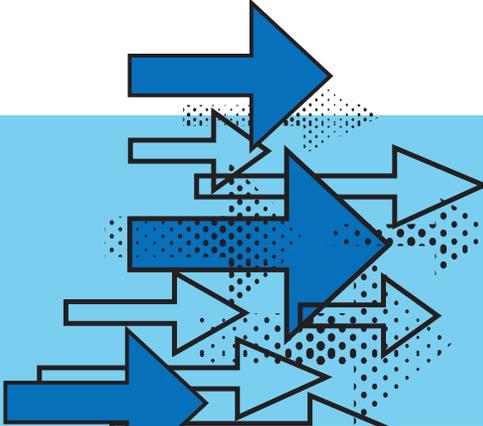
- the School Coordinator; teachers selected by teachers at the school, and
- other school personnel selected by other school personnel at the school,
- parents of students attending the school and/or community members selected by such parents, and
- in secondary schools, students selected by students attending the school





SAMPLE CURRICULUM SCOPE AND SEQUENCE

Audeo II
Charter School II





Scope, Sequence & Assignments- English 10

Discipline: English

Grade level: 10th

Title of course: English 3, 4

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: English 9, 10

Textbook & Materials: The InterActive Reader Plus and/or The Language of Literature (Blue).

Full Length Novels: Farewell to Manzanar and To Kill a Mockingbird

Overview:

In this two-semester course, the students will be exploring the themes of prejudice, equality, and self-advocacy in an attempt to address the Essential Question, "What does it mean to find one's voice and question one's rights?" They will be asked to examine focusing questions such as, "Are people essentially good or essentially evil?" Required readings will focus on analysis and making historical connections with the classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards. Students will grapple with the themes of social injustice and social advocacy using a variety of mediums including textbooks, novels, videos and the various web 2.0 technology.

This course is required of all students in grade ten. The course content includes the thematic study of literature in major genre areas: short story, nonfiction, poetry, drama, and the novel. Activities interrelate reading, writing, oral communication, and language study, which includes grammar, usage, and standard forms of American English. A variety of writing types are emphasized in each unit.

1. Students learn how to analyze literature from a number of genres, interpret a variety of literary themes, and apply the analyses to their own experiences.
2. Students will demonstrate knowledge and skills in writing, reading, and English comprehension appropriate to the 10th grade level.
3. Students write coherently and communicate orally within a wide range of mediums and styles.
4. Students read and comprehend a wide range of fiction and non-fiction grade appropriate materials.
5. Students solve problems and think critically by completing individual projects and assignments.



Scope, Sequence & Assignments- English 10

6. Students understand global and societal issues through reading, writing, listening, speaking and research.

Students will distinguish and apply reading, writing and research strategies that will aid in successful literacy strategies. Students will employ strategies they have acquired to respond to questions and writing prompts that follow the reading selection. Students will also utilize scoring rubrics to evaluate their work product. Literary Essay: Expository/Persuasive: After reading the assigned novels students will write an expository or persuasive essay. Students will gain exposure to formulas for successful writing which will aid in composing their essay. In alignment with the formulas for successful writing, students will complete the following steps: -Students will choose to discuss the use of symbolism in the novel or discuss a major theme of the novel -Students will collect and evaluate information from the readings. Students will develop thesis statements based on information about the literary topic they have chosen. Students will write a literary essay, one to two pages in length typed, double spaced, 12 font, and Times New Roman using MLA format. Essay based on expository information, students will select an incident to write about. Students will then analyze both a strong student model and a weak student model. Students will emulate the strong student example given in the lesson guide and utilize skills developed through their practice of the writing process, (pre-writing, revising, editing, and proofreading), and develop a five paragraph essay. Students will utilize the rubrics for evaluation found in the textbook and other resource information, in order to further evaluate their writing sample. The essay must include: -Students will utilize the Rubrics for Evaluation worksheet provided to evaluate their essay -Final draft using MLA format, typed, double spaced, 12 font, and Times New Roman one to two pages in length, five paragraphs Letter Writing: Letter to the President: Based on the novel, Farewell to Manzanar, Students will examine the background of the story and respond to a letter written in 1983, by 41st President George H. W. Bush, entitled A Letter to Japanese Americans. -Students will use business letter format for their response -Students will direct their letter to former President George W. Bush, Students will highlight central ideas or images presented to the reader in A Letter to Japanese Americans -Students will use appropriate vocabulary, tone, and diction. Students will respond to one or more passages from the letter -Students will reflect their own personal views and opinions of the passages selected.

Students will write coherent, thoughtful essays combining narrative and persuasive strategies. Students will write and speak using conventions of English grammar and usage correctly.

1. Fiction a) Students will understand and appreciate a short story, examine plot, cause and effect, and learn vocabulary. b) Students will recognize conflict in short fiction and predict events in a story. c) Students will learn and enjoy a classic horror story and examine mood. d) Students will understand and appreciate a novel, write responses to literature, and demonstrate a comprehensive understanding of significant ideas of literary works. 2. Nonfiction a) Students will understand and appreciate narrative nonfiction and identify



Scope, Sequence & Assignments- English 10

elements of storytelling. b) Students will understand and appreciate a memoir and write an effective personal memoir based on their understanding of the foregoing. c) Students will understand and appreciate important speeches, analyze text and differentiate speeches from other forms of literature. 3. Poetry a) Students will understand and appreciate poetry and examine rhyme scheme, free verse, and paraphrase poetry. b) Students will understand and appreciate a ballad, make inferences, and learn literary terms. 4. Drama a) Students will understand and appreciate a classical drama, blank verse, and a Shakespearean play. 5. Writing a) Students will write coherent and correct autobiographical essays indicating their understanding of English grammar usage. b) Students will provide clear and purposeful information and address the intended audience appropriately. c) Students will pass an end of course examination which includes a response to literature essay.

All genres include some/all of the following: • Standardized Test Practice • Reading comprehension activities • Response to Literature • Essays graded with rubrics • Creative writing assignments • Literary analysis End of Course Exam • Comprehensive exams for each semester course • Students cannot pass the course without passing the end of course exam

Students will read Farewell to Manzanar, a full length novel, in its entirety by Jeanne Wakatsuki Houston and To Kill a Mockingbird, a full length screenplay, in its entirety by Horton Foote, based on the novel by Harper Lee. The students will research a current event topic using CNN and create an original speech to be performed and critique by an small audience of their peers and teacher. Using Naviance, the students will engage in career exploration building their capacity toward college and career readiness. They will complete several activities related to the career exploration assignments.

Module 1: Textbook: The Interactive Reader Plus and/or The Language of Literature (Blue).

Objectives:

1. Understand and appreciate a science fiction short story, understand the theme of the story, Satire, and inference.
2. Understand and appreciate essays, understand plot development, recognize sequence of events.
3. Understand and appreciate a classic short story, recognize the author's use of prediction, foreshadowing, and vocabulary.
4. Understand and appreciate a Shakespeare's World, Theater and Legacy.



Scope, Sequence & Assignments- English 10

English 3 Assignments:

- **Lesson 1:** Interactive Reader pp. 2-14; Textbook pp.20.29 - Read "Harrison Bergeron": Understand and appreciate a satirical science-fiction short story. Complete all the activities assigned in the lesson guide.
- **Lesson 2:** Interactive Reader pp. 33-49; Textbook pp. 71-81 - READ "A Sound of Thunder": Understand and appreciate a science fiction short story, understand vocabulary, literary analysis & the author's use of foreshadowing. Complete all activities assigned in the lesson guide.
- **Lesson 3:** Interactive Reader pp. 74-80 & 81-85; Textbook pp. 171-173 & 174-177 - READ "Through The One Way Mirror" and "The Border A Glare of Truth": Understand and appreciate an essay, understand the theme of each nonfiction selection and the authors use of comparison and contrast, complete all activities assigned in the lesson guide.
- **Lesson 4:** Interactive Reader pp. 117-127; Textbook pp. 387-393 - READ "One Thousand Dollars": Understand and appreciate a classic short story, recognize the author's use of prediction, vocabulary, cause and effect. Complete all activities assigned in the lesson guide.
- **Lesson 5:** Textbook pp. 683-685 - READ "Shakespeare's World": Understand and appreciate a Shakespearean Drama, create an informational document, complete all activities assigned in the lesson guide.

[CA State CCSS Standards 9-10]



Scope, Sequence & Assignments- English 10

Module 2: Textbook: The InterActive Reader Plus and/or The Language of Literature (Blue).
Novel: Farewell to Manzanar

Objectives:

1. Understand and appreciate a drama, understand a Shakespearean Play and the idea of a Tragic Hero.
2. Understand Informational text.
2. Understand and appreciate a memoir, analyze historical events and organize facts.
3. Examine what it means to question one's rights.

Assignments:

- **Lesson 6:** Textbook pp. 686-687 - Read "Shakespearean Drama": Understand academic vocabulary; understand the qualities of a tragic hero. Watch the play Julius Caesar. Complete all activities assigned in the lesson guide.
- **Lesson 7:** Complete Roman History: Inquiry and Research Final Project. Understand and appreciate: Textbook Features. Complete all activities assigned in the lesson guide.
- **Lesson 8:** Novel Lesson Guide - READ "Farewell to Manzanar": Understand and appreciate a memoir. Literary Analysis and Active Reading. Myths, Prejudices, War, and Pearl Harbor. Complete all activities in the lesson guide.
- **Lesson 9:** Novel Lesson Guide - READ "Farewell to Manzanar": Understand and appreciate a memoir. "Read" Ch 1-4. Literary Analysis and Active Reading. Analyze Japanese American s in internment camps, vocabulary development. Complete all activities in the lesson guide.
- **Lesson 10:** Novel Lesson Guide - READ "Farewell to Manzanar": Understand and appreciate a memoir. "Read" ch 5-9. Literary Analysis and Active Reading. Mini Project and comprehension. Complete all activities assigned in the lesson guide.

[CA State CCSS Standards 9-10]



Scope, Sequence & Assignments- English 10

Module 3: Novel: Farewell to Manzanar

Objectives:

1. Understand and appreciate a memoir.
2. Understand the organization of Poetry.
3. Be able to navigate the internet to research historical documents.
4. Be able to create an argumentative essay outline.
5. Be able to write an argumentative essay.

Assignments:

- **Lesson 11:** Novel Lesson Guide - READ "Farewell to Manzanar": Understand and appreciate a memoir. "Read" Ch 10-14. Literary Analysis and Active Reading. Poetry and vocabulary development. Using prior knowledge and contextual clues. Complete all activities assigned in the lesson guide.
- **Lesson 12:** Novel Lesson Guide - READ "Farewell to Manzanar": Understand and appreciate a memoir. "Read" Ch 15-18. Literary Analysis and Active Reading. Prejudice, Discrimination, challenging authority, web quest activity. Complete all activities assigned in the lesson guide.
- **Lesson 13:** Novel Lesson Guide - READ "Farewell to Manzanar": Understand and appreciate a memoir. "Read" Ch 19-22. Literary Analysis and Active Reading. Creative project. American military member, comprehension questions. Complete all activities assigned in the lesson guide.
- **Lesson 14:** Novel Lesson Guide - "Farewell to Manzanar": Understand and appreciate a novel. Literary Essay: Argumentative Outline. Complete all activities assigned in the lesson guide.
- **Lesson 15:** Lesson Guide: "Farewell to Manzanar": Understand and appreciate a memoir. Rough Draft and Final Draft of argumentative essay. Complete all activities assigned in the lesson guide.

[CA State CCSS Standards 9-10]



Scope, Sequence & Assignments- English 10

Module 4: Lesson Guide. Naviance.

1. Understand current events and provide a summary/opinion on the topic.
2. Be able to write and recite a speech.
3. Understand how to Navigate Naviance to focus your chosen pathway.

Assignments:

- **Lesson 16:** Lesson Guide: CNN News - Current Event. Complete all activities assigned in the lesson guide.
- **Lesson 17:** Lesson Guide: Current Event Speech. Complete all activities assigned in the lesson guide.
- **Lesson 18:** Naviance: Finding your voice through Pathway Identification. Complete all activities in the lesson guide.
- **Lesson 19:** Personalized Lesson - See your teacher.
- **Lesson 20:** Take Closed Book End of Course Exam in Class and a formal essay.

[CA State CCSS Standards 9-10]



Scope, Sequence & Assignments- English 10

Module 1: Textbook: The InterActive Reader Plus and/or The Language of Literature (blue).

Objectives:

1. Understand and appreciate a short story, examine situational irony, vocabulary development, literary analysis and active reading.
2. Examine interpretation, use of symbols, and conflict. Understand Clues, inferences, diction, and tone.
3. Understand and appreciate a classic Greek Tragedy, examine a Sophocles play and the concept of challenging authority.

English 4 Assignments:

- **Lesson 1:** Interactive Reader pp. 167-178; Textbook pp. 546-554 - READ "Two Friends": Understand and appreciate a short story, understand situational irony and the theme of war and friendship. Literary analysis and active reading. Complete all activities assigned in the lesson guide.
- **Lesson 2:** Interactive Reader pp. 292-304; Textbook pp. 823-832 - READ "A White Heron": Understand and appreciate a short story, interpretation, loyalty, money, literary analysis and vocabulary. Complete all activities assigned in the lesson guide.
- **Lesson 3:** Interactive Reader pp. 347-356; Textbook pp. 1091-1098 - READ "The Acts of King Arthur and His Noble Knights": Understand and appreciate a short story, love, admiration, passion, examine clues and make inferences, literary analysis and active reading. Complete all activities assigned in the lesson guide.
- **Lesson 4:** Textbook pp. 1020-1031 - READ "Antigone", READ Prologue, Parados, Scene 1, and Ode 1: Understand and appreciate a classic Greek tragedy, examine challenging authority, loyalty, personal beliefs, create an informational document. Complete all activities assigned in the lesson guide.
- **Lesson 5:** Textbook pp. 1032-1051 - READ "Antigone": Scene 2-4 and Ode 4: Understand and appreciate a classic Greek tragedy, examine challenging authority, loyalty, personal beliefs, analyze and examine the loitering law, complete all activities assigned in the lesson guide.

[CA State CCSS Standards 9-10]



Scope, Sequence & Assignments- English 10

Module 2: Textbook: The Language of Literature (blue). Novel: To Kill a Mockingbird.

Objectives:

1. Understand and appreciate a classic Greek Tragedy, examine a Sophocles play and the concept of challenging authority.
2. The students will be able to complete research by using multiple resources.
3. Analyze and evaluate classical drama and a tragic hero.
4. Understand and appreciate a novel, understand and evaluate social justice, courage, and morality.

Assignments:

- **Lesson 6:** Textbook pp. 1052-1060 - READ "Antigone": READ Scene 5, Paeon, Exodos. Literary Analysis & Active Reading. Complete all activities assigned in the lesson guide.
- **Lesson 7:** Textbook pp. 1019 - Antigone: Complete a research assignment on Athenian Women or the Classical Age. Complete all activities assigned in the lesson guide.
- **Lesson 8:** Novel Lesson Guide - READ "To Kill a Mockingbird": Understand and appreciate a novel. "Read" Ch 1-4. Complete research assignment and understand historical background. Vocabulary development. Complete all activities assigned in the lesson guide.
- **Lesson 9:** Novel Lesson Guide - READ "To Kill a Mockingbird": Understand and appreciate a novel. "Read" Ch 5-8. Create a mini project - Jim Crow Laws or Brown vs. Board of Ed. Literary Analysis and active reading. Complete all activities assigned in the lesson guide.
- **Lesson 10:** Novel Lesson Guide - READ "To Kill a Mockingbird": Understand and appreciate a novel. "Read" Ch 9-12. Create a mini project - Defending Tom Robinson or real world courage. Vocabulary Development. Literary Analysis and active reading. Complete all activities assigned in the lesson guide.

[CA State CCSS Standards 9-10]



Scope, Sequence & Assignments- English 10

Module 3: Novel: To Kill a Mockingbird

Objectives:

1. Understand and appreciate a novel, understand and evaluate social justice, courage, and morality
2. Be able to question the idea of people being essentially good or evil. Respond to literature.
3. Be able to write a persuasive essay.
4. Be able to create a critical thinking essay outline.

Assignments:

- **Lesson 11:** Novel Lesson Guide - READ "To Kill a Mockingbird": Understand and appreciate a novel. "Read" Ch 13-17. Complete writing assignment. Complete all activities assigned in the lesson guide.
- **Lesson 12:** Novel Lesson Guide - READ "To Kill a Mockingbird": Understand and appreciate a novel. "Read" Ch 18-23. Complete all activities assigned in the lesson guide.
- **Lesson 13:** Novel Lesson Guide - READ "To Kill a Mockingbird": Understand and appreciate a novel. "Read" Ch 24-28. Identify and evaluate theme with quotes and passages. Create a closing argument/persuasive writing. Complete all activities assigned in the lesson guide.
- **Lesson 14:** Novel Lesson Guide - READ "To Kill a Mockingbird": Understand and appreciate a novel. "Read" Ch 29-31. Watch To Kill a Mockingbird film, answer comprehension questions, Vocabulary development, Literary Analysis & Active Reading. Complete all activities assigned in the lesson guide.
- **Lesson 15:** Novel Lesson Guide: Understand and appreciate a novel. Literary Essay: Critical thinking outline. Complete all activities assigned in the lesson guide.

[CA State CCSS Standards 9-10]



Scope, Sequence & Assignments- English 10

Objectives:

1. Understand and appreciate informational text.
2. Be able to write a research paper.
3. Be able to write and recite a speech.

Assignments:

- **Lesson 16:** Novel Lesson Guide: Understand and appreciate a novel. Rough draft and final draft of critical thinking essay. Complete all activities assigned in the lesson guide.
- **Lesson 17:** Lesson Guide: CNN News - Current Events. Complete all activities assigned in the lesson guide.
- **Lesson 18:** Lesson Guide: Current Events Speech. Complete all activities assigned in the lesson guide.
- **Lesson 19:** Lesson Guide: Naviance: Finding one's Voice Using Career Exploration: Understand and appreciate career exploration through the cluster finder, career requirements and finding what your path. Complete all activities assigned in the lesson guide.
- **Lesson 20:** Take closed book End of Course Exam in class including a formal essay.

[CA State CCSS Standards 9-10]



ELA and ELD Standards: English 10

English 3

Lesson 1: CCSS ELA RL 9-10.1, 9-10.3, 9-10.4, 9-10.5. ELD Part I B, Interpretive 5-8
CCSS ELA L 9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.6. ELD Part I C, Productive 9-12

Lesson 2: CCSS ELA RL 9-10.1, 9-10.3, 9-10.4, 9-10.5. ELD Part II A, Structuring Cohesive Texts 1-2; Part II C, Connecting & Condensing Ideas 6-7
CCSS ELA L 9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.6. ELD Part I B, Interpretive 5-8

Lesson 3: CCSS ELA RI 9-10.1, 9-10.2, 9-10.3, 9-10.9, 9-10.10. ELD Part I B, Interpretive 5-8
CCSS ELA L 9-10.1, 9-10.2, 9-10.6. ELD Part I C, Productive 9-12

Lesson 4: CCSS ELA RL 9-10.3, 9-10.4, 9-10.5, 9-10.10. ELD Part I B, Interpretive 5-8
CCSS ELA L 9-10.1, 9-10.3, 9-10.4. ELD Part I A, Collaborative 1-4

Lesson 5: CCSS ELA RI 9-10.2. ELD Part 1 B, Interpretive 5-8
CCSS ELA RL 9-10.2, 9-10.3, 9-10.6, 9-10.10
CCSS ELA W 9-10.2, 9-10.4. ELD Part II C, Connecting & Condensing Ideas 6-7

Lesson 6: CCSS ELA RI 9-10.2. ELD Part I B, Interpretive 5-8
CCSS ELA RL 9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, 9-10.6, 9-10.10. ELD Part II A, Structuring Cohesive Texts 1-2
CCSS ELA W 9-10.2, 9-10.4. ELD Part II C, Connecting & Condensing Ideas 6-7

Lesson 7: CCSS ELA RI 9-10.2. ELD Part I, Collaborative 1-4
CCSS ELA RL 9-10.2, 9-10.3, 9-10.6, 9-10.10
CCSS ELA W 9-10.2, 9-10.4

Lesson 8: CCSS ELA L 9-10.1b
CCSS ELA RI 9-10.1, 9-10.9
CCSS ELA W 9-10.1. ELD Part I, Productive
CCSS ELA RL 9-10.1, 9-10.2, 9-10.4, 9-10.7. ELD Part II C, Connecting & Condensing

Lesson 9: CCSS ELA RL 9-10.1, 9-10.4. ELD Part I B, Interpretive 5-8
CCSS ELA L 9-10.2, 9-10.4a ELD Part I C, Productive 9-12

Lesson 10: CCSS ELA RI 9-10.2, 9-10.7. ELD Part I B, Interpretive 5-8
CCSS ELA W 9-10.6, 9-10.8. ELD Part I A, Collaborative 1-4
CCSS ELA RL 9-10.1

Lesson 11: CCSS ELA W 9-10.4. ELD Part I C, Productive 9-12
CCSS ELA L 9-10.1, 9-10.2, 9-10.4. ELD Part II C, Connecting & Condensing Ideas 6-7
CCSS ELA RL 9-10.4. ELD Part I B. Interpretive 5-8



ELA and ELD Standards: English 10

Lesson 12: CCSS ELA RI 9-10.7. ELD Part I B, Interpretive 5-8
 CCSS ELA L 9-10.1, 9-10.4. ELD Part I C, Productive 9-12
 CCSS ELA W 9-10.7, 9-10.8

Lesson 13: CCSS ELA RI 9-10.3, 9-10.6. ELD Part I B, Interpretive 5-8 CCSS ELA W 9-10.1. ELD
 Part I C, Productive 9-12
 CCSS ELA RL 9-10.1, 9-10.2, 9-10.3

Lesson 14: CCSS ELA W 9-10.1, 9-10.2, 9-10.4, 9-10.6, 9-10.8, 9-10.9
 CCSS ELA RL 9-10.1, 9-10.2, 9-10.3
 CCSS ELA RI 9-10.2. ELD Part I C, Productive 9-12
 CCSS ELA L.9-10.1, 9-10.2. ELD Part I B, Interpretive 5-8

Lesson 15: CCSS ELA W 9-10.1, 9-10.2, 9-10.4, 9-10.6, 9-10.8, 9-10.9
 CCSS ELA RL 9-10.1, 9-10.2, 9-10.3. ELD Part I C, Productive 9-12
 CCSS ELA RI 9-10.2. ELD Part I B, Interpretive, 5-8
 CCSS ELA L 9-10.1, 9-10.2. ELD Part II A, Structuring Cohesive Texts 1-2

Lesson 16: CCSS ELA RI 9-10.2, 9-10.5, 9-10.8. ELD Part II A, Structuring Cohesive Texts 1-2
 CCSS ELA W 9-10.4, 9-10.7. ELD Part I B, Interpretive 5-8

Lesson 17: CCSS ELA SL 9-10.4a, 9-10.5, 9-10.6. ELD Part II B, Expanding & Enriching 3-5
 CCSS ELA W 9-10.4. ELD Part II C, Connecting & Condensing Ideas 6-7

Lesson 18: CCSS ELA L. 9-10.1, 9-10.2, 9-10.6. ELD Part II C, Connecting & Condensing Ideas 6-
 7
 CCSS ELA W. 9-10.2, 9-10.4, 9-10.6, 9-10.7. ELD Part II B, Expanding & Enriching Ideas 3-5

English 4

Lesson 1: CCSS ELA RL. 9-10.2, 9-10.3, 9-10.4, 9-10.6, 9-10.10. ELD Part I B, Interpretive 5-8
 CCSS ELA W. 9-10.10. ELD Part I C, Productive 9-12
 CCSS ELA L. 9-10.1, 9-10.2, 9-10.4, 9-10.5, 9-10.6. ELD Part II A, Structuring Cohesive Texts 1-2

Lesson 2: CCSS ELA RL. 9-10.1, 9-10.3, 9-10.7, 9-10.10. ELD Part I B, Interpretive 5-8
 CCSS ELA RI. 9-10.1, 9-10.2, 9-10.3, 9-10.10. ELD Part I C, Productive 9-12
 CCSS ELA W. 9-10.1, 9-10.4, 9-10.9. ELD Part II A, Structuring Cohesive Texts 9-12
 CCSS ELA L. 9-10.1, 9-10.2, 9-10.3, 9-10.6

Lesson 3: CCSS ELA RL. 9-10.10. ELD Part I C, Productive 9-12
 CCSS ELA W. 9-10.3, 9-10.4, 9-10.10. Part II C, Connecting & Condensing Ideas 6-7
 CCSS ELA L. 9-10.1, 9-10.2, 9-10.4, 9-10.6. Part II B, Expanding & Enriching Ideas 3

Lesson 4: CCSS ELA RL. 9-10.3, 9-10.10. ELD Part I B, Interpretive 5-8



ELA and ELD Standards: English 10

CCSS W. 9-10.4. ELD Part I C, Productive 9-12

Lesson 5: CCSS ELA RL. 9-10.2, 9-10.3, 9-10.6, 9-10.10. ELD Part I A, Collaborative 1-4

CCSS ELA R. 9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.6, 9-10.10

CCSS W. 9-10.1. ELD Part I B, Interpretive 5-8

Lesson 6: CCSS ELA RL. 9-10.1, 9-10.2, 9-10.3, 9-10.10. ELD Part I B, Interpretive 5-8

CCSS W. 9-10.2, 9-10.4, 9-10.10. ELD Part I C, Productive 9-12

Lesson 7: CCSS ELA RI. 9-10.1, 9-10.10

CCSS W. 9-10.2, 9-10.4, 9-10.6, 9-10.7, 9-10.9, 9-10.10 CCSS SL. 9-10.4a, 9-10.5

Lesson 8: CCSS ELA RL. 9-10.1, 9-10.2, 9-10.4, 9-10.7. ELD Part I B, Interpretive 5-8

CCSS ELA W. 9-10.4, 9-10.10. ELD Part I C, Productive 9-12

CCSS ELA L. 9-10.1, 9-10.4. ELD Part II C, Connecting & Condensing Ideas 6-7

Lesson 9: CCSS ELA RL 9-10.1, 9-10.7

CCSS ELA RI 9-10.1. ELD Part I B, Interpretive 5-8

CCSS ELA W. 9-10.1, 9-10.3, 9-10.4, 9-10.6, 9-10.7

CCSS ELA L. 9-10.1, 9-10.2. ELD Part I C, Productive 9-12

Lesson 10: CCSS ELA L. 9-10.1, 9-10.2. ELD Part I C, Productive 9-12

CCSS ELA RL. 9-10.1, 9-10.2, 9-10.3. ELD Part I B, Interpretive 5-8

CCSS ELA W. 9-10.1, 9-10.4, 9-10.7. ELD Part II A, Structuring Cohesive Texts 1-2

Lesson 11: CCSS ELA L. 9-10.1. ELD Part I B, Interpretive 5-8

CCSS ELA RL. 9-10.1, 9-10.2. ELD Part I C, Productive 9-12

CCSS ELA W. 9-10.1, 9-10.3, 9-10.4, 9-10.6, 9-10.7

Lesson 12: CCSS ELA RL. 9-10.1, 9-10.2, 9-10.3, 9-10.7. ELD Part I B, Interpretive 5-8

CCSS ELA W. 9-10.1, 9-10.4, 9-10.10. ELD Part I C, Productive 9-12

CCSS ELA L. 9-10.1, 9-10.2. ELD Part II B, Expanding & Enriching Ideas 3-5

Lesson 13: CCSS ELA RL. 9-10.1, 9-10.3, 9-10.9. ELD Part I B, Interpretive 5-8

CCSS ELA W. 9-10.1, 9-10.4, 9-10.5, 9-10.7. ELD Part II B, Expanding & Enriching Ideas 3-5

CCSS ELA L. 9-10.1, 9-10.2, 9-10.3, 9-10.5. ELD Part II C, Connecting & Condensing Ideas

Lesson 14: CCSS ELA RL 9-10.1, 9-10.4, 9-10.7

CCSS ELA W. 9-10.4, 9-10.10. ELD Part I B, Interpretive

CCSS ELA L. 9-10.4. ELD Part I C, Productive

Lesson 16: CCSS ELA WS. 9-10.1, 9-10.2, 9-10.4, 9-10.5, 9-10.6, 9-10.8, 9-10.9

CCSS ELA RL. 9-10.1, 9-10.2, 9-10.3

CCSS ELA LS. 9-10.1, 9-10.2, 9-10.3. ELD Part I B, Interpretive



ELA and ELD Standards: English 10

Lesson 17: CCSS ELA RI. 9-10.2, 9-10.4, 9-10.5, 9-10.8, 9-10.10

CCSS ELA W. 9-10.4, 9-10.7

CCSS ELA SL. 9-10.2, 9-10.3. ELD Part I B, Interpretive

CCSS ELA L. 9-10.1, 9-10.2. ELD Part I C, Productive

Lesson 18: CCSS ELA SL. 9-10.2, 9-10.3, 9-10.4a, 9-10.5, 9-10.6. ELD Part I B, Interpretive

CCSS ELA W. 9-10.4, 9-10.10. ELD Part II C, Connecting & Condensing Ideas

CCSS ELA L. 9-10.1, 9-10.2, 9-10.3. Part I C, Productive

Lesson 19: CCSS ELA W. 9-10.2, 9-10.4, 9-10.6, 9-10.7. ELD Part I C, Productive

CCSS ELA L. 9-10.1, 9-10.2, 9-10.6. ELD Part II B, Structuring Cohesive Texts

Lesson 20: CCSS ELA W. 9-10.2, 9-10.4, 9-10.6, 9-10.7. ELD Part I C, Productive

CCSS ELA L. 9-10.1, 9-10.2, 9-10.6. ELD Part II C, Connecting & Condensing Ideas



Scope, Sequence & Assignments – Integrated Mathematics II

Discipline: Mathematics

Grade level: 10th

Title of course: Integrated Math 2a, 2b

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: Integrated Math 2 standards

Textbook & Materials: Integrated CME Project Mathematics II
Educational Development Center Inc.

Course Overview:

This course is designed to have students take the mathematics knowledge they obtained in middle school and formalize their learning while expanding upon it. Through independent exploration, teacher facilitated workshops, and various homework assignments, students will be asked to conceptualize standards ranging from Algebra to Statistics and Probability. In so doing, students will build upon their knowledge of mathematics by focusing on six significant areas: (1) understanding numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane. Activities involving these important areas will allow students to actively address the eight Mathematical Practices as outlined in the California Common Core Mathematics for Integrated Mathematics 1.

Units

- Arithmetic to Algebra
- Expressions and Equations

In this unit, students will explore the key learning habits of seeking patterns, as well as, algebraic and analytic extension. The Table of Arithmetic uses the addition and multiplication tables to help students learn about adding and multiplying integers as well as the basic rules of arithmetic. Students look from patterns in the addition and multiplication tables and then use these patterns to discover rules for arithmetic with negative integers. The number line



Scope, Sequence & Assignments – Integrated Mathematics II

proves that the rules of integers apply to real numbers. Students will explore the reasons why basic arithmetic algorithms work. Students will investigate that algebra is not only about finding a method that works, but also it involves discovering why such method works. Students will use substitution to see why equations and identities might be true. Students will solve equations using a backtracking method where this involves undoing each series of mathematical steps in reverse order to find the starting number. With the use of word problems, students interpret situations in order to build equations.

At the close of this unit, before completing questions that review the unit and prepare them for a unit test, students are asked to answer specific questions that allow them to reflect on what they have learned throughout the unit. This allows students to make sense of various problems and justify their answers by using modeling, appropriate tools, and reasoning. One example of such a problem asks students to explore the area and perimeter of a given rectangle. Based on the different criteria given, students investigate how the area and perimeter of the rectangle change, with the use of variables. In so doing, students have used algebraic knowledge and independent examination to understand when and where to use variables appropriately.

- Graphs
- Lines

In this unit, students will explore the coordinate plane and draw figures by connecting points that have been plotted. Students begin thinking about the effects of certain types of linear transformations have on the points. Students also look at using an equation to build a set of data and using the graph of equation to represent the solutions set of that equation. Students will determine the slope between two points and explore its applications as a rate of change, which leads to the assumptions that the slope between any two points along a line will be constant. Students think about what it means for a point to be on a line. They use the assumption that three or more points are collinear if the slope is the same between each pair of points. Students test a point to see if it is collinear with a pair of points, and repeat the test for several points. They keep track of the steps and use them later to build an algorithm and find the solution, “point-tester”, to the equation of the line that contains the points. Students will solve a series of linear equations and use the basic rules of algebra to find the “best” form of linear equations for a given situation. Students then explore the relationship between a series of equations and the intersection points of their graphs. Students will also look at a few applications of lines and solve inequalities of one and two variables. Through this unit, students gain more experience working with lines, their equations, and their graphs.



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In this unit, students are building upon their mathematical knowledge through the exploration of various graphs and lines. Students will learn how information can be displayed as an algebraic expression/equation and visually, as in a graph. They will utilize graphs as tools to better understand how to solve equations and/or inequalities. One particular assignment asks student to compare and contrast the solutions of inequalities and solutions of equations, while explaining the characteristics of their relative graphs. In doing so, students will be able to see the relationship between graphs and equations/inequalities.

- Exponents and Functions
- Statistics and Fitting Lines

In this unit, students are tasked with using their judgment to decide the best method of representing data to answer certain questions. Using Statistical Data students explore a variety of methods for displaying and analyzing data, and encourage them to make informed conclusion regarding the data. Students use some basic statistical concepts (such as mean, median, and mode), and learn to represent data using histograms, stem-and-leaf displays, box-and-whisker plots, and scatter plots. With the use of data, students will also consider tables of numbers which follow a trend instead of a specific algebraic rule. These types of tables often come from data collected in experiments or surveys. There is usually no useful simple function that fits such data exactly. Therefore, students also study functions that approximate data. The “basics” of functions are introduced and students learn that the concept of a function is a “predictable” machine that always produces the same output for a particular input. Student will first generate their own rules, given sets of inputs and outputs. Students then are able to generate tables, algebraic expressions and ultimately graphs. Students will use formal algebra for expressing rules (such as $f(x)$ notations and the concept of domain). Students will work with functions and nonfunctions alike. Students will also revisit the basic habit of extending patterns and concepts to generate new mathematical knowledge, such as finding sensible definitions for zero and negative exponents. Lastly, students are introduced to recursive rules and will use these rules to describe some tables.

After being introduced to functions and independently exploring their uses, one assignment in this unit gives students a list of scenarios/situations. Upon further investigation of these scenarios, students are expected to determine whether or not they are functions. Based on their answers, students are then asked to explain what a function is and why these scenarios qualify as functions. Furthermore, students are expected to come up with their own situation that can be represented as a function while identifying the dependent and independent variables in their equation.



Scope, Sequence & Assignments – Integrated Mathematics II

- Introduction to Geometry
- Congruence and Transformations

This unit also encourages students to articulate their ideas clearly, give precisely reasoned arguments, and discuss and refine their ideas with other students as they investigate through their introduction of Geometry. Students are required to visualize objects and draw two-dimensional and three-dimensional objects. Such figures will be drawn by students by a set of directions or by naming the features of the objects (parallel lines, right angles, symmetry). Students will discover the difference between a drawing and a geometric construction. They construct triangles and look for invariants in their angle measures, construct perpendicular bisectors to reflect points over a line, and perform many other constructions both with compass and straightedge and with paper folding. Lastly, student will have an opportunity to use geometry software. Through Cartesian coordinates, students have the opportunity to translate the theorems that have been studying in geometry in to specific algebraic calculations. By looking at geometry through the lens of algebra, students develop insights into both fields. By looking at congruence-preserving transformations (reflections, rotations, and translations), students can develop a deeper understanding of congruence. Students will investigate the triangle congruence postulates and introduces the idea that congruent parts of congruent triangles are congruent, or CPCTC. While students are exploring transformations they will use paper folding and constructions to explore reflections and composition of reflections. Students also generate translations and rotations. Students will lastly study the midpoint and distance formulas, prove whether three points are collinear, and identify parallel and perpendicular lines.

In this unit, students are introduced to geometry concepts. After completing assigned problems that highlight California Common Core Standards in math for this unit, one particular assignment, gives students three of the four coordinates of a rectangle. From the given coordinates, students are asked to find the coordinates of the missing vertex, points that lie in, on, and around the rectangle. To further solidify what they have learned, students are asked extension questions regarding the same given rectangle. Students are asked to find distance, midpoints, and equations of lines that would go through a particular vertex. As they answer these questions, students are justifying their answers through calculations and reasoning.



Scope, Sequence & Assignments – Integrated Mathematics II

Module 1:

Objectives:

1. Search for numerical invariants, such as constant sums, products, differences, or ratios.
2. Identify the invariant relationship that exists between the sums of the measures of the angles of polygons.
3. Identify the invariant relationship that exists when a line parallel to one side of a triangle cuts the other two sides proportionally.
4. Explain that invariants can be numbers, relationships between numbers, shapes, and relationships between shapes.
5. Describe various types of invariants in geometry.
6. Make assumptions and write proofs to understand the need for proof in mathematics.
7. Identify pairs of congruent angles when a transversal cuts parallel lines.
8. Prove that the sum of the angle measures in any triangle is 180° .
9. Use a variety of ways to write and present proofs.
10. Identify the hypothesis and conclusion of a given statement.
11. Write simple triangle congruence proofs.
12. Use the Perpendicular Bisector Theorem and the Isosceles Triangle Theorem to prove that parts of a figure are congruent.
13. Define and classify quadrilaterals.
14. Understand the meaning of always, never, and sometimes in mathematics.
15. Understand the meaning of converse and write the converse of a conditional statement.
16. Understand that a scale factor measures the change in linear dimensions when you scale a picture.
17. Decide whether two figures are well-scaled copies of each other.

Integrated Math 2a Assignments:

- **Lesson 1:** Read Chapter 6.02 pp. 437-443. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 12. Read Chapter 6.03 pp. 444-449. Complete For Discussion #1; Check Your Understanding #3; On Your Own #'s 7, 8. Read Chapter 6.05 pp. 455-461. Complete For You to Do #'s 3, 4, 5; Check Your Understanding #1; On Your Own #3. Read Chapter 6.06 pp. 462-468. Complete For You to Do #1; Check Your Understanding #2; On Your Own #9. Read Chapter 6.07 pp. 469-476. Complete For You to Do #'s 3, 4; Check Your Understanding #1; On Your Own #8.
- **Lesson 2:** Read Chapter 6.09 pp. 481-486. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 5, 6. Read Chapter 6.10 pp. 487-488. Complete Check Your



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Understanding #'s 1, 2; On Your Own #3. Read Chapter 6.11 pp. 489-494. Complete
Check Your Understanding #'s 1, 3; On Your Own #'s 4, 6. Read Chapter 6.12 pp. 495-



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498. Complete Check Your Understanding #2; On Your Own #'s 3, 9. Read Chapter 6.13 pp. 499-504. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 10, 12.

- **Lesson 3:** Read Chapter 6.15 pp. 508-510. Complete Check Your Understanding #3; On Your Own #'s 4, 5, 6, 7. Read Chapter 6.16 pp. 511-514. Complete Check Your Understanding #'s 1, 2, 3, 4, 5, 6, 7, 8, 9; On Your Own #'s 12, 18. Read Chapter 6.17 pp. 515-520. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 10, 11, 12, 13, 14, 15, 29. Read Chapter 6.18 pp. 521-523. Complete Check Your Understanding #'s 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; On Your Own #14.
- **Lesson 4:** Complete Chapter Review pp. 526-527 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please see teacher for Chapter 6 Test and complete test. Attach Cornell Notes.
- **Lesson 5:** Read Chapter 7.02 pp. 536-543. Complete For You to Do #2; Check Your Understanding #'s 2, 3; On Your Own #'s 9, 14. Read Chapter 7.03 pp. 544-547. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 6, 7. Read Chapter 7.04 pp. 548-550. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 6, 9. Read Chapter 7.05 pp. 551-556. Complete Check Your Understanding #'s 1, 4; On Your Own #'s 10, 12.

[CA Common Core Standards: F-LE 3, G-CO 9, G-CO 10, G-CO 11, G-SRT 1b, G-SRT 2, G-GMD 5, G-GMD 6, MP 1, MP 5, MP 6.]



Scope, Sequence & Assignments – Integrated Mathematics II

Module 2:

Objectives:

1. Describe and use methods for constructing enlargements or reductions of shapes.
2. Explain and contrast the ratio method and parallel method for dilation.
3. Investigate proportional relationships in nested triangles.
4. Prove the side-splitter theorems.
5. Identify corresponding parts of similar triangles.
6. Develop and use the AA, SAS, or SSS tests for similarity in triangles.
7. Understand that the ratio between the area of a polygon and the area of a copy of that polygon scaled by the factor r will be r^2 .
8. Approximate areas of closed curves with linear approximation.
9. Approximate perimeters of closed curves with linear approximation.
10. Establish that the area of a regular polygon is half the perimeter times the apothem.
11. Develop and use the formula $A = pr$.
12. Develop and use the formula $C = 2pr$.
13. Develop an understanding of radian measure as the ratio of the arc length to the radius of the circle.

Assignments:

- **Lesson 6:** Read Chapter 7.07 pp. 561-564. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 5, 10. Read Chapter 7.08 pp. 565-571. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 3, 6; On Your Own #'s 12, 15.
- **Lesson 7:** Read Chapter 7.10 pp. 577-582. Complete Check Your Understanding #'s 1, 2, 3, 4; On Your Own #7. Read Chapter 7.11 pp. 583-586. Complete Check Your Understanding #'s 2, 3; On Your Own #4. Read Chapter 7.12 pp. 587-590. Complete Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7, 11.
- **Lesson 8:** Read Chapter 7.14 pp. 595-599. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #9. Read Chapter 7.15 pp. 600-607. Complete For You to Do #5; For Discussion #'s 7, 8; Check Your Understanding #'s 1, 2, 6. Read Chapter 7.16 pp. 608-612. Complete Check Your Understanding #'s 1, 2; On Your Own #8.



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- **Lesson 9:** Complete Chapter Review pp. 616-617 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please see teacher for Chapter 7 Test and complete test. Attach Cornell Notes. Please see teacher for Midterm Exam and complete the exam.
- **Lesson 10:** Read Chapter 8.02 pp. 626-634. Complete For You to Do #'s 1, 7; Check Your Understanding #'s 1, 2, 3; On Your Own #15. Read Chapter 8.03 pp. 635-640. Complete For You to do #'s 4, 6; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 7. Read Chapter 8.05 pp. 645-649. Complete For You to Do #'s 1, 2, 3, 4, 5; Check Your Understanding #'s 1, 2; On Your Own #'s 4, 8. Read Chapter 8.06 pp. 650-653. Complete For You to Do #'s 2, 3; Check Your Understanding #4; On Your Own #'s 5, 8. Read Chapter 8.07 pp. 654-660. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2; On Your Own #8.

[CA Common Core Standards: G-SRT 1a, G-SRT 1b, G-SRT 3, G-SRT5, G-C 1, G-C 5, G-GMD 1, G-GMD 5, MP 2, MP 4.]



Scope, Sequence & Assignments – Integrated Mathematics II

Module 3

Objectives:

1. Provide and use general theorems on chords and inscribed angles.
2. Recognize the relationship between inscribed angles and their corresponding central angles.
3. Investigate and justify the existence of inscribed and circumscribed circles for triangles.
4. Investigate and prove properties of cyclic quadrilaterals.
5. Apply the theory of proportion to chords, secants, and tangents of circles.
6. State and use the Arithmetic-Geometric Mean Inequality.
7. Prove theorems using similarity.
8. Calculate the distance between two points with given coordinates.
9. Calculate the coordinates of the midpoint of a segment.
10. Find the length of the third side of a triangle given the lengths of two sides and the measure of their included angle.
11. Use the sine, cosine, and tangent functions and their inverses to find missing side lengths and angle measures in triangles.
12. Interpret and use formulas for volumes of prisms, pyramids, cylinders, and cones.
13. Find the areas of cross sections formed when planes intersect with solids under certain conditions.
14. Understand and use Cavalieri's Principle.
15. Prove basic formulas using Cavalieri's Principle.

Assignments:

- **Lesson 11:** Read Chapter 8.09 pp. 666-673. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 9. Read Chapter 8.10 pp. 674-679. Complete For You to Do #7; Check Your Understanding #'s 1, 5; On Your Own #'s 10, 15. Read Chapter 8.11 pp. 680-685. Complete For You to Do #'s 7, 8; Check Your Understanding #'s 1, 2; On Your Own #7. Read Chapter 8.12 pp. 686-692. Complete For You to Do #'s 7, 8, 10, 12; Check Your Understanding #'s 2, 4, 5; On Your Own #'s 6, 8. Read Chapter 8.13 pp. 693-698. Complete For Discussion #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 8.
- **Lesson 12:** Complete Chapter Review pp. 700-701 #'s 1, 2, 3, 4, 5, 6, 7, 8. Please see teacher for Chapter 8 Test and complete test. Attach Cornell Notes.



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- Lesson 13:** Read Chapter 9.02 pp. 710-715. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 8. Read Chapter 9.03 pp. 716-721. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 2, 4; On Your Own #'s 6, 9, 10. Read Chapter 9.04 pp. 722-727. Complete For You to Do #5; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 6. Read Chapter 9.05 pp. 728-734. Complete For You to Do #'s 7, 8, 9; Check Your Understanding #'s 3, 4; On Your Own #'s 10, 17.
- Lesson 14:** Read Chapter 9.07 pp. 741-745. Complete For You to Do #'s 1, 2, 3, 5; Check Your Understanding #2; On Your Own #'s 5, 6, 9. Read Chapter 9.08 pp. 746-752. Complete For You to Do #5; Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7, 10, 11. Read Chapter 9.09 pp. 753-759. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2, 3, 4; On Your Own #10.
- Lesson 15:** Read Chapter 9.10 pp. 763-768. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 3; On Your Own #'s 4, 5, 6, 9. Read Chapter 9.12 pp. 773-779. Complete For You to Do #2; Check Your Understanding #'s 1, 2; On Your Own #'s 6, 8. Read Chapter 9.13 pp. 780-787. Complete For You to Do #'s 1, 4; Check Your Understanding #'s 2, 3, 4; On Your Own #'s 6, 10, 11. Read Chapter 9.14 pp. 788-794. Complete For You to Do #'s 2, 3, 4; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 5.

[CA Common Core Standards: G-CO 10, G-SRT 4, G-SRT 5, G-SRT 6, G-SRT 7, G-SRT 8, G-C 2, G-C 3, G-C 4, G-CPE 4, G-CPE 6, G-GMD 1, G-GMD 3]



Scope, Sequence & Assignments – Integrated Mathematics II

Module 4

Objectives:

1. Sketch the graphs of equations in two variables.
2. Use distance and slope relationships to prove geometric results.
3. Evaluate and use the signed power of a point with respect to the circle.

Assignments:

- **Lesson 16:** Complete Chapter Review pp. 796-797 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11. Please see teacher for Chapter 9 Test and complete test. Attach Cornell Notes.
- **Lesson 17:** Read Chapter 10.02 pp. 808-813. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 1, 2; On Your Own #'s 7, 13. Read Chapter 10.03 pp. 814-820. Complete For You to Do #1; Check Your Understanding #'s 1, 2; On Your Own #'s 8, 13. Read Chapter 10.04 pp. 821-826. Complete For You to Do #'s 1, 2; Check Your Understanding #2; On Your Own #'s 8, 12.
- **Lesson 18:** Complete Chapter Review pp. 828 #'s 1, 2, 3. Please see teacher for Chapter 10 Test and complete test. Attach Cornell Notes.
- **Lesson 19:** Complete End of Course Study Guide.
- **Lesson 20:** Please see teacher for End of Course comprehensive Exam.

[CA Common Core Standards: A-CDE 1, G-CPE 1, G-CPE 4, MP 4.]

Objectives:

1. Search for numerical invariants, such as constant sums, products, differences, or ratios.
2. Identify the invariant relationship that exists between the sums of the measures of the angles of polygons.
3. Identify the invariant relationship that exists when a line parallel to one side of a triangle cuts the other two sides proportionally.
4. Explain that invariants can be numbers, relationships between numbers, shapes, and relationships between shapes.
5. Describe various types of invariants in geometry.
6. Make assumptions and write proofs to understand the need for proof in mathematics.
7. Identify pairs of congruent angles when a transversal cuts parallel lines.



Scope, Sequence & Assignments – Integrated Mathematics II

8. Prove that the sum of the angle measures in any triangle is 180° .
9. Use a variety of ways to write and present proofs.
10. Identify the hypothesis and conclusion of a given statement.
11. Write simple triangle congruence proofs.
12. Use the Perpendicular Bisector Theorem and the Isosceles Triangle Theorem to prove that parts of a figure are congruent.
13. Define and classify quadrilaterals.
14. Understand the meaning of always, never, and sometimes in mathematics.
15. Understand the meaning of converse and write the converse of a conditional statement.
16. Understand that a scale factor measures the change in linear dimensions when you scale a picture.
17. Decide whether two figures are well-scaled copies of each other.

Integrated Math 2b Assignments:

- **Lesson 1:** Read Chapter 6.02 pp. 437-443. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 12. Read Chapter 6.03 pp. 444-449. Complete For Discussion #1; Check Your Understanding #3; On Your Own #'s 7, 8. Read Chapter 6.05 pp. 455-461. Complete For You to Do #'s 3, 4, 5; Check Your Understanding #1; On Your Own #3. Read Chapter 6.06 pp. 462-468. Complete For You to Do #1; Check Your Understanding #2; On Your Own #9. Read Chapter 6.07 pp. 469-476. Complete For You to Do #'s 3, 4; Check Your Understanding #1; On Your Own #8.
- **Lesson 2:** Read Chapter 6.09 pp. 481-486. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 5, 6. Read Chapter 6.10 pp. 487-488. Complete Check Your Understanding #'s 1, 2; On Your Own #3. Read Chapter 6.11 pp. 489-494. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 4, 6. Read Chapter 6.12 pp. 495-498. Complete Check Your Understanding #2; On Your Own #'s 3, 9. Read Chapter 6.13 pp. 499-504. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 10, 12.
- **Lesson 3:** Read Chapter 6.15 pp. 508-510. Complete Check Your Understanding #3; On Your Own #'s 4, 5, 6, 7. Read Chapter 6.16 pp. 511-514. Complete Check Your Understanding #'s 1, 2, 3, 4, 5, 6, 7, 8, 9; On Your Own #'s 12, 18. Read Chapter 6.17 pp. 515-520. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 10, 11, 12, 13, 14, 15, 29. Read Chapter 6.18 pp. 521-523. Complete Check Your Understanding #'s 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; On Your Own #14.



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- **Lesson 4:** Complete Chapter Review pp. 526-527 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please see teacher for Chapter 6 Test and complete test. Attach Cornell Notes.
- **Lesson 5:** Read Chapter 7.02 pp. 536-543. Complete For You to Do #2; Check Your Understanding #'s 2, 3; On Your Own #'s 9, 14. Read Chapter 7.03 pp. 544-547. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 6, 7. Read Chapter 7.04 pp. 548-550. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 6, 9. Read Chapter 7.05 pp. 551-556. Complete Check Your Understanding #'s 1, 4; On Your Own #'s 10, 12.

[CA Common Core Standards: F-LE 3, G-CO 9, G-CO 10, G-CO 11, G-SRT 1b, G-SRT 2, G-GMD 5, G-GMD 6, MP 1, MP 5, MP 6.]



Scope, Sequence & Assignments – Integrated Mathematics II

Module 2:

Objectives:

1. Describe and use methods for constructing enlargements or reductions of shapes.
2. Explain and contrast the ratio method and parallel method for dilation.
3. Investigate proportional relationships in nested triangles.
4. Prove the side-splitter theorems.
5. Identify corresponding parts of similar triangles.
6. Develop and use the AA, SAS, or SSS tests for similarity in triangles.
7. Understand that the ratio between the area of a polygon and the area of a copy of that polygon scaled by the factor r will be r^2 .
8. Approximate areas of closed curves with linear approximation.
9. Approximate perimeters of closed curves with linear approximation.
10. Establish that the area of a regular polygon is half the perimeter times the apothem.
11. Develop and use the formula $A = pr$.
12. Develop and use the formula $C = 2pr$.
13. Develop an understanding of radian measure as the ratio of the arc length to the radius of the circle.

Assignments:

- **Lesson 6:** Read Chapter 7.07 pp. 561-564. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 5, 10. Read Chapter 7.08 pp. 565-571. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 3, 6; On Your Own #'s 12, 15.
- **Lesson 7:** Read Chapter 7.10 pp. 577-582. Complete Check Your Understanding #'s 1, 2, 3, 4; On Your Own #7. Read Chapter 7.11 pp. 583-586. Complete Check Your Understanding #'s 2, 3; On Your Own #4. Read Chapter 7.12 pp. 587-590. Complete Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7, 11.
- **Lesson 8:** Read Chapter 7.14 pp. 595-599. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #9. Read Chapter 7.15 pp. 600-607. Complete For You to Do #5; For Discussion #'s 7, 8; Check Your Understanding #'s 1, 2, 6. Read Chapter 7.16 pp. 608-612. Complete Check Your Understanding #'s 1, 2; On Your Own #8.



Scope, Sequence & Assignments – Integrated Mathematics II

- **Lesson 9:** Complete Chapter Review pp. 616-617 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please see teacher for Chapter 7 Test and complete test. Attach Cornell Notes. Please see teacher for Midterm Exam and complete the exam.
- **Lesson 10:** Read Chapter 8.02 pp. 626-634. Complete For You to Do #'s 1, 7; Check Your Understanding #'s 1, 2, 3; On Your Own #15. Read Chapter 8.03 pp. 635-640. Complete For You to do #'s 4, 6; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 7. Read Chapter 8.05 pp. 645-649. Complete For You to Do #'s 1, 2, 3, 4, 5; Check Your Understanding #'s 1, 2; On Your Own #'s 4, 8. Read Chapter 8.06 pp. 650-653. Complete For You to Do #'s 2, 3; Check Your Understanding #4; On Your Own #'s 5, 8. Read Chapter 8.07 pp. 654-660. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2; On Your Own #8.

[CA Common Core Standards: G-SRT 1a, G-SRT 1b, G-SRT 3, G-SRT5, G-C 1, G-C 5, G-GMD 1, G-GMD 5, MP 2, MP 4.]



Scope, Sequence & Assignments – Integrated Mathematics II

Module 3:

Objectives:

1. Provide and use general theorems on chords and inscribed angles.
2. Recognize the relationship between inscribed angles and their corresponding central angles.
3. Investigate and justify the existence of inscribed and circumscribed circles for triangles.
4. Investigate and prove properties of cyclic quadrilaterals.
5. Apply the theory of proportion to chords, secants, and tangents of circles.
6. State and use the Arithmetic-Geometric Mean Inequality.
7. Prove theorems using similarity.
8. Calculate the distance between two points with given coordinates.
9. Calculate the coordinates of the midpoint of a segment.
10. Find the length of the third side of a triangle given the lengths of two sides and the measure of their included angle.
11. Use the sine, cosine, and tangent functions and their inverses to find missing side lengths and angle measures in triangles.
12. Interpret and use formulas for volumes of prisms, pyramids, cylinders, and cones.
13. Find the areas of cross sections formed when planes intersect with solids under certain conditions.
14. Understand and use Cavalieri's Principle.
15. Prove basic formulas using Cavalieri's Principle.

Assignments:

- **Lesson 11:** Read Chapter 8.09 pp. 666-673. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 9. Read Chapter 8.10 pp. 674-679. Complete For You to Do #7; Check Your Understanding #'s 1, 5; On Your Own #'s 10, 15. Read Chapter 8.11 pp. 680-685. Complete For You to Do #'s 7, 8; Check Your Understanding #'s 1, 2; On Your Own #7. Read Chapter 8.12 pp. 686-692. Complete For You to Do #'s 7, 8, 10, 12; Check Your Understanding #'s 2, 4, 5; On Your Own #'s 6, 8. Read Chapter 8.13 pp. 693-698. Complete For Discussion #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 8.
- **Lesson 12:** Complete Chapter Review pp. 700-701 #'s 1, 2, 3, 4, 5, 6, 7, 8. Please see teacher for Chapter 8 Test and complete test. Attach Cornell Notes.



Scope, Sequence & Assignments – Integrated Mathematics II

- Lesson 13:** Read Chapter 9.02 pp. 710-715. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 8. Read Chapter 9.03 pp. 716-721. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 2, 4; On Your Own #'s 6, 9, 10. Read Chapter 9.04 pp. 722-727. Complete For You to Do #5; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 6. Read Chapter 9.05 pp. 728-734. Complete For You to Do #'s 7, 8, 9; Check Your Understanding #'s 3, 4; On Your Own #'s 10, 17.
- Lesson 14:** Read Chapter 9.07 pp. 741-745. Complete For You to Do #'s 1, 2, 3, 5; Check Your Understanding #2; On Your Own #'s 5, 6, 9. Read Chapter 9.08 pp. 746-752. Complete For You to Do #5; Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7, 10, 11. Read Chapter 9.09 pp. 753-759. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2, 3, 4; On Your Own #10.
- Lesson 15:** Read Chapter 9.10 pp. 763-768. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 3; On Your Own #'s 4, 5, 6, 9. Read Chapter 9.12 pp. 773-779. Complete For You to Do #2; Check Your Understanding #'s 1, 2; On Your Own #'s 6, 8. Read Chapter 9.13 pp. 780-787. Complete For You to Do #'s 1, 4; Check Your Understanding #'s 2, 3, 4; On Your Own #'s 6, 10, 11. Read Chapter 9.14 pp. 788-794. Complete For You to Do #'s 2, 3, 4; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 5.

[CA Common Core Standards: G-CO 10, G-SRT 4, G-SRT 5, G-SRT 6, G-SRT 7, G-SRT 8, G-C 2, G-C 3, G-C 4, G-CPE 4, G-CPE 6, G-GMD 1, G-GMD 3]



Scope, Sequence & Assignments – Integrated Mathematics II

Module 4:

Objectives:

1. Sketch the graphs of equations in two variables.
2. Use distance and slope relationships to prove geometric results.
3. Evaluate and use the signed power of a point with respect to the circle.

Assignments:

- **Lesson 16:** Complete Chapter Review pp. 796-797 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11. Please see teacher for Chapter 9 Test and complete test. Attach Cornell Notes.
- **Lesson 17:** Read Chapter 10.02 pp. 808-813. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 1, 2; On Your Own #'s 7, 13. Read Chapter 10.03 pp. 814-820. Complete For You to Do #1; Check Your Understanding #'s 1, 2; On Your Own #'s 8, 13. Read Chapter 10.04 pp. 821-826. Complete For You to Do #'s 1, 2; Check Your Understanding #2; On Your Own #'s 8, 12.
- **Lesson 18:** Complete Chapter Review pp. 828 #'s 1, 2, 3. Please see teacher for Chapter 10 Test and complete test. Attach Cornell Notes.
- **Lesson 19:** Complete End of Course Study Guide.
- **Lesson 20:** Please see teacher for End of Course Comprehensive Exam

[CA Common Core Standards: A-CDE 1, G-CPE 1, G-CPE 4, MP 4.]



Scope, Sequence & Assignments- Chemistry

Discipline: Science

Grade level: 10th

Title of courses: Chemistry 1, 2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Next Generation Science Standards

Textbook & additional resources: Modern Chemistry

Author: Raymond E. Davis

Course Overview:

Through independent problem-solving activities, laboratory exercises, teacher demonstrations, guided instruction, and discussions, text and supplementary readings, and homework assignments, students will explore how chemists in the real world attempt to solve problems and how the chemical aspects of their environment interact and can be controlled to benefit their daily lives. Emphasis is placed on the in-depth study of chemical topics, and involves a more rigorous and mathematically oriented study. Development of the major concepts of matter and the changes which matter undergoes, atomic structure, chemical bonding, chemical reactions, and behavior of solutions is enhanced by laboratory experimentation, critical thinking, and problem solving activities.

The laboratory component of the course involves students in techniques that are specific to principles of chemistry. Technology is infused throughout the curriculum. All student activities have clearly defined goals for both the content material covered and the thinking skills involved. Laboratory activities are to have clearly labeled safety precautions and hazardous waste disposal procedures. This course is designed for students who have demonstrated considerable interest and outstanding achievement in science and math and is intended to help students meet the California state science standards.

The students will take a comprehensive end of course exam. The exam will incorporate all aspects of the course as well as a lab assignment conduct at the end of the exam.

Required Lab Supplies

Mass, Measurements, and Density Lab:

- Digital scale
- Metric Ruler

- Customary Ruler
- Graduated Cylinder
- Distilled Water
- Block of Wood
- Small Rock
- Calculator

Family of Elements Lab

Lab-Aids Family of Elements Lab Kit

Conductivity Lab:

- Conductivity apparatus: 9 volt battery with a light bulb and electrical leads
- Five 25ml beakers or plastic disposable water cups.
- Spoon
- Stirring rod
- Wash bottle
- One 10ml graduated cylinder

Below are the conversions to use household items:

1 gallon of distilled water

5ml oil = 1 tsp

2g cornstarch = 3/4 teaspoon (tsp)

2g sodium chloride = 1/4 tsp table salt

2g sodium bicarbonate = 1/4 tsp baking soda

Oxidation-Reduction Lab:

30ml Copper sulfate solution

- 20 Cups, clear plastic
- 30ml Iodine solution
- 40 Medicine cups
- 1 set Metals (copper, iron, and nickel pellets)
- 20 pipettes, plastic
- 10 rulers
- 25g sodium chloride
- 10 spot plates



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- 3 steel wool pads
- 20 test tubes
- 30 zinc pellets
- Balance
- paper (shredded)
- wax pencil
- latex or nitrile gloves
- goggles

Nuclear Chemistry Writing Assignment:

Students will apply their knowledge on nuclear chemistry to a research paper by analyzing, comparing and evaluating nuclear disasters throughout history. Students will also take a cumulative end of course exam assessing their retention of knowledge gained throughout a year-long course. Students will write a research paper minimum 1000 words. With the final draft, students will include all pre-writing activities, self-scoring rubric, work cited page and presentation.

Half-Life Lab:

Students will use a piece of licorice to demonstrate how a radioactive isotope decays over time and discuss how this is used to determine the age of an artifact. They will synthesize a half-life graph displaying their end results. Items to be included on their data table are: amount of sample, percent left and fraction of original remaining.

Unit 11: Atomic Structure and Nuclear Chemistry

- Modern Atomic Theory
- Nuclear Chemistry

In this unit, students will be able to describe the five models in the historical development of modern atomic theory (Dalton, Thomson, Rutherford, Bohr, and Quantum Mechanical Model).

They will be able to distinguish among protons, neutrons, and electrons in terms of their relative masses, charges, and location with respect to nucleus. They will be able to explain how isotopes of an element differ. They will be able to write a balanced nuclear equation for alpha and beta decay processes. They will be able to compare and contrast nuclear fission and nuclear fusion. They will be able to calculate the energy released during a nuclear reaction using $E=mc^2$.

Neutralization Lab:



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Through experimentation students will determine the differences and characteristics of acids and bases, perform a titration, know when an acid is neutralized, and calculate pH.

Oxidation and Reduction Lab:

Students will conduct an experiment on the reaction between zinc and iodine, then copper and zinc. They will write the balanced reaction noting the oxidation and reduction numbers properly.

Unit 10: Reaction Kinetics and Equilibrium

- Reaction Rate
- Reversible Reactions
- Equilibrium

In this unit, students will be able to define *oxidation* and *reduction*. They will be able to explain what an oxidation-reduction reaction is. They will be able to assign oxidation numbers to reactant and product species.

Conductivity Lab:

In the Conductivity Lab, students investigate the properties of ionic and covalently bonded materials by testing their ability to conduct electricity in solution. The class will hypothesize which solutions they believe will conduct electricity and support their ideas by research on the atomic structure and location on the periodic table of the elements involved. Students will construct an apparatus to test conductivity and utilize it to determine the ability of different solutions to conduct electricity, evidenced by the illumination of a light bulb. Students will record their results and analyze their data, drawing conclusions about the atomic structure of the elements in the experiments based on their observations.

Unit 9: Solutions

- Types of solutions
- Colligative Properties of Solutions
- Calculating Freezing Point Depression and Boiling Point Elevation

In this unit, students will be able to distinguish between heterogeneous and homogeneous mixtures. They will be able to compare the properties of suspensions, colloids, and solutions. They will also be able to distinguish between electrolytes and nonelectrolytes.

Unit 8: Phase Changes and Reaction Thermodynamics



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The Gas Laws

As part of Unit 8, students will be required to complete an assignment that demonstrates they have mastered the following skills: identifying the number of steps, fastest step, rate determining step, and enthalpy of reaction, given a potential energy diagram. Students will also show their understanding of Thermodynamics by explaining how the rate-determining step affects the entire reaction. Given experimental data, students write the rate law for that reaction.

Unit 7: The Mole and Chemical Reaction Stoichiometry

- Limiting Reactants and Percent Yield

Unit 6: Chemical Equations and Reactions

- Significance of Chemical Reactions
- Types of Reactions and Activity Series

In this unit, students will be able to list three requirements for a correctly written chemical equation. They will be able to write a word equation and a formula equation for a given chemical reaction. They will be able to balance a formula equation by examination.

Students will write a Procedural Essay on Balancing Equations in which they will be able to establish evidence that a chemical reaction is taking place, evaluate what type of reaction is occurring, and assess whether or not it is balanced. Students will translate chemical equations into words, determining their significance while making sure they are balanced. In addition to, they will differentiate and describe different types of reactions: synthesis, decomposition, single-replacement, double-replacement and combustion reactions.

Unit 5: Formula Writing and Nomenclature

- Oxidation numbers
- Formula masses and conversions
- Calculating empirical formulas and molecular formulas
- Basic naming
- Organic nomenclature

In this unit, students will be able to explain the significance of a chemical formula, name an ionic compound given its formula, and determine the formula of an ionic compound formed



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between two given ions. Using prefixes, they will be able to name a binary molecular compound from its formula.

Chemical Naming and Writing Practice, Nomenclature, and Organic Naming Assignment:

Students will be able to write formulas for polyatomic ions and binary compounds, as well as name those ions and compounds based on chemical nomenclature. In order to reach this objective, students will read Chapter 7 in their text, view a series of presentation slides and complete a series of formula and nomenclature exercises assigned and graded by their instructor. They will be required to memorize names, formulas, and charges of common polyatomic ions. They will also need to memorize the charges of common monoatomic ions. They will learn to write chemical formulas for binary ionic compounds and they will name them when given their formula. Students will learn to classify hydrocarbons as alkanes, alkenes, alkynes, or aromatic. They will be able to name hydrocarbons using the IUPAC system and write the structural formula.

Unit 4: Bonding and Molecular Shapes

- Resonance structures and covalent network bonds
- Molecular geometry and intermolecular forces

After completing this unit, students will be able to explain the formation of a cation from an atom of a metallic element by utilizing the octet rule via an understanding of noble gas electron configurations. Students will also be capable of describing the formation of an anion from an atom of a non-metal. Students should be able to explain the properties of metals using the theory of metallic bonding. Pupils will understand exceptions to the octet rule, be able to describe double and triple covalent bonds, as well as draw Lewis structures for single, double and triple bonds.

Molecular Models Assignment:

Students will complete an assignment that requires them to take closer look at covalent bonds in compounds. They will be able to relate shapes to the periodic table and represent the models on paper with Lewis Dot Diagrams. Students will identify examples, structure, and properties of polar and non-polar molecules. Given the formula for various molecules, students will draw the Lewis Structure and shape diagram. They will identify the bond angle(s), indicate whether it is a polar or non-polar molecule, determine its hybridization and decide if it demonstrates resonance.

Unit 3: The Periodic Table



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- Mendeleev
- Moseley and the modern periodic table
- Noble gases
- Periodic groups and trends
- Valence electrons

In this Unit, students will be able to describe the modern periodic table. They will be able to explain how the periodic law can be used to predict the physical and chemical properties of elements. They will also be able to describe how the elements belonging to a group of the periodic table are interrelated in terms of atomic number. The students will be able to describe the locations in the periodic table and the general properties of the alkali metals, the halogens, and the noble gases.

Family of Elements Lab Assignment:

To explore the empirical reactivity of elements, students will conduct the Families of Elements Lab, in which students will mix a solution containing the silver ion with the Halogen Family (Group VIIA) and with Sulphur (Non-metal, Group VIA). Students will be able to determine the elements that are in the same family and the formulas of the compound formed by observing the properties of compounds of the elements. Based on the amount precipitate formed when mixing solutions at different ratios, students observe that reactivity correlates to the formulas of the compounds formed. They will also see that reactivities of elements in the same group in the periodic table are similar and different from other groups (Halogens vs. Non-metal), thus giving observable evidence for the organization of the periodic table. Students will use a chemplate, silver nitrate, potassium chloride, potassium bromide, potassium iodide, and potassium sulfide.

Students will complete an academic reflection for this assignment which describes the assignment objectively and will articulate the purpose for completing the assignment. This will allow the teacher and student to make connections and clarify what is learned, and examine the learning process. This piece helps the student become an active learner.

Unit 2: Atomic Theory, the Atom, and Electrons

- Atomic mass
- Avogadro's number
- Orbitals and electron configuration

In Unit 2 students will summarize Dalton's atomic theory, describe the size of an atom. They will also distinguish among protons, electrons, and neutrons in terms of relative mass and charge. Students will describe the structure of an atom, including the location of the protons, electrons, and neutrons with respect to the nucleus. Students also will be able to



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communicate the contributions of Dalton, Thomson, Rutherford, and Bohr to the current Quantum Theory Model of the atom.

- Measurement and Matter
- Classification
- Cremona Violins research assignment
- Review scientific method and explore effective experimental design
- Units of measurement, conversion factors, error in measurement

In this unit, students will compare and contrast basic research, applied research, and technological development. They will distinguish between the physical properties and chemical properties of matter and classify changes of matter as physical or chemical. They will explain the gas, liquid, solid states in terms of particles. They will also be able to distinguish between a mixture and pure substance. They will be able to use a periodic table to name elements, given their symbols. They will be able to use a periodic table to write the symbols of elements given their names, describe the arrangement of the periodic table, and list the characteristics that distinguish metals, nonmetals, and metalloids. Students will be able to describe the purpose of the scientific method, distinguish between qualitative and quantitative observations, and describe the difference between hypotheses, theories, and models.

In conducting the laboratory exercise of "Mass, Measurement, and Density," students will ask questions, and then generate hypotheses about the mass and density of several household objects. Students will collect measurement data in both metric and customary units to test their hypotheses. After reviewing the data, students will evaluate the effectiveness of metric versus customary measurement systems, choosing which system they would prefer to use and arguing the benefits and drawbacks of each, supported by their observations. Students will learn to calculate the density and review calculations for volume of solids.

Secrets of Cremona Violins Writing Assignment:

Students will write a 3-5 page essay to compare and contrast modern violins with those produced in Cremona, Italy. Students are asked to discuss what made Antonio Stradivari's violins so unique and their sound exquisite. Students will be provided a reading assignment for a topic introduction. Students must include research notes, pre-writing, and drafts with bibliography using MLA formatting. Students will be provided with a rubric for scoring guidelines. Suggested method of organization is provided for the student and specific formatting guidelines are provided for the student.

Module 1: Textbook: Modern Chemistry; Lab Manual; Model ChemLab CD-Rom.

Objectives:



Scope, Sequence & Assignments- Chemistry

1. Distinguish between the physical properties and chemical properties of matter
2. Describe the arrangement of the periodic table
3. Describe the process of the scientific method

Chemistry 1 Assignments:

- **Lesson 1:** Read Chapter 1 pp. 4-27: Matter and Change. Answer all questions in Section Reviews on pp. 7, 18, and 24. Complete all activities listed in the lesson guide.
- **Lesson 2:** Read Secrets of Cremona Violins on page 19. Type a 2-3 page essay as detailed in the lesson guide.
- **Lesson 3:** Read Chapter 2 and 3 on pages 39-69: Complete the Quick Labs on page 39 and page 69. Complete all activities listed in the lesson guide.
- **Lesson 4:** Lab: Mass, Measurement and Density: Review Chapter 2 and complete all activities listed in the lesson guide.
- **Lesson 5:** Read Chapter 4 pp. 90-121: Answer Section Review Questions on pp. 97, 104, and 116. Complete all activities listed in the lesson guide.
- **Lesson 6:** Read Chapter 5 pp. 122-159: Answer Section Review Questions on pp. 139 and 154. Answer Reviewing Concept Questions on pp. 155-156. Complete all activities listed in the lesson guide.

Module 2: Textbook: Modern Chemistry; Lab Manual; Model ChemLab CD-Rom.

Objectives:

1. Describe the modern periodic table
2. Describe how the elements belonging to a group of the periodic table are interrelated in terms of atomic number
3. Define ionic and covalent bonding
4. Explain the significance of a chemical formula

Assignments:

- **Lesson 7:** Period Table of Elements: Complete Periodic Table Basics Activity described in the lesson guide.
- **Lesson 8:** Personalized lesson.
- **Lesson 9:** Read Chapter 5 on pages 122-159: Complete the Family of Elements Lab found in the lesson guide.
- **Lesson 10:** Read Chapter 6 on pages 161-199: Complete notes, Venn Diagram and the Animation Project described in the lesson guide.



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- **Lesson 11:** Complete the Ionic and Covalent Bonding Lab found in the lesson guide.

Module 3: Textbook: Modern Chemistry; Lab Manual; Model ChemLab CD-Rom.

Objectives:

1. List the rules for assigning oxidation numbers.
2. Balance a formula equation by inspection
3. Define stoichiometry
4. State the standard motion of temperature and pressure.

Assignments:

- **Lesson 12:** Read Chapter 7 on pages 202-239: Answer Section Review Questions on pages 215, 219, 228, and 233.
- **Lesson 13:** Read Chapter 7 on pages 202-239: Complete specified Reviewing Concepts Questions on pages 235-236.
- **Lesson 14:** Read Chapter 8 on pages 241-273: Define vocabulary words and answer Reviewing Concepts Questions 1-17 on pages 269-270
- **Lesson 15:** Read Chapter 8 on pages 241-273: Complete the Balancing Equations Lab found in the lesson guide.
- **Lesson 16:** Read Chapter 9 on pages 274-299: Watch Stoichiometry video, complete Cornell Notes, define vocabulary words and answer Reviewing Concepts Questions 1-8 on page 295.

Module 4: Textbook: Modern Chemistry; Lab Manual; Model ChemLab CD-Rom.

Objectives:

1. State Avogadro's Law and explain its' significance
2. Describe the motion of particles in liquids and the properties of liquids according to the Kinetic 3. 3. Molecular Theorem
4. Describe the process of boiling, freezing, melting, and sublimation



Scope, Sequence & Assignments- Chemistry

Assignments:

- **Lesson 17:** Read Chapter 10 on pages 302-331: Take notes and complete Section Review Questions on pages 306, 312 and 325.
- **Lesson 18:** Review Chapter 10 on pages 302-331: Complete Reviewing Concepts numbers 1-14, 18, and 19 on page 327. Complete virtual Gas Lab by following the link found in the lesson guide.
- **Lesson 19:** Review Chapters 1-12 and complete the study guide.
- **Lesson 20:** End of Course Exam.

Chemistry 2 Assignments:

Module 1: Textbook: Modern Chemistry; Lesson Guide; Model ChemLab Software.

Objectives:

1. Distinguish between heterogeneous and homogeneous mixtures.
2. Calculate freezing-point depression, boiling-point elevation, and solution molality of nonelectrolytic solutions.
3. Explain the differences between strong and weak acids and bases.

Assignments:

- **Lesson 1:** Solutions: Read Chapter 13 on pages 394-423 - Answer all Section Review Questions on pages 400, 410 and 418. Complete activity from the lesson guide.
- **Lesson 2:** Rock Formation Lab: Complete activities listed in the lesson guide.
- **Lesson 3:** Aqueous Solutions: Read Chapter 14 on pages 425-451 - Answer all Section Review Questions on pages 433 and 446 and Research and Writing Question 51 on page 451. Complete the Not-So-Icy Roads task found in the lesson guide.
- **Lesson 4:** Acids and Bases: Read Chapter 15 on pages 453-479 - Answer all Section Review Questions on pages 462, 468, and 475. Read the Logic in the Laboratory on page 463 and answer Reading for Meaning and Read Further.



Scope, Sequence & Assignments- Chemistry

- **Lesson 5:** Acid-Base Titration and pH: Read Chapter 16 on pages 481-507 - Complete "What's in a Shampoo?" and "Testing for Shampoo "Body". Write a lab report following instructions found in lesson guide.

Module 2: Textbook: Modern Chemistry; Lesson Guide; Model ChemLab Software.

Objectives:

1. Define temperature and state the units in which it is measured.
2. Explain heat of reaction, heat of formation, heat of combustion, and enthalpy change.
3. Write chemical equilibrium expressions and carry out calculations involving them.

Assignments:

- **Lesson 6:** Acid-Base Titration: Watch Khan Academy Video on Acid Base Titration and take one page of cornell notes. Complete Acid-Base Titration Lab. Answer the Lab Observation Questions.
- **Lesson 7:** Reaction Energy and Reaction Kinetics: Read Chapter 17 on pages 511-551 - Define vocabulary and answer Section Review Questions on pages 524, 530, and 537. Read Self-Heating Meals on page 525. In one paragraph, and answer the prompt question.
- **Lesson 8: Specific Heat:** Watch Khan Academy video "Specific Heat of Water". Take one page of Cornell notes. Define vocabulary and complete the Thermochemistry Virtual Lab.
- **Lesson 9:** Chemical Equilibrium: Read Chapter 18 on pages 553-589 - Answer Section Review Questions on pages 559, 576, and 584. Read Fixing the Nitrogen Problem on pages 560-561. Submit a typed, one page response to the following question: How did scientists solve the nitrogen problem? Cite your sources.
- **Lesson 10:** Great Discoveries of Chemistry: Watch 100 Greatest Discoveries YouTube video. Complete all activities listed in the lesson guide including timeline.

Module 3: Textbook: Modern Chemistry; Lesson Guide; Model ChemLab Software.

Objectives:

1. Explain what an oxidation reduction reaction (redox reaction) is.



Scope, Sequence & Assignments- Chemistry

2. Explain how the structure and bonding of carbon lead to the diversity and number of organic compounds.
3. Identify alcohols, alkyl halides, and ethers based on the functional group present in each.

Assignments:

- **Lesson 11:** Electric Vehicles: Read Chapter 19 on pages 591-621 - Complete all Section Review Questions on pages 595, 601, 605, and 616 and Research and Writing #42 on page 621 and #43 on page 621. Complete all activities listed in the lesson guide.
- **Lesson 12:** Oxidation-Reduction Reactions: Watch Khan Academy Video on Oxidation & Reduction. Take a full page of Cornell notes. Complete Oxidation Reduction Reaction Lab following instructions in the lesson guide.
- **Lesson 13:** Molecules and Isomers: Read Chapter 20 on pages 625-661 - Complete all Section Review Questions on pages 628, 633, 645, and 655 and #64 on page 661. Complete Construction of Molecules and Isomers task found in the lesson guide.
- **Lesson 14:** Organic Compounds: Read Chapter 21 on pages 663-699 - Answer all the odd review questions 1-61 on pages 694-697.
- **Lesson 15:** Biochemistry: Read pages 761-766 - Create a foldable using information from the reading and complete the outline found in the lesson guide.

Module 4: Textbook: Modern Chemistry; Lesson Guide; Model ChemLab Software.

Objectives:

1. Define and relate the terms mass defect and nuclear binding energy.
2. Explain why nuclear reactions occur, and know how to balance a nuclear equation.
3. Define the term half-life, and explain how it relates to the stability of a nucleus.

Assignments:

- **Lesson 16:** Nuclear Chemistry: Read Chapter 22 on pages 701-725 - Answer all Section Review Questions on pages 704, 712, 716, and 719.



Scope, Sequence & Assignments- Chemistry

- **Lesson 17:** Nuclear Disasters: Review Chapter 22 on pages 701-725 - Complete and submit rough draft of nuclear chemistry research paper.
- **Lesson 18:** Nuclear Disasters Presentation: Complete final draft and presentation of nuclear chemistry research. Follow directions found in the lesson guide.
- **Lesson 19:** Study Guide: Complete the study guide found in the lesson guide to review for the final exam.
- **Lesson 20:** End of Course Exam: As your teacher for the end of course exam and complete it in class.



Standards used for Chemistry 1, 2

Chemistry 1

Lesson 1: NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-7, HS-PS2-6

CCSS: RST.9-10.7, RST.11-12.1, WHST.9-12.2, WHST.9-12.5, WHST.9-12.7, WHST.11-12.8, WHST.9-12.9, MP.2, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 2: NGSS: HS-PS1-1, HS-PS1-3, HS-PS2-6

CCSS: RST.9-10.7, RST.11-12.1, WHST.9-12.2, WHST.9-12.4, WHST.9-12.5, WHST.9-12.6, WHST.9-12.7, WHST.11-12.8, WHST.9-12.9, WHST.9-12.10, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 3: NGSS: HS-PS1-3, HS-PS1-6, HS-PS2-6

CCSS: RST.11-12.1, WHST.9-12.7, WHST.9-12.9, WHST.11-12.2, WHST.11-12.8, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 4: NGSS: HS-PS1-3, HS-PS1-7, HS-PS1-8, HS-PS2-6

CCSS: RST.11-12.1, WHST.9-12.7, WHST.9-12.9, WHST.11-12.8, MP.4, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 5: NGSS: HS-PS1-1, HS-PS1-3, HS-PS1-8, HS-PS2-6

CCSS: RST.9-10.7, RST.11-12.1, WHST.9-12.2, WHST.9-12.9, WHST.11-12.8

Lesson 6: NGSS: HS-PS1-1, HS-PS1-3, HS-PS2-6

CCSS: RST.9-10.7, WHST.9-12.9, WHST.11-12.8

Lesson 7: NGSS: HS-PS1-1, HS-PS2-6

CCSS: RST.9-10.7, RST.11-12.1, WHST.9-10.2, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 9: NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-6

CCSS: RST.9-10.3, RST.9-10.9, RST.11-12.3, RST.11-12.9, WHST.9-10.7, WHST.11-12.7

Lesson 10: NGSS: HS-PS1-2, HS-PS2-6

CCSS: RST.11-12.1, WHST.9-12.2, WHST.9-12.5, SL.9-10.2, SL.9-10.4, SL.9-10.5, SL.9-10.6, SL.11-12.2, SL.11-12.4, SL.11-12.5, SL.11-12.6

Lesson 11: NGSS: HS-PS1-2, HS-PS1-3, HS-PS2-6

CCSS: RST.9-10.2, RST.9-10.5, RST.11-12.1, WHST.9-12.2, WHST.9-12.7, WHST.9-12.8, WHST.9-12.9, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 12: NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-7

CCSS: RST.9-10.7, WHST.9-12.2, WHST.9-12.5, MP.2, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 13: NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-7



Standards used for Chemistry 1, 2

CCSS: RST.9-10.7, WHST.9-12.2, WHST.9-12.5, MP.2, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 14: NGSS: HS-PS1-2, HS-PS1-5, HS-PS1-6, HS-PS1-7

CCSS: WHST.9-12.2, WHST.9-12.5, WHST.9-12.7, RST.11-12.1, MP.2, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 15: NGSS: HS-PS1-2, HS-PS1-5, HS-PS1-6, HS-PS1-7

CCSS: RST.11-12.1, WHST.9-12.2, WHST.9-12.5, WHST.9-12.7, MP.2, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 16: NGSS: HS-PS1-7

CCSS: MP.2, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 17: NGSS: HS-PS1-2, HS-PS2-6

CCSS: WHST.9-12.2, WHST.9-12.5, RST.9-10.7, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 18: NGSS: HS-PS1-2, HS-PS1-5, HS-PS2-6

CCSS: RST.9-10.7, RST.11-12.1, WHST.9-12.2, WHST.9-12.5, MP.2, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Chemistry 2

Lesson 1: NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-5, HS-PS1-7, HS-ETS1.2

CCSS: RST.9-10.7, RST.11-12.1, WHST.9-12.2, WHST.9-12.5, MP.2, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 2: NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-5, HS-ETS1.2

CCSS: RST.9-10.7, RST.11-12.1, WHST.9-12.2, WHST.9-12.5, MP.2, HSN-Q.A.1, HSN-Q.A.3

Lesson 3: NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-4, HS-PS1-7, HS-ETS1.2

CCSS: RST.9-10.7, WHST.9-12.2, WHST.9-12.5, MP.2, MP.4, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 4: NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-3

CCSS: RST.9-10.7, RST.11-12.1, WHST.9-12.2, WHST.9-12.5, WHST.9-12.7, WHST.9-12.8, WHST.9-12.9, HSN-Q.A.1, HSN-Q.A.3

Lesson 5: NGSS: HS-PS1-1, HS-PS1-2, HS-ETS1.2

CCSS: RST.9-10.7, WHST.9-12.2, WHST.9-12.5, HSN-Q.A.1, HSN-Q.A.3

Lesson 6: NGSS: HS-PS1-2, HS-PS1-5, HS-PS1-7

CCSS: RST.11-12.1, WHST.9-12.2, WHST.9-12.5, MP.2, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3



Standards used for Chemistry 1, 2

Lesson 7: NGSS: HS-PS1-5, HS-PS1-7

CCSS: RST.11-12.1, WHST.9-12.2, MP.2, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 8: NGSS: HS-PS3-3, HS-PS3-4

CCSS: RST.11-12.1, WHST.9-12.7, WHST.9-12.8, WHST.9-12.9, MP.2, MP.4, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 9: NGSS: HS-PS1-6

CCSS: WHST.9-12.7

Lesson 10: NGSS: HS-PS1-1, HS-PS1-8, HS-PS3-5, HS-PS4-5, HS-ESS1-3

CCSS: RST.9-10.7, WHST.9-12.2, WHST.9-12.7, WHST.9-12.8, WHST.9-12.9, MP.2, MP.4, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 11: NGSS: HS-PS1-2, HS-PS1-6, HS-ETS1.2

CCSS: WHST.9-12.2, WHST.9-12.5, WHST.9-12.7, MP.2, MP.4, HSN-Q.A.1, HSN-Q.A.3

Lesson 12: NGSS: HS-PS1-2, HS-PS1-6, HS-ETS1.2

CCSS: WHST.9-12.2, WHST.9-12.5, WHST.9-12.7, MP.2, MP.4, HSN-Q.A.1, HSN-Q.A.3

Lesson 13: NGSS: HS-PS1-2, HS-PS1-4

CCSS: WHST.9-12.2, WHST.9-12.5, MP.4, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 14: NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-4, HS-PS1-8

CCSS: RST.9-10.7, RST.11-12.1, WHST.9-12.2, WHST.9-12.5, WHST.9-12.7, WHST.9-12.8, WHST.9-12.9, MP.4, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 15: NGSS: HS-PS1-1, HS-PS1-2

CCSS: RST.9-10.7, WHST.9-12.2, WHST.9-12.5, HSN-Q.A.1, HSN-Q.A.3

Lesson 16: NGSS: HS-PS1-8

CCSS: MP.4, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 17: NGSS: HS-PS1-8

CCSS: MP.4, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3

Lesson 18: NGSS: HS-PS1-8

CCSS: RST.11-12.1, WHST.9-12.2, WHST.9-12.5, WHST.9-12.9, MP.4, HSN-Q.A.1, HSN-Q.A.2, HSN-Q.A.3



Scope, Sequence & Assignments - World History, Geography & Economics

Discipline: History/Social Science

Grade level: 10th

Title of courses: World History Geography & Economics 1, 2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: History/Social Science

Textbook & additional resources: World History: Human Legacy, Modern Era

Authors: Susan E. Ramirez, Peter Stearns and Sam Wineburg

- Document Based activities for World History
- Holt World Atlas
- Interactive Reader and Study Guide

Course Overview:

This course covers the major strands of history, geography, economics, culture, ethics and sociopolitical history. The course includes major turning points in modern world history including the Glorious, American and French Revolutions, the Industrial Revolution, the rise of Imperialism, the First and Second World Wars and intervening Russian Revolution and global depression, the Cold War, the end of colonialism with a focus on the Middle East and subsequent events related to the Arab-Israeli conflict, the end of the Cold War and the collapse of communism in Eastern Europe, and the rise of globalization.

Students in World History, Geography and Economics (WHGE 1, 2) will demonstrate knowledge and skills as they work toward these goals:

- Students will become complex thinkers who can understand major global trends and forces that have shaped the world since the 1700's, apply knowledge to new situations and other learning, understand the consequences of their choices, and solve problems creatively.
- Students will become academically proficient and literate as demonstrated by the current California state standards, understand and analyze primary source documents, and research and prepare written essays.
- Students will become life-long learners through mastery of the core social studies skills including synthesis and analysis.



Scope, Sequence & Assignments - World History, Geography & Economics

- Students will develop and sustain self-motivation through setting goals, managing their time, taking charge of their education, producing quality independent work, and actively contributing to their learning environment.
- Students will explain the roots, fundamental principles, moral values, and formation of western political ideology, beginning with Greek and Roman philosophy and emphasizing the democratic revolutions in England, the United States and France.
- Students will evaluate the impact of industrialization on major European countries, the United States and Japan.
- Students will analyze and evaluate the spread of European colonialism and its impact on Asia, Africa and Latin America.
- Students will examine and evaluate the rise of communism and fascism as twentieth century ideologies and their impact on populations in Europe and Asia.
- Students will analyze the causes and effects of the First and Second World Wars.
- Students will evaluate and analyze the origins of the Cold War and the resulting regional conflicts brought about by the competing ideologies of communism and capitalist democracy, and the resulting division of Europe into communist and non-communist camps.
- Students will evaluate the reasons for and consequences of globalization and the increasingly integrated global economy.

Five Paragraph Essay: Reforms, Revolutions, and War – French Revolution

Students will construct an essay analyzing the cause and effects of the British reform during the 1800's. Students will distinguish the causes/reasons for the reforms, explain the actual reforms, and finally evaluate the effects the reforms had on Britain and the rest of the Empire. The essay should be double-spaced, 12pt font, and Times New Roman. Students should evaluate their essay using the rubric in the lesson guide prior to submission.

Document Based Investigation: WWI

Students will construct a Document Based Essay on the causes of World War I responding to the prompt, "Why might people on different sides of the war have different perspectives for the causes of World War I?" Students will synthesize the information in the documents with outside information in the construction of their essay. The essay should be double-spaced,



Scope, Sequence & Assignments - World History, Geography & Economics

12pt font, and Times New Roman. Students should evaluate their essay using the rubric in the lesson guide prior to submission.

Five Paragraph Expository Essay: WWII

Students will compose a five-paragraph essay summarizing the causes, course, and consequences of WWII. Paragraphs should be well organized and contain 7-10 sentences each. The essay should be double-spaced, 12pt font, and Times New Roman. Students should evaluate their essay using the rubric in the lesson guide prior to submission.

I. Greek and Roman Philosophy and Western Political Thought

1. Similarities/Differences of Judeo-Christian and Greco-Roman views of law, reason and faith
2. The Development of Western political ideas
 - Readings from Plato's *Republic* and Aristotle's *Politics*
 - Tracing Greco-Roman political thought and its impact on American Constitutional Democracy

II. Glorious Revolution (England)/American Revolution/French Revolution

1. Enlightenment thinkers and their major ideas
2. Comparing the philosophical ideals of the three major revolutions

The Magna Carta, the English Bill of Rights, the American Declaration of Independence, the U.S. Bill of Rights, and the Declaration of the Rights of Man.

1. The American Revolution and it's unique significance to other nations
 - Comparison of the American Revolution and the English Revolution of 1610
 - The influence of the US Constitution on political systems in the contemporary world
1. The French Revolution
 - The ideological underpinnings of the French Revolution
 - Creation of a constitutional monarchy in France
 - The rise of democratic despotism and Napoleon

1. The Congress of Vienna and the 1848 Revolutions

III. The Industrial Revolution



Scope, Sequence & Assignments - World History, Geography & Economics

1. The Effects of the Industrial Revolution in England, France, Germany, Japan and the United States
 - Increases in population, urban to rural migration and growth of cities
 - Evolution of work and labor and the demise of the slave trade
 - Inventions of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur and Thomas Edison
2. Emergence of capitalism and the rise of Utopianism, Social Democracy and Communism
3. The Rise of Romanticism as a Response to the Industrial Revolution
 - Art and Literature of William Blake, William Wordsworth, Charlotte Bronte and Charles Dickens

IV. The Rise of Nationalism in Europe

1. National unification of Italy and Germany
2. Tensions/Dissolution of the Austrian-Hungarian Empire

V. The Rise of Imperialism

1. Social, political and economic factors underlying imperialism
2. Division of Africa by European powers
3. Imperialism in China, India and Latin America

VI. World War I

1. Causes of the Great War
2. Principal theaters of battle, major turning points and geographic factors involved in the fighting
3. Technological innovations: machine gun, barbed wire, poison gas etc.
4. Impact of the Great War on Russia
 - Rise of Bolshevism in Russia and Lenin's role as a Revolutionary
 - Impact of U.S. entry into the war and Russia's withdrawal
 - Collapse of monarchy in Russian Empire

VII. Political and Economic Transformation of the USSR

1. Stalin's rise to power and the triumph of totalitarianism



Scope, Sequence & Assignments - World History, Geography & Economics

2. Stalin's Anti-Religious Campaigns
3. Evaluation of Stalin's role as modernizer of the USSR

VIII. Art and Culture of the 1920s

1. Dadaism, Surrealism, Cubism and German Expressionism as an outgrowth of political conflict and economic depression
2. Advancements in physics, psychology and literature

IX. World War II

1. The rise of fascism and totalitarianism
2. Comparison of key political and economic concepts: democracy, socialism, capitalism, totalitarianism, Nazism, isolationism, communism, corporate state
3. Rise of fascism in Europe and Hitler's expansion: Invasion of Poland
4. Bombing of Pearl Harbor and U.S. entry into the war
5. Major battles and turning points in the war
6. The Holocaust and its impact on European Jews and ethnic minorities
7. Defeat of Germany and Japan and postwar conferences
8. Bombing of Hiroshima and Nagasaki

X. The Cold War

1. Economic, military and political competition between the USA and USSR
2. The Marshall Plan and Western Europe's resurgence
3. Triumph of Communists over Nationalists in China
4. Division of Korea
5. Nationalistic uprisings in Poland, Hungary, and Czechoslovakia
6. Strategic Arms buildup in Europe: NATO vs. Warsaw Pact
7. USA-USSR proxy wars: Vietnam, Afghanistan

XI. The Middle East

1. Pan-Arab nationalism and the end of colonial control in the Middle East
2. The creation of Israel and resulting Arab-Israeli wars
3. The Intifada

XII. The End of the Cold War

1. Perestroika and Glasnost and reform in the USSR under Gorbachev



Scope, Sequence & Assignments - World History, Geography & Economics

2. 'People Power' and democratic change in Eastern Europe
3. Collapse of the Berlin Wall, the triumph of Solidarity in Poland, the Velvet Revolution in Czechoslovakia, and the overthrow of Ceausescu
4. Collapse of the USSR
5. The Balkan's War

XIII. Globalization

1. New age of economic integration
2. Role of technology (internet, mobile communication) in a shrinking world

All units include some/all of the following: History

- Chapter Assessments
- Reading Comprehension Activities
- Primary Source Analysis
- Geography Activities
- Comparative/Opinion Essays
- Art/Creative projects
- Midterm-Chapter tests

End of Course comprehensive exam

- Comprehensive exams for each semester course
- Students cannot pass the course without passing the exam

Primary Source Activity: The Rise of Democratic Ideals

Students will analyze five historical documents including Magna Charta, The Declaration of the Rights of Man and Citizens, and the Declaration of Independence and then demonstrate their knowledge of each document by responding to various questions.

Geography Application: Napoleon's Russian Campaign

Students will study the human-environmental interaction in Napoleon's Disastrous Russian Campaign through analyzing graphs and summarizing its consequences.

Unit Test: Changes in European Society



Scope, Sequence & Assignments - World History, Geography & Economics

Students will demonstrate their knowledge through answering various multiple choice and short answer questions.

Cost-Benefit Analysis: Industrialization

Students will compare and contrast the cost and benefits of Industrialization by constructing a paragraph that includes a justification of their response.

Online Assignment: Nationalism and Europe

Students will use the internet and online textbook to research the rise of nationalism in Europe. Students will then define terms and take notes to prepare for a few quiz questions.

Art Project: World War I

Students will create two uplifting propaganda posters that inspire people to rebuild their lives after World War I. One poster will be from the Triple Alliance viewpoint and the other poster will be from the Triple Entente viewpoint. Students will then compose a paragraph defending the effectiveness of their images for each poster.

Video Analysis: The Master Race Video

Students will review a video entitled "The Master Race" which examines the socio-economic climate in Germany prior to WWII. Then students will synthesize the information to answer relative questions.

Video Analysis: Europe and North America

Students will review a video entitled "Brave New World" which examines the building tension between the United States and the Soviet Union from the post war 1940's to the early 1960's. Then students will synthesize the information to answer relative questions.

Illustrated Timeline: The Cold War

Students will identify major events and their dates pertaining to the antagonism between the United States and the Soviet Union; place the dates of each event in chronological order on a timeline. Students will also include a short summary of each date's importance, and illustrate their timeline.

Metaphor Project: The Cold War



Scope, Sequence & Assignments - World History, Geography & Economics

Student will design a metaphor poster that compares the USSR and the United States during the Cold War. Students will illustrate this visually through art, labeling key similarities and events in the competition between the USSR and the United States.

Primary Source Analysis: Arab-Israeli Conflict

Students will study and evaluate primary source documents and respond to questions pertaining to each document involving the Arab-Israeli conflict through history and in current events.

Module 1: Textbook: Human Legacy: Modern Era (2007).

Objectives:

1. Trace the development of Western political ideas.
2. Review the principles of the English Bill of Rights.
3. Compare philosophical ideas and their effects on dramatic revolutions in England.
4. Compare the Glorious, American, and the French Revolutions.

World History, Geography & Economics 1 Assignments:

- **Lesson 1:** Read pp. xxxiv, 2-7, and 16-17. "Overview of Western Political Thought" - Complete all activities listed in the lesson guide.
- **Lesson 2:** Read pp. 2-7. "Judeo-Christian/Greco Roman Origins" - Complete all activities listed in the lessons guide.
- **Lesson 3:** Read pp. H22-H28, and p. R56 "Plato vs. Aristotle" - Complete all activities listed in the lesson guide.
- **Lesson 4:** Read pp.228-230, p. R68, and p. R59. "Rise of Democratic Thought" - Complete all activities in the lesson guide.
- **Lesson 5:** Read Chapter 4 Overview, and Chapter 5, pp. 168-181. " The Monarchs of Europe" and "Enlightenment and Revolution" - Complete all activities listed in the lesson guide.

[CA State Standards: HSS 10.1.2, 10.2.2, 10.1.1, 10.1.3; CCRH Standards 9 – 10: 1, 3, 2, 4, 5, 8; CCWHST Standards 9- 10: 2a, 7, 9.]

Module 2: Textbook: Human Legacy: Modern Era (2007).



Scope, Sequence & Assignments - World History, Geography & Economics

Objectives:

1. Compare the Glorious, American, and the French Revolutions.
2. Analyze how changes in technology and forms of energy brought about massive change.
3. Describe the growth of population, rural to urban migration, and the growth of cities.
4. Trace the evolution of labor and the spread of nationalism.

Assignments:

- **Lesson 6:** Read Chapter 5, pp. 182-190. "Enlightenment and Revolution" - Complete all activities listed in the lesson guide.
- **Lesson 7:** Read Chapter 6, pp. 192-221. "The Tale of Two Cities", "The French Revolution and Napoléon" - Complete all activities listed in the lesson guide.
- **Lesson 8:** Read Chapter 7, pp. 234-253. "The Industrial Revolution" - Complete all activities listed in the lesson guide.
- **Lesson 9:** Read Chapter 8, pp. 260-278. "Life in the Industrial Age" - Complete all activities listed in the lesson guide.
- **Lesson 10:** Read Chapter 7 and Chapter 8 Overviews. "The Industrial Revolution" and "Life in the Industrial Age" - Complete all activities listed in the lesson guide.

[CA State Standards: HSS 10.2.5, 10.3.1, 10.3.2, 10.3.3, 10.3.4, 10.3.5 10.3.6, 10.3.7; CCRH Standards 9 – 10: 1, 3, 2, 4, 5, 8, 9; CCWHST Standards 9- 10: 2, 4, 5, 8, 9.]



Scope, Sequence & Assignments - World History, Geography & Economics

Module 3: Textbook: Human Legacy: Modern Era (2007).

Objectives:

1. Understand the "Causes and Effects of British Reform".
2. Analyze the spread of nationalism across Europe.
3. Explain imperialism from the perspective of the colonizers and the colonized.

Assignments:

- **Lesson 11:** Read Chapter 9, pp. 286-291. "Reforms, Revolutions, and War" - Complete all activities listed in the lesson guide.
- **Lesson 12:** Read Chapter 10, pp. 314-334. "Nationalism in Europe" - Complete all activities listed in the lesson guide.
- **Lesson 13:** Read Chapter 11, pp. 340-371. "The Age of Imperialism" - Complete all activities listed in the lesson guide.
- **Lesson 14:** Read Chapter 11, pp. 340-371. "The Age of Imperialism" - Complete all **activities listed in the lesson guide.**
- **Lesson 15:** Read Chapter 12, pp. 380-401. "World War I" - Complete all activities listed in the lesson guide.

[CA State Standards 9-12: HSS 10.2.1, 10.2.4, 10.2.5, 10.3.4, 10.4, 10.5, 10.6, 10.7, 10.9;
CCRH Standards 9 – 10: 2, 3, 4, 5, 7, 8, 9; CCWHST Standards 9- 10: 4, 5, 8, 9]



Scope, Sequence & Assignments - World History, Geography & Economics

Module 4: Textbook: Human Legacy: Modern Era (2007)

Objectives:

1. Analyze the arguments for war, the major battles, turning points, and importance of geographical factors of World War I.

Assignments:

- **Lesson 16:** Review Chapter 12, pp. 380-401. "World War I" - Complete all activities listed in the lesson guide.
- **Lesson 17:** Review Chapter 12, pp. 380-401. "World War I" - Complete all activities listed in the lesson guide.
- **Lesson 18:** Review Chapter 12, pp. 378-401. "World War I" - Complete all activities listed in the lesson guide.
- **Lesson 19:** Complete the study guide for the end of course exam found in the lesson guide.
- **Lesson 20:** End of Course comprehensive Exam

[CA State Standards 9-12: HSS 10.5, 10.6, 10.7, 10.9; CCRH Standards 9 – 10: 2, 3, 4, 5, 7, 8, 9; CCWHST Standards 9- 10: 4, 5, 8, 9]



Scope, Sequence & Assignments - World History, Geography & Economics

Module 1: Textbook: Human Legacy: Modern Era (2007).

Objectives:

1. Review the causes and effects of World War I as an international event.
2. Analyze the effects of the First World War, the rise of totalitarian governments, and the causes and consequences of WWII.
3. Do a document-based investigation.
4. Analyze the causes and consequences of World War II.
5. Analyze the Nazi Policy of racial purity.

World History, Geography & Economics 2 Assignments:

- **Lesson 1:** Review Chapter 12, and read Chapter 13 pp. 409-418. "World War I" and "The Interwar Years" - Complete all activities listed in the lesson guide.
- **Lesson 2:** Read Chapter 13, pp. 420-431. "The Interwar Years" - Complete all activities listed in the lesson guide.
- **Lesson 3:** Read Chapter 14, pp. 437-444. "World War II" - Complete all activities listed in the lesson guide.
- **Lesson 4:** Read Chapter 14, pp. 445-452. "World War II" - Complete all activities listed in the lesson guide.
- **Lesson 5:** Read Chapter 14, pp. 456-465. "World War II" - Complete all activities listed in the lesson guide.

[CA State Standards 9-12: HSS 10.4, 10.5.3, 10.6.1, 10.6.2, 10.7, 10.8, 10.9 CCRH Standards 9 – 10: 1, 2, 3, 4, 9; CCWHST Standards 9- 10: 2, 4, 5, 7, 8]



Scope, Sequence & Assignments - World History, Geography & Economics

Module 2: Textbook: Human Legacy: Modern Era (2007).

Objectives:

1. To be able to discuss the human costs of the war and compare economic and military power shifts caused by the war.
2. Understand the causes of the Cold War and understand the importance of the Truman Doctrine and Marshall Plan.
3. Learn about uprisings in Europe and understand how these led to developments of nationalism.
4. Learn about the end of the Cold War.

Assignments:

- **Lesson 6:** Review Chapter 14, pp. 437-465. "World War II" - Complete all activities listed in the lesson guide.
- **Lesson 7:** Review Chapter 14, pp. 437-465. "World War II" - Complete all activities listed in the lesson guide.
- **Lesson 8:** Read Chapter 15, pp. 479-489. "Europe and North America" - Complete all activities listed in the lesson guide.
- **Lesson 9:** Read Chapter 15, pp. 490-501. "Europe and North America" - Complete all activities listed in the lesson guide.
- **Lesson 10:** Review Chapter 15, pp. 479-505. "Europe and North America" - Complete all activities listed in the lesson guide.

[CA State Standards 9-12: HSS 10.6.3, 10.7.3, 10.8.1 -6, 10.9.1-3, 10.9.8 CCRH Standards 9 – 10: 1, 2, 3, 4, 9; CCWHST Standards 9- 10: 2, 4, 5, 9, 10]



Scope, Sequence & Assignments - World History, Geography & Economics

Module 3: Textbook: Human Legacy: Modern Era (2007).

Objectives:

1. Establish a pattern of America's post-war policy in Asia.
2. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China
3. Analyze the history, trends, and challenges of these regions.
4. Understand how the Holocaust affected world opinion on the need for a Jewish State.
Analyze the Arab/Israeli conflict.

Assignments:

- **Lesson 11:** Read Chapter 16, pp. 510-521. "Asia" - Complete all activities listed in the lesson guide.
- **Lesson 12:** Read Chapter 16, pp. 522-531. "Asia" - Complete all activities listed in the lesson guide.
- **Lesson 13:** Read Chapter 17, pp. 536-549. "Africa and The Middle East" - Complete all activities listed in the lesson guide.
- **Lesson 14:** Read Chapter 17, pp. 551-561. "Africa and The Middle East" - Complete all activities listed in the lesson guide.
- **Lesson 15:** Review Chapter 17, pp. 536-561. "Africa and The Middle East" - Complete all activities listed in the lesson guide.

[CA State Standards 9-12: HSS 10.6.3, 10.7.3, 10.8.1 -6, 10.9.1, 10.9.8 CCRH Standards 9 – 10: 1, 2, 3, 4, 5; CCWHST Standards 9- 10: 3, 5, 8]



Scope, Sequence & Assignments - World History, Geography & Economics

Module 4: Textbook: Human Legacy: Modern Era (2007).

Objectives:

1. Understand how to write a document-based essay.
2. Analyze the history, trends, and challenges of nation building in Mexico and other Latin American countries.
3. Analyze the integration of countries into the world economy and the information, technological, and communications revolutions.
4. Assess mastery of concepts learned in this course.

Assignments:

- **Lesson 16:** Read Chapter 18 Summaries, "Latin America" - Complete all activities listed in the lesson guide.
- **Lesson 17:** Read Chapter 19, pp. 590-606. "Today's World" - Complete all activities listed in the lesson guide.
- **Lesson 18:** Read Chapter 19, pp. 607-613. "Today's World" - Complete all activities listed in the lesson guide.
- **Lesson 19:** Complete the study guide for the end of course exam found in the lesson guide. Ask your teacher to print out a copy for you.
- **Lesson 20:** End of Course comprehensive exam

[CA State Standards 9-12: HSS 10.10.1-3, 10.7.3, 10.11 CCRH Standards 9 – 10: 1, 6, 8, 9; CCWHST Standards 9- 10: 2, 4, 5]



Scope, Sequence & Assignments- Spanish

Discipline: World Language (Language Other than English)

Grade level: 10th

Title of courses: Spanish 5, 6

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Textbook & additional resources: En Espanol! 3 Tres

- En Espanol! 3 Audio Program Take Audio CD
- En Espanol 3 Resource Books 1-6
- www.classzone.com
- Spanish 5 Lesson Guide
- Dictionaries and supplemental materials on Spanish-speaking cultures and people

Author: Estella Gahala, Patricia Hamilton Carlin, Audrey L Heining-Boynton, Ricardo Otheguy and Barbara Rupert.

Course Overview:

This one-year course is designed for those students who have successfully completed Spanish 3, 4 and is intended to increase students' oral, written, and listening proficiencies. There is an emphasis on fluency, with accurate pronunciation and intonation, as well as emphasis on cultural awareness and appreciation of Spanish-speaking countries. By course end, students will be able to communicate effectively by participating in Spanish conversations. Through the use of literature, film and other cultural media, students will observe and gain knowledge and understanding of other cultures. Through a wide array of technology using web 2.0 tools as a method for demonstrating mastery, students will generate projects to enhance Spanish writing and speaking abilities.

The purpose of this course is to advance student knowledge and understanding in each of the major communication skills: listening, reading, speaking and writing. Students will learn to communicate effectively in Spanish by writing short answers and essay responses using advanced Spanish vocabulary and grammatical structure. Student will use aural skills to comprehend conversational Spanish. In addition students will be expected to clearly articulate impromptu Spanish responses orally to the teacher. Students will read multiple pieces of Spanish literature to help expand their understanding of the social, political, and economic structures, as well as everyday life, in Spanish speaking areas of the world.

Ultimately, this course is intended to help students participate in multilingual communities at home and in the global marketplace around the world. By introducing students to the great figures of Spanish history and literature, they will be introduced to the creative use of Spanish



Scope, Sequence & Assignments- Spanish

language and Spanish-speaking countries' cultures with the hopes that they will gain a more nuanced respect for the development of the Spanish speaking world. Through gaining a greater understanding and appreciation of the Spanish language and culture, students will be able develop a more culturally sensitive approach to the world.

The course is organized in 4-6 week units based on appropriately rigorous themes. Each theme provides extended opportunities for listening, speaking, reading, and writing in increasingly abstract and sophisticated ways. The course for study for Units 1-3 is to continue engaging the learner on the parts of speech, conjugation of the verbs and immerse the students in the culture of Spanish speaking countries. In unit 4, The Next Step, students describe their studies, talk about careers, and learn about Latin American Economics. In unit 5, Art in Spain and the Americas, students request clarification, make cross-curricular connections, and talk about film and literature. Finally, in unit 6, What do You Want to See, students talk about technology, navigate cyberspace, and compare and evaluate.

In Unit 1 "Asi Somos" students will engage and learn:

- Listening Strategies and recognizing descriptions
- Review tense of regular verbs
- Learn about Mexico and Central American cultures
- Latin American geography
- Latin American holidays
- Irregular yo forms
- Preterite tense of regular verbs
- Imperfect tense
- Preterite vs. imperfect (Spelling changes)
- Present and past perfect tense
- Complete Comprehension questions
- Complete Classzone on line quizzes
- Speaking quiz with teacher
- Hispanic Art Review
- Future tense to express probability
- Reflexive verbs
- Reflexive verbs used reciprocally
- Impersonal constructions with se
- Speaking activities " identify feelings important in a friendship
- Create a PowerPoint Presentation in Spanish about yourself

In Unit 2 " El Mundo es Nuestro" students will engage and learn:



Scope, Sequence & Assignments- Spanish

- Physical and personality descriptions for people
- Clothing, jewelry and color vocabulary
- Vocabulary for household chores and activities at home
- Command forms
- Nosotros commands
- Speculating with the conditional
- Complete Classzone online quizzes
- Create audio recording of an interview with someone from a Spanish speaking country
- Conduct speech to class and teacher
- Comprehend complex sentences
- The present subjunctive of regular verbs
- The present subjunctive of irregular verbs
- The present subjunctive of stem-changing verbs
- The present perfect subjunctive
- Answer Comprehension questions
- The subjunctive with expressions of emotion
- The subjunctive to express doubt and uncertainty
- The subjunctive with cuando and other conjunctions of time
- Student complete speaking quiz with teacher

In Unit 3 “Celebracion De Mi Mundo” students will engage and learn:

- Environmental vocabulary
- Irregular stems in the future
- Rainforest vocabulary
- The subjunctive for expressing wishes
- The subjunctive with conjunctions
- The Imperfect subjunctive
- Subjunctive with nonexistent and indefinite antecedents
- The subjunctive for disagreement and denial
- Conditional sentences
- Learn about Hispanic art
- Summary of the subjunctive
- Complete Classzone on line quizzes
- Subjunctive vs. Indicative



Scope, Sequence & Assignments- Spanish

Unit 4: Ch.1-El proximo paso

In this chapter, students will learn to discuss and describe their studies by developing appropriate vocabulary. In addition to the mastery of vocabulary words, students will learn to use the past progressive tense, present progressive tense, and interrogatives. In particular, students will practice using the Progressive with *ir*, *andar*, and *seguir* instead of *estar*. In following one of the unit's themes, to say what you are doing, students describe an action that was in progress, or an action that continuously occurred in the past. Students will be required to practice this vocabulary and grammatical forms in activities and comprehension questions based off of the textbook reading as well as listening to audio and audio visual CD's. Students will begin to practice the use this chapter's grammar and vocabulary through the use of impromptu conversational Spanish through oral journals of three-to-five minutes delivered to the teacher. Specifically, students will be asked to use a Web 2.0 tool to exhibit their knowledge gained in this chapter of the interrogative form by creating a transcript of an exchange between a hiring manager and a job candidate in their selected field of study. Students will also be introduced to Argentine literature and culture by reading about Jorge Luis Borges' life and work, along with a short story of his, *El Sur*. Students will be asked to analyze the work and construct an essay-length response on the symbolism of the story in relation to the history of immigration in Argentina in the early 20th century.

Unit 4: Ch.2-¿Cual será tu profesión?

In this chapter, students will learn to talk about their careers, including vocabulary appropriate to the workplace. Vocabulary will be reinforced through their use in context, pictures, and flashcards for studying. Students will review affirmative and negative expressions. Grammatically, the use of the Past Perfect Subjunctive will be used to express emotions, and the Conditional perfect will be used to hypothesize ideas. The development of these skills will be facilitated through the use of activities in the textbook, including those linked to the audio and audio visual CD's to improve students' aural grasp of the language. Students will continue their impromptu 3-to-5 minute oral journals to the teacher using the vocabulary and grammatical structures learned in the chapter. Reading and writing in Spanish will be practiced through the textbook and through constructed responses to comprehension questions. This chapter also includes a project for the students to complete. After reading, writing, and listening about careers and job ads, students will apply what they've learned by creating an original mock job advertisement, which they will broadcast themselves in Spanish. Using a self-created screencast or video, students will record and broadcast themselves as the Spanish interviewer for an open position, commenting on the company's address, wages, and other similar components of a classified ad job posting.



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Unit 4: Ch.3-Un mundo de posibilidades

In this chapter, students will learn about the economics of the southern cone countries and the varieties of cultures and unique idioms spoken throughout the Spanish speaking world. Students' readings will introduce these topics, and the students will be required to master the related vocabulary in the chapter through practice and application in their reading and listening assignments. Among the skill developed in this chapter, students will learn to use the future perfect tense to express past probability. Students will also be able to avoid redundancy by reviewing subject and stressed object pronouns, as well as reviewing possessive pronouns to express and clarify possession. These skills will be utilized through the continuation of their impromptu 3-to-5 minute oral journals delivered to the teacher. Students will be required to read and listen for meaning in their assignments in the textbook and on the audio and audio-visual CD's. It is expected that through their listening and reading exercises that they will be able to evaluate predictions about which countries are major world producers. Careful reading and listening will be needed to answer related comprehension questions. The skills learned in this chapter will culminate into a project that will encourage students to make cultural connections through the idioms of the Spanish language. Using the textbook as a starting point, students will independently research a unique group of Spanish speakers' idiom and economy. The project will ask students to create a speech and multimedia presentation in Spanish to present the information they discovered in their research.

Unit 5: Ch.1- Tradiciones espanolas

This unit will further develop students' awareness of the art, literature, and culture of Spain and Latin America. In this chapter, students will learn about culture in the arts of Spain, including artists such as Francisco de Goya and museums like the *Museo Del Prado* in Madrid. Students will practice and master vocabulary related to art, literature, and music by utilizing these words in their reading, listening, writing, and speaking activities. Students will listen to presentations and read about the art at the *Museo del Prado*, as well as answer questions based upon the information they have learned in order to gain an appreciation for the importance of museums. In addition, students will review and practice using demonstrative adjectives and pronouns, as well as differentiating between *¿qué?* versus *¿cuál?* to further discuss art. Using these skills students will continue their impromptu 3-to-5 minute oral journals. The culminating project in this chapter will be the exploration of the Spanish Civil War and its effects through the creation of a multimedia timeline and constructed response. Students will research the events of the Spanish Civil War and compile them into a timeline, from which they will choose one event to investigate its causes and effects in a two paragraph response.



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Unit 5: Ch. 2- El Nuevo Mundo

In this chapter, students will learn about pre-Colombian civilizations in the Americas, focusing primarily on pre-Colombian artwork. The vocabulary students will be developing will allow them to discuss the arts, dances, and other aspects of pre-Colombian America. Students will watch and listen to a virtual art visit as they learn to describe the arts and crafts of the pre-Colombian era. Students will continue their mastery of indirect object pronouns and other relative pronouns through written activities. They will also be expected to learn about Direct Object pronouns by listening to conversations and comprehending the relationship expressed by the pronouns. As students read and listen to information about pre-Colombian civilizations, they will be required to answer comprehension questions to show their understanding of the material and to practice written composition. Students will also be expected to use the grammatical structures and vocabulary learned in this chapter in their impromptu 3-to-5 minute oral journals to practice oral composition. At the end of this chapter, students will be required to complete a written midterm that tests their knowledge of the grammar (in particular, sentence formation regarding pronoun usage) and vocabulary presented in the course thus far. Furthermore, this midterm will test students' abilities to listen and improvise in Spanish during conversation.

Unit 5: Ch.3-Lo mejor de dos mundos

In this chapter, students will learn about how to talk about literature and film. In the textbook, students will learn and practice using vocabulary pertinent to literature, literary criticism, and films. Students will develop a mastery of double object pronouns and nominalization in order to clearly discuss literature and films in their textbook activities and their impromptu 3-to-5 minute oral journals. Reading and aural activities will prepare students to complete two separate projects, one on film and another on literature. The project on film asks students to watch the movie *El Norte* in Spanish. After viewing the film, students must write a five paragraph analytical essay, in Spanish, on the film *El Norte*. Essays must be engaging, organized, and use proper grammar and mechanics. They must also have a clear thesis, well-developed body paragraphs of at least seven sentences each, and thoughtful conclusion. The second project, on literature, asks students to read selected poems of Pablo Neruda and learn about his life. After reading a collection of Neruda's *Odas*, students will answer comprehension and analysis questions on the works and their meanings. Furthermore, students will be creating an original *Oda a...* entirely in Spanish in the style of Pablo Neruda. Students will be encouraged to use rhetorical and poetic devices in their poems.

Unit 6: Ch.1-¿Que quieres ver?

In this chapter, students will learn how to narrate in the past, express doubt and certainty, report what others say, and talk about television. From the textbook, students will develop vocabulary related to television shows, including describing the equipment, program genres, and reactions. Mastery of vocabulary content will be achieved by several means: students will participate in written activities from the textbook; they will use their newly learned



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vocabulary to construct a critical review of a 30-to-60 minute television show originally aired in Spanish; they will also be asked to create a multimedia television program guide with recommendations and synopses of Spanish-language television shows for the week. Watching the television shows and participating in listening activities will help practice their aural skills, while the continuation of impromptu 3-to-5 minute journals will encourage the ability to speak conversationally. In keeping with the standards of the chapter, students will practice the use of Preterite vs. Imperfect tenses to enable them to report what others say and narrate the past, as well as enable the ability to understand and express opinions. Students will listen to an interview with a famous artist and answer comprehension questions, as well as reflect through narration the television they used to watch as a child compared with today. Students will also practice expressing doubt by completing conversations between friends and siblings using either the indicative or the subjunctive tense. The culminating project, the multimedia television program guide, will also help students learn about the cultures of Venezuela, Colombia, Ecuador, Peru, and Bolivia, by asking them to research television shows aired within these countries.

Unit 6: Ch.2-Aquí tienes mi numero

In this chapter, students will learn to talk about technology. Students will develop the vocabulary necessary to discuss the technology necessary for work and daily life, as well as vocabulary related to the purchasing of electronic devices. Students will utilize this vocabulary throughout the chapter in speech, writing, reading, and listening. Textbook activities will encourage students to write and discuss the types of technology they use and buy. Impromptu oral journals will also encourage the development of vocabulary by asking the students to reflect on technology in their lives. Students will engage in activities and respond to comprehension questions in response to readings from the textbook and conversations that they listen to. In keeping with the standards of the chapter, students will also practice and review several concepts through the chapter's activities: the use of prepositions and adverbs in stating location; the use of *pero* vs. *sino* to make contrasts; the use of *se* to describe unplanned events. In this chapter's culminating project, students will use the vocabulary and grammatical structures learned in this chapter to create a comprehensive multimedia advertisement in Spanish for a real or invented electronic device. Students must be able to talk comparatively about the device and write persuasively to create an effective advertisement.

Unit 6: Ch.3-¡Un viaje al ciberespacio!

In this chapter, students continue to learn about technology in the world today, this time focusing on computers, computer use, and cyberspace. Students will also continue developing the ability to compare, evaluate, and express relationships through prepositions,



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verbs with prepositions, and a review of comparatives and superlatives. These tools will allow students to complete their textbook activities and reading comprehension questions. Students will gain written and verbal practice in these areas by participating in their activities and completing their impromptu 3-to-5 minute oral journals relating to the use of computers and the internet. Some activities in this chapter will be aural, requiring students to listen to, comprehend, and respond to spoken dialogue about technology. Responses in this chapter include writing in paragraph form. This chapter's culminating project requires students to compare and evaluate what they've learned about technology and its role in connecting them to Spanish speaking communities and countries. Students will be asked to compose a full-length journalistic article for their school newspaper on a school event related to technology. Students will need to use the grammatical structures and vocabulary learned in this chapter to clearly express their opinions and accurately report the information in their article.

Literature Unit:

The final unit of the class will be a look into the life and work of Gabriel García Márquez, specifically the first chapter of *Cien Años de Soledad*. Students will begin by learning about García Márquez's life. They will be asked to listen to, read, and watch presentations in Spanish on García Márquez's life and the history of Colombia while taking notes and responding to comprehension questions to develop a background for the story. To prepare themselves, students must define and study an extensive list of some of the new and difficult vocabulary used in García Márquez's book, while keeping a journal of other words or phrases that strike them as interesting, significant, or difficult. Students will take notes on the story in preparation to write a literary analysis essay. The essay will ask students to analyze the significance of García Márquez's unique presentation of the History of Macondo.

Assessments in this course are designed to provide evidence of competency for students in reading, writing and speaking. Students are given the opportunity to use web 2.0 tools, draft essays, audio conversational journals, complete reports, and research projects as means of assessment. These assessments help to provide real world applications for their skillset. Communication assessments are throughout the course, both formally and informally in the forms stated above as well as through interactive media that is crafted by the student. There is a consistent monitoring of student progress through evaluation of participation, homework, tests, midterm, projects, and the end of course exam, which the student must draft themselves.

Conversational Journals – Throughout this course students will be assessed on their verbal Spanish skills through the development of their conversational journals. Students will record



Scope, Sequence & Assignments- Spanish

their Spanish conversations using the web 2.0 tool screencastomatic.com. Students create multiple two to three minutes of conversation on the assigned topic per chapter. Students send their teachers the web link via email and teacher assess the Spanish conversation based on pronunciation, correct use of vocabulary, and properly addressing the conversation topic. Student's narration style will also be assessed based on their ability to provide a smooth delivery in a conversational style. Voice must be clear and expressive.

Reading Comprehension Questions – Students will respond in writing to assigned reading comprehension questions throughout the course. Students will write their answers in Spanish using the correct vocabulary, verb tense and topic based on the assigned chapters. Student ability to use affirmative and negative expressions is evaluated from their assigned questions. Also evaluated is the ability to express and understand opinions. Students will be assessed on their ability to understand the written language by answering the comprehension questions related to them.

Spanish Essay Writing – Students are assigned multiple essays throughout the courses. Students will construct essays in Spanish in response to read Spanish literature such as *El Sur* and three poems by Pablo Neruda and *Cien años de soledad*. In their essays, students will analyze the role of history in the literature and character analysis. Student essays will be graded using a rubric based on content, thesis support throughout their essays and Spanish writing abilities. They are also evaluated on their ability to use strings of related sentences together, using proper grammar, spelling, and punctuation. Students are also assessed on their ability to create sentences, form paragraphs, and write an essay, in Spanish, that includes an effective introduction, developed body paragraphs, and a conclusion.

Projects – Students will create various projects in this course. Students will create a classified ad in Spanish and present it in Spanish to the teacher. Research and writing their ad is required before they can present it. Students will also create a digital timeline based on their research of the Spanish Civil War. Student's digital timeline will be assessed for vocabulary use, accuracy, and creativity/appearance. Also evaluated will be the two paragraph response about the event the student chose to research more in depth.

Listening – Students will watch *El Norte* in Spanish and be assessed on comprehension questions based on the movie. Also through the chapters in the book students will listen to audio of Spanish conversations using audio tracks and will be assessed on their ability to understand the spoken language by answering questions through verbal and written communication.

Midterm - Students will be graded on their ability to express themselves, verbally and spontaneously, using grammar appropriately, as they talk with their teacher during the speaking component of the midterm. Students are asked to discuss an ideal trip with their teacher about where they traveled, why, with whom, and what did they enjoying seeing. This



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improvised assessment is a short narrative of approximately 10 sentences long, after which the Spanish teacher will ask their own spontaneous (Spanish) questions about the student's travel experience. Student answers to these questions will be graded with the same rigor.

Final Exam – At the end of this course students will complete their final exam that assess the student's verbal, listening, writing, and reading Spanish abilities based on the content learned throughout the chapters in the textbook and literature read within the course. Students will respond to vocabulary questions in writing and various multiple choice questions based on content from the textbook. Then write a short in class essay in Spanish and then complete a speaking assessment on a given topic with the teacher.

Grammar and vocabulary will be introduced through instructional activities in the textbook as well as through flashcard review. New grammatical structures and Spanish words/phrases will be reinforced through their required use in students' oral journals, written responses, and the projects that cap each chapter.

Cultural Connections will be introduced primarily through the use of cultural artifacts (literature, movies, and television) and through the use of the textbook readings. Students will be encouraged to discuss, compare, and engage with the new cultures through the use of their oral journals, written responses, and creative engagement with the cultures through their various projects. Students will be asked to put themselves in the shoes of the people who live in those cultures and to use their research skills to further learn about the cultures and societies of Spanish-speaking countries.

Reading will be an integral component to this course. Students will be required to develop strong reading skills to comprehend textbook assignments and the literature prescribed in the course. Reading in this course is designed to inform students, allow students to imitate grammatical patterns, learn vocabulary in context, and engage creatively with the language.

Listening will encourage students to continue to develop their ability to comprehend conversational Spanish. Students will listen to a movie (*El Norte*) and the instructional CD's that accompany the textbook to be exposed to Spanish dialogue.

Speaking will primarily be developed through the use of students' impromptu oral journals. Students will be asked to respond to prompts relating to the topics in each chapter in an unscripted manner for 3-to-5 minutes. There will also be several projects which will include students presenting their research or project in an oral presentation to the teacher. Students will hopefully become more comfortable speaking in Spanish in front of a small audience and gain a greater confidence in composing impromptu Spanish dialogue.

Writing will be integral to students' development in the Spanish language in this course. Students will be asked to compose written work of various lengths in Spanish. From short



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answer, to short paragraphs, to essays, students will practice researching, composing, and editing well-developed ideas in Spanish. Students will be required to use the grammatical structures and vocabulary correlating to each chapter in their written exercises, as well as the correct accentuation of words.

Technology will also be integral to this course. Students will engage with the language through pictures and videos that they use to help create their multimedia presentations on a computer. Computers will be used for some of the instruction (such as the use of audio and audio-visual CD's) as well as a tool for researching and composing essays and projects. Students will be able to use applications such as Microsoft Word, Microsoft PowerPoint, Microsoft Publisher, Prezi, Screencasts, and YouTube as they progress through the course.

Throughout Spanish 6 students will develop critical thinking and cultural processing skills through text, visuals, audio, video, and interpersonal communication. The assignments developed for this course are designed to meet CA Common Standards of Reading Comprehension and writing skills. Students read for meaning through indirect instruction, and engage in simulations and field observations via experiential learning. Students work to expand their cultural knowledge and awareness through contextual situations they read and answer questions about. Students demonstrate their ability to engage in oral and written conversations via comprehension questions, a movie critique, and various web 2.0 projects.

Unit 4- Students will be focusing on different areas of collegiate study and career choices. Within this unit students will be completing the following key assignments:

Reading Comprehension Questions - Students will answer in Spanish multiple reading comprehension questions based on reading from Unit 4. These questions address comprehension of the vocabulary words, understanding the different fields of study and careers and the abilities to prepare for a job interview and career after college. Students will use past and present progressives within their answers.

Conversational Journals - Students will complete several impromptu and conversations in Spanish and record them to turn in to their teacher. Students will discuss different college campuses and what areas of study they are interested in.

Listening - Audio Conversation between two Spanish speaking students that discuss their schools and areas of interest and why they like their subject areas. Students will also use the online textbook support classzone.com to help with vocabulary pronunciation and memorization.

Reading – Students will be reading Chapters 1, 2, and 3 within Unit 4 of the textbook to help with content understanding.



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Projects – Students will create a mock interview within a career of interest and develop at least six interview questions using vocabulary from Unit 4. Students will record audio of their questions and turn in. Students will then have a mock interview with the teacher using the Spanish questions they created. Students, in another project, will create a classified ad in Spanish. They will create a visual ad in Spanish such as a poster and present that in Spanish to their teacher. Students will also read “El Sur” in Spanish and write an essay in Spanish that addresses the symbolism of southern Argentina within the story of “El Sur”. And how is the history of Argentina represented in ‘El Sur’ specifically Argentina’s history of immigrants. In another project in Unit 4, students will create a PowerPoint presentation and speech in Spanish about different people groups within Latin American that speak different dialect mentioned with the textbook.

Unit 5- Students will be completing assignments that focus on communication, Spanish and Latin America cultures and expressing relationships.

Reading Comprehension Questions- Students will answer in Spanish multiple reading comprehension questions based on reading from Unit 5. These questions address comprehension of the vocabulary words, understanding and discussing of art, requesting clarification in a conversation, music, relative pronouns, expressing relationships and making generalizations.

Conversational Journals- Students will complete several impromptu and conversations in Spanish and record them to turn in to their teacher based on topics within Unit 5.

Listening- There will be Audio Conversation taking place between two Spanish speaking students that discuss Spanish arts and crafts, and direct object pronouns. Students will also use the online textbook support classzone.com to help with vocabulary pronunciation and memorization.

Reading – Students will be reading Chapters 1, 2, and 3 within Unit 5 of the textbook to help with content understanding.

Projects – Students will complete an online timeline using timetoast.com that focuses on a particular event within the Spanish Civil War. After answering questions about the Spanish Civil War, students will need to organize 10 major events into the digital timeline. Each event will include a brief one sentence description about the importance of that event. Lastly, students choose one particular event from the timeline to research further and answer specific questions on. Organize these answers into a two paragraph response, in Spanish. Students will also complete a movie analysis: El Norte. Students learn about the volatile issue of immigration from viewing this movie, along with other research. From this students draft a five paragraph analytical essay, in Spanish. The essay should include the following points: the reasons for illegal immigration, the problems faced by illegal immigrants trying to



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arrive safely in the US, the issues they face on a daily basis to survive in the US, and contributions and/or problems involved with an influx of illegal immigrants. Students will also complete a Spanish poetry project. They will read a background of writer Pablo Neruda and three of his poems. They will when research further into his life and create their own Ode poem.

Unit 6-

Reading Comprehension Questions- Students will answer in Spanish multiple reading comprehension questions based on reading from Unit 6.

Conversational Journals- Students will complete several impromptu and conversations in Spanish about television programming, technology, and their types of shows and record them to turn in to their teacher. Students will also narrate the past and express doubt about and certainty and report what others say.

Listening- There will be Audio Conversation taking place between two Spanish speaking students that discuss television shows, technology, and make contrasts. Students will also use the online textbook support classzone.com to help with vocabulary pronunciation and memorization.

Reading- Students will be reading Chapters 1, 2, and 3 within Unit 6 of the textbook to help with content understanding.

Projects - In keeping aligned with the chapter's focus on technology, students are asked to create an advertisement for a product to be sold at a convention. First students must pretend that they've invented a device/product to advertise. Create the advertisement, name the product, and decide what it does and who will be the audience. After answering some questions about their product, students are then asked to record a screenshot of their advertisement, complete with script/narration and present it to the teacher. Student will then engage in a journalistic writing activity, as their school's newspaper reporter, where they describe a school-related event associated to technology. Here students narrate a sequence of events and communicate their significance. Students will also learn new vocabulary terms based on reading Cien años de soledad and write an essay. Students will respond to reading questions based on the story and then develop an essay that analyzes a character from the story or analyze the significance of Marques' presentation of history throughout the story.



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Spanish 5

Module 1: En Espanol 3 and Lesson Guide.

Objectives:

1. Talk about present and past activities.
2. Describe people. Talk about experiences.
3. List accomplishments.
4. Describe fashions.
5. Talk about the pastimes. Talk about the future.
6. Predict actions.

Assignments:

- **Lesson 1:** Read Etapa Preliminar pp. xl-27 - Bienvenidos al Mundo Hispano! Complete the activities outlined in the lesson guide.
- **Lesson 2:** Read Unit 1 Chapter 1 pp. 28-53- Como Soy? Complete the activities outlined in the lesson guide.
- **Lesson 3:** Read Unit 1: Chapter 2 pp. 54-75- Como Me Veo? Complete the activities outlined in the lesson guide.
- **Lesson 4:** PowerPoint Assignment: Complete the activities outlined in the lesson guide.
- **Lesson 5:** Read Unit 1: Chapter 3 pp. 76-86 - Hay Tanto que Hacer! Complete the activities outlined in the lesson guide.

Module 2: En Espanol 3 and Lesson Guide.

Objectives:

1. Say what you want to do. Make requests. Make suggestions.
2. Say what should be done.
3. React to ecology. React to others' actions.
4. React to nature. Express doubt. Relate events in time.



Scope, Sequence & Assignments- Spanish

Assignments:

- **Lesson 6:** Read Unit 1: Chapter 3 pp. 87-99 - Hay Tanto que Hacer! Complete the activities outlined in the lesson guide.
- **Lesson 7:** Read Unit 2: Chapter 1 pp. 102-127- Pensemos en Los Demas. Complete the activities outlined in the lesson guide.
- **Lesson 8:** Una Entrevista: Create an audio recording of a formal interview, in Spanish, with someone from a Spanish speaking country.
- **Lesson 9:** Read Unit 2: Chapter 2 pp. 128-149 - Un Planeta En Peligro. Complete the activities outlined in the lesson guide.
- **Lesson 10:** Read Unit 2: Chapter 3 pp. 150-163 - La Riqueza Natural. Complete the activities outlined in the lesson guide.
- **Lesson 11:** Read Unit 2: Chapter 3 pp. 168-175 - Un Pais de Encanto. Complete the activities outlined in the lesson guide.

Module 3: En Espanol 3 and Lesson Guide.

Objectives:

1. Describe celebrations, holidays, and historic events.
2. Say what people want. Link events and ideas.
3. Express emotion and doubt. Hypothesize.
4. State cause and effect.
5. Give information. Make suggestions and wishes.

Assignments:

- **Lesson 12:** Read Unit 3: Chapter 1 pp. 176-201- A Fin la Graduacion! Complete the activities outlined in the lesson guide.
- **Lesson 13:** Read Unit 3: Chapter 2 pp. 202-223 - Prospero Ano Nuevo! Complete the activities outlined in the lesson guide.
- **Lesson 14:** Read Unit 3: Chapter 3 pp. 224-247 - Celebraciones de Patria. Complete the activities outlined in the lesson guide.
- **Lesson 15:** Complete the study guide for the final exam.
- **Lesson 16:** Complete the comprehensive end of course exam



Scope, Sequence & Assignments- Spanish

Spanish 6

Module 1: En Espanol 3 and Lesson Guide.

Objectives:

1. Describe your studies.
2. Ask Questions.
3. Say what you are (and were) doing.
4. Talk about careers.
5. Express past probability.

Assignments:

- **Lesson 1:** Read Unit 4 Chapter 1 pp. 254-275 - El proximo paso - Complete the activities outlined in the lesson guide.
- **Lesson 2:** Read Unit 4 Chapter 1 pp. 254-275 - El proximo paso - Complete the activities outlined in the lesson guide.
- **Lesson 3:** Read El Sur and complete the activities and essay outlined in the lesson guide.
- **Lesson 4:** Read Unit 4 Chapter 2 pp. 276-297 - cual sera tu profesion? - Complete the activities outlined in the lesson guide.
- **Lesson 5:** Read Unit 4: Chapter 3 pp. 298-321 - Un mundo de posibilidades. Complete the activities outlined in the lesson guide.

Module 2: En Espanol 3 and Lesson Guide.

Objectives:

1. Identify and specify.
2. Request clarification.
3. Express relationships.
4. Make generalizations.

Assignments:

- **Lesson 6:** Read Unit 4: Chapter 3 pp. 298-321 - Un mundo de posibilidades. Complete the activities, speech, and presentation outlined in the lesson guide.
- **Lesson 7:** Read Unit 5: Chapter 1 pp. 330-342- Tradiciones espanolas. Complete the activities outlined in the lesson guide.



Scope, Sequence & Assignments- Spanish

- **Lesson 8:** Read p. 348 Conexiones. Timetoast Assignment. Complete the activities outlined in the lesson guide.
- **Lesson 9:** Read Unit 5: Chapter 2 pp. 352-363 - Un Nuevo Mundo. Complete the activities outlined in the lesson guide.
- **Lesson 10:** In class Midterm.

Module 3: En Espanol 3 and Lesson Guide.

Objectives:

1. Narrate in the past.
2. Express doubt and certainty.
3. Report what others say.
4. Talk about television and technology.
5. Talk about film.

Assignments:

- **Lesson 11:** Read Unit 5: Chapter 3 pp. 372-397 - Lo major de dos mundos. Complete the activities outlined in the lesson guide.
- **Lesson 12:** Read Pablo Neruda, Oda a la cebolla, Oda a la sal, Oda al tomate. Complete the activities outlined in the lesson guide.
- **Lesson 13:** Read pp. 388-395 and watch the movie El Norte. Complete the activities and essay outlined in the lesson guide.
- **Lesson 14:** Read Unit 6: Chapter 1 pp. 402-423 - Que quieres ver? Complete the activities outlined in the lesson guide
- **Lesson 15:** Read Unit 6: Chapter 2 pp. 426-445 - Aqui tienes mi numero. Complete the activities outlined in the lesson guide.

Module 4: En Espanol 3 and Lesson Guide.

Objectives:

1. Compare and evaluate.
2. Express precise relationships.
3. Express emotion and doubt. Hypothesize.
4. Navigate cyberspace.



Scope, Sequence & Assignments- Spanish

Assignments:

- **Lesson 16:** Unit 6: Chapter 2 pp. 426-445 - Aqui tienes mi numero. Complete the activities outlined in the lesson guide.
- **Lesson 17:** Read Unit 6: Chapter 3 pp. 446-469 - Un viaje al ciberespacio! Complete the activities outlined in the lesson guide.
- **Lesson 18:** Literature - Cien anos de soledad - Complete the activities outlined in the lesson guide.
- **Lesson 19:** Literature - Cien anos de soledad - Complete the activities outlined in the lesson guide.
- **Lesson 20:** Literature - Cien anos de soledad - Complete the activities outlined in the lesson guide.
- **Lesson 21:** Ask your teacher for the Study Guide. Complete it and turn it in before you take the End of Course Exam.
- **Lesson 22:** Complete the comprehensive end of course examination.



Scope, Sequence & Assignments- English 8

Discipline: English

Grade level: 8th

Title of course: English 8-1, 8-2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: English 8

Textbook & Materials: Prentice Hall "Literature: Timeless Voices, Timeless Themes" (Silver Level)

Full Length Novels: The Pigman & The Call of the Wild

Course Overview:

In this two-semester course, the students will be exploring the themes of change, adaption, and compassion, in an attempt to address the Essential Question, "What does it mean to adapt to your surroundings; physically, mentally, and spiritually? "What does change mean in our lives? Should we fight it or adapt?" Required readings that include full length novels that will focus on analysis and making historical connections with literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards. Students will grapple with a variety of themes using textbooks, novels, videos and the various web 2.0 technology.

This course is required of all students in grade eight. The course content includes the thematic study of literature in major genre areas: short story, nonfiction, poetry, drama, and the novel. Activities interrelate reading, writing, oral communication, and language study, which includes grammar, usage, and standard forms of American English. A variety of writing types are emphasized in each unit.



Scope, Sequence & Assignments- English 8

English 8-1

Module 1: Textbook: Prentice Hall "Literature: Timeless Voices, Timeless Themes" (Silver Level)

Objectives:

1. Understand the standard forms of American English, which include: spelling, vocabulary, grammar and usage.
2. Read and analyze different types of literature: short stories, drama, nonfiction, poetry, myth, legend, folktale, and novel

Assignments:

- **Lesson 1:** Literature Book pp. 20-39 - READ "Prepare to Read" for each of the following sections. "Charles" and "I Know Why the Caged Bird Sings": Read the selections and complete all activities assigned in the Lesson Guide.
- **Lesson 2:** Literature Book pp. 42-51 - READ "Prepare to Read" for each of the following sections. "Road Not Taken", "All But Blind", and "The Choice": Read the selections and complete all activities assigned in the Lesson Guide.
- **Lesson 3:** Literature Book pp. 52-59 - READ "Prepare to Read" for each of the following sections. "Email from Bill Gates": Read the selections and complete all activities assigned in the Lesson Guide.
- **Lesson 4:** Literature Book pp. 116-125 - READ "Prepare to Read" for each of the following sections. "The Secret": Read the selections and complete all activities assigned in the Lesson Guide.
- **Lesson 5:** Lesson Guide - Persuasive Speech - Complete all activities assigned in the Lesson Guide.

CCSS: RL.8. L.8.1a, L.8.1b, L.8.4d L.8.2, L.8. 3, L.8.4c L.8.4b, L.8.5c, L.8.6 L.8.2c, L.8.4a, & L.8.4c RL.8. 2, RL.8.3, RL.8.1, RL.8.4, RL.8.9, & RL.8.6

ELD: Part 1: Interacting in Meaningful Ways B. Interpretive



Scope, Sequence & Assignments- English 8

Level)

Objectives:

1. Read and analyze different types of literature: short stories, drama, nonfiction, poetry, myth, legend, folktale, and novel.
2. Understand the parts of a story.

Assignments:

- **Lesson 6:** Literature Book pp. 154-169 - READ "Prepare to Read" for each of the following sections. "Up the Slide" and "from Hatchett": Read the selections and complete all activities assigned in the Lesson Guide.
- **Lesson 7:** Literature Book pp. 254-265 - READ "Prepare to Read" for each of the following sections. "Emancipation" and "O Captain! My Captain!": Read the selections and complete all activities assigned in the Lesson Guide.
- **Lesson 8:** Lesson Guide - Business Letter - Complete all activities assigned in the Lesson Guide.
- **Lesson 9:** Literature Book pp. 362-375 - READ "Prepare to Read" for each of the following sections. "Choice: A Tribute to Dr. Martin Luther King, Jr. "," Ellis Island "," Achieving the American Dream and "The New Colossus": Read the selections and complete all activities assigned in the Lesson Guide.
- **Lesson 10:** Literature Book pp. 396-410 - READ "Prepare to Read" for each of the following sections. "Taught Me Purple"," The City is So Big" and "Those Winter Sundays": Read the selections and complete all activities assigned in the Lesson Guide.

[CCSS: RL.8.1, RL.8.2, RL.8.3, RL.8.4, & RL.8.6. L.8.4a, L.8.4d L.8.1a, L.8.1c, L.8.3, L.8.4a, L.8.6, L.8.1b, &L.8.3a]

ELD: ELD: Part 1: Interacting in Meaningful Ways B. Interpretive

Module 3: Textbook: Prentice Hall "Literature: Timeless Voices, Timeless Themes" (Silver Level)

Novel: "The Pigman"

Objectives:

1. Read a novel and analyze the various parts of a novel and the elements of literature.



Scope, Sequence & Assignments- English 8

2. Read and analyze poetry.

Assignments:

- **Lesson 11:** Novel - Read the following novel: "The Pigman". Complete all activities in the Lesson Guide
- **Lesson 12:** Novel - Continue reading the novel. Complete all activities in the Lesson Guide
- **Lesson 13:** Novel - Continue reading the novel. Complete all activities in the Lesson Guide
- **Lesson 14:** Novel - Continue reading the novel. Complete all activities in the Lesson Guide
- **Lesson 15:** Novel - Continue reading the novel. Complete all activities in the Lesson Guide

[CCSS: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6, W.8.1a W.8.1b, W.8.1c, W.8.3a, W.8.3b, W.8.3c, W.8.3d, W.8.3e, W.8.4, W.8.7, W.8.8, W.8.9, W.8.10, L.8.1, L.8.1d, L.8.2, L.8.3, L.8.3a, L.8.4, L.8.4a, L.8.6]

ELD: Part 1: Interacting in Meaningful Ways B. Interpretive; A. Collaborative

Module 4: Textbook: Prentice Hall "Literature: Timeless Voices, Timeless Themes" (Silver Level)

Objectives:

1. Read and analyze various forms of poetry.
2. Understand the standard forms of American English.

Assignments:

- **Lesson 16:** Literature Book pp. 422-431 - READ "Prepare to Read" for each of the following sections. "An American Childhood": Read the selections and complete all activities assigned in the Lesson Guide.
- **Lesson 17:** Literature Book pp. 460-487 - READ "Prepare to Read" for each of the following sections. "The Adventure of the Speckled Band": Read the selections and complete all activities assigned in the Lesson Guide.



Scope, Sequence & Assignments- English 8

- **Lesson 18:** Literature Book pp. 488-490 - READ "Reading Informational Materials": Complete all activities assigned in the Lesson Guide.
- **Lesson 19:** Literature Book pp. 510-513 - READ "Writing Workshop: Exposition: Explanation of a Process": Complete all activities assigned in the Lesson Guide. See your teacher for the Study Guide to the End of Course Exam.
- **Lesson 20:** Take the final exam.

[CCSS: RL.8.2, RL.8.4 RL.8.5, L.8.2, L.8.2a L.8.6, S.8.6]

ELD: Part 1: Interacting in Meaningful Ways B. Interpretive, A. Collaborative

English 8-2

Module 1: Textbook: Prentice Hall "Literature: Timeless Voices, Timeless Themes" (Silver Level)

Objectives:

1. Read the story and complete all activities assigned in the lesson guide.
2. Learn to read informational materials.
3. Understand how to write a persuasive essay.

Assignments:

- **Lesson 1:** Literature Book pp. 520-531 - READ the "Previewing" section before each story carefully. "The Tell-Tale Heart": Read the selection and complete all activities assigned in the Lesson Guide.
- **Lesson 2:** Lesson Guide - "The Tell-Tale Heart: Narrative Essay": Complete all activities assigned in the Lesson Guide.
- **Lesson 3:** Literature Book pp. 576-590 - READ the "Previewing" section before each story carefully. "The Story-Teller" and "The Medicine Bag": Read the selection and complete all activities assigned in the Lesson Guide.
- **Lesson 4:** Literature Book pp. 662-665; 860-863 - READ the "Previewing" section before each story carefully. "Reading Informational Materials": Read the selection and complete all activities assigned in the Lesson Guide.
- **Lesson 5:** Literature Books pp. 666-674 - READ the "Previewing" section before each story carefully. "The Trouble with Television, The American Dream": Read the selections and complete all activities assigned in the Lesson Guide.

[CCSS: RI.8.1, RI.8.2, RI.8.3, RI.8.4c, RI.8.5, RI.8.6, RI.8.9, L.8.1, L.8.2, L.8.3, L.8.4b, L.8.4c, W.8.1a, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.8.4]

ELD: Part 1: Interacting in Meaningful Ways B. Interpretive, A. Collaborative

Module 2: Textbook: Prentice Hall "Literature: Timeless Voices, Timeless Themes" (Silver Level) Novel: Call of the Wild and The Diary of Anne Frank

Objectives:

1. Understand how to write a persuasive essay.
2. Be able to write a biographical essay and presentation.

Assignments:

- **Lesson 6:** Lesson Guide - Persuasive Essay - Rough Draft: Complete all activities assigned in the Lesson Guide.
- **Lesson 7:** Lesson Guide - Persuasive Essay - Final Draft: Complete all activities assigned in the Lesson Guide.
- **Lesson 8:** Lesson Guide - pp. 678-685 - "Reading Informational Materials": Read the selections and complete all activities assigned in the Lesson Guide.
- **Lesson 9:** Novel - Read one of the following novels: "Call of the Wild". Complete all activities in the Lesson Guide.
- **Lesson 10:** Novel - Continue reading the novel. Complete all activities in the Lesson Guide.

[CCSS: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RI.8.1, W.8.1, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.10, L.8.1, L.8.2, L.8.3, L.8.6]

ELD: Part 1: Interacting in Meaningful Ways B. Interpretive, A. Collaborative

Module 3: Textbook: Prentice Hall "Literature: Timeless Voices, Timeless Themes" (Silver Level) Novel: Call of the Wild.

Objectives:

1. Read the story and complete all activities assigned in the lesson guide.
2. Learn to read informational materials.



Scope, Sequence & Assignments- English 8

Assignments:

- **Lesson 11:** Novel - Continue reading the novel. Complete all activities in the Lesson Guide.
- **Lesson 12:** Novel - Continue reading the novel. Complete all activities in the Lesson Guide.
- **Lesson 13:** Literature Books pp. 694-724 - READ the "Previewing" section before each story carefully. "The Diary of Anne Frank, Act I": Read the selection and complete all activities assigned in the Lesson Guide.
- **Lesson 14:** Literature Books pp. 725-745 - READ the "Previewing" section before each story carefully. "The Diary of Anne Frank, Act I": Read the selection and complete all activities assigned in the Lesson Guide.
- **Lesson 15:** Literature Books pp. 748-768 - READ the "Previewing" section before each story carefully. "The Diary of Anne Frank, Act II": Read the selection and complete all activities assigned in the Lesson Guide.

[CCSS: RI.8.4, L.8.1, L.8.3, SL.8.4, W.8.1a, W.8.1b, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.8.4, W.8.5, W.8.6, W.8.8, W.8.9b]

ELD: Part 1: Interacting in Meaningful Ways B. Interpretive, A. Collaborative

Module 4: Textbook: Prentice Hall "Literature: Timeless Voices, Timeless Themes" (Silver Level)

Objectives:

1. Read the story and complete all activities assigned in the lesson guide.
2. Learn to read informational materials about crime solving.

Assignments:

- **Lesson 16:** Lesson Guide - Final Project: Complete all activities assigned in the Lesson Guide.
- **Lesson 17:** Literature Books pp. 876-885 - READ the "Previewing" section before each story carefully. "New World, Lyric 17, For My Sister Molly Who in the Fifties": Read the selections and complete all activities assigned in the Lesson Guide.



Scope, Sequence & Assignments- English 8

- **Lesson 18:** Lesson Guide - Research Report & Informational Speech: Complete all activities assigned in the Lesson Guide.
- **Lesson 19:** Lesson Guide - Research Report & Informational Speech: Complete all activities assigned in the Lesson Guide.
- **Lesson 20:** Take the finalexam.

[CCSS: W.8.1a, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.8.4, W.8.5, W.8.6, W.8.8, and W.8.9b, L.8.1, L.8.3, SL.8.4]

ELD: Part 1: Interacting in Meaningful Ways B. Interpretive, A. Collaborative



Scope, Sequence & Assignments- Mathematics 8

Discipline: Mathematics

Grade level: 8th

Title of courses: Mathematics 8-1, 8-2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core 8th grade Mathematics Standards

Textbook & additional resources: Go Math! Middle School Grade 8

Course Overview:

This two semester course is designed for grade 8 students establishing and building the fundamental skills necessary for success in the high school college preparatory algebra 1 or Integrated Math courses. The course is organized around five major strands: number sense, algebra and functions, measurement and geometry, Algebra 1, and mathematical reasoning. It reinforces the skills and concepts needed to meet the standards on which these students will be assessed. Students will study an array of principles including: Operations and properties; solving one-step equations and inequalities; working with ratios, proportions and percents; solving linear functions; graphing; analyzing data; and probability. Algebraic skills and concepts are developed in various real world problem-solving situations with symbolic reasoning and calculations with symbols serving as the focus of the course.



Scope, Sequence & Assignments- Mathematics 8

Math 8-1

Module 1: Real Numbers, Exponents, and Scientific Notation. Textbook: Go Math! Middle School Grade 8

Objectives:

1. Learn to rewrite rational numbers and decimals
2. Learn to find square roots and cubed roots
3. Learn to approximate irrational numbers
4. Learn to describe relationships between sets of real numbers
5. Learn to order a set of real numbers
6. Develop and learn to use the properties of integer exponents
7. Learn to use scientific notation to express very large and very small quantities
8. Learn to add, subtract, multiply, and divide using scientific notation
9. Use tables, graphs, and equations to represent proportional situations
10. Learn to find a rate of change and slope
11. Learn to interpret the unit rate as slope

Assignments:

- **For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.**
- **Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.**
- **Lesson 1:** 1-1, 1-2, 1-3: Rational and Irrational Numbers; Sets of Real Numbers; Ordering Real Numbers.
- **Lesson 2:** 2-1, 2-2: Integer Exponents; Scientific Notation with Positive Powers of 10.
- **Lesson 3:** 2-3, 2-4: Scientific Notation with Negative Powers of 10; Operations with Scientific Notation.



Scope, Sequence & Assignments- Mathematics 8

- **Lesson 4:** Unit 1 Project, and Unit 1 Assessment Readiness.
- **Lesson 5:** 3-1, 3-2, 3-3: Representing Proportional Relationships; Rate of Change and Slope; Interpreting the Unit Rate as Slope.

California Common Core State Standards: EE 8.EE.3, 8.EE.5, 8.EE.6, 8.EE.4, 8.EE.1; TNS 8.NS.2, 8.NS.1; F 8.F.4.

Module 2: Proportional and Nonproportional Relationships and Functions. Textbook: Go Math! Middle School Grade 8.

Objectives:

1. Use tables, graphs, and equations to represent linear nonproportional situations
2. Learn to determine the slope and y-intercept of a line
3. Learn to graph a line using the slope and y-intercept
4. Learn to distinguish between proportional and nonproportional situations
5. Learn how to write an equation to model a linear relationship given a graph, a description, or a table
6. Learn how to contrast linear and nonlinear sets of bivariate data

Assignments:

- **For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.**
- **Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.**
- **Lesson 6:** 4-1, 4-2: Representing Linear Nonproportional Relationships; Determining Slope and y-intercept.
- **Lesson 7:** 4-3, 4-4: Graphing Linear Nonproportional Relationships Using Slope and y-intercept; Proportional and Nonproportional Situations.



Scope, Sequence & Assignments- Mathematics 8

- **Lesson 8:** Midterm Exam - Ask your teacher for the midterm exam and complete it in class.
- **Lesson 9:** 5-1, 5-2: Writing Linear Equations from Situations and Graphs; Writing Linear Equations from a Table.
- **Lesson 10:** 5-3: Linear Relationships and Bivariate Data.

California Common Core State Standards: EE 8.EE.6; SP 8.SP.1; F 8.F.4, 8.F.3, 8.F.2.

Module 3: Solving Equations and Systems of Equations. Textbook: Go Math! Middle School Grade 8.

Objective:

1. Learn how to identify and represent functions
2. Learn how to tell if a function is linear or not
3. Learn how to use tables, graphs, and equations to compare functions
4. Learn how to describe a relationship given a graph and sketch a graph given a description
5. Learn how to represent and solve equations with the variable on both sides
6. Learn how to solve equations with rational number coefficients and constants
7. Learn how to use the Distributive Property to solve equations
8. Learn how to give examples of equations with a given number of solutions

Assignments:

- **For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.**
- **Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.**
- **Lesson 11:** 6-1, 6-2: Identifying and Representing Functions; Describing Functions.



Scope, Sequence & Assignments- Mathematics 8

- **Lesson 12:** 6-3, 6-4: Comparing Functions; Analyzing Graphs.
- **Lesson 13:** Unit 2 Project, and Unit 2 Assessment Readiness.
- **Lesson 14:** 7-1, 7-2: Equations with the Variable on Both Sides; Equations with Rational Numbers.
- **Lesson 15:** 7-3, 7-4: Equations with the Distributive Properties; Equations with Many Solutions or No Solution.

California Common Core State Standards: EE 8.EE.7, 8.EE.7b, 8.EE.7a; F 8.F.1, 8.F.5, 8.F.2.

Module 4: Textbook: Go Math! Middle School Grade 8.

Objective:

1. Learn how to solve a system of equations by graphing
2. Learn how to solve a system of linear equations by substitution
3. Learn how to solve a system of equations by adding or subtracting
4. Learn how to solve a system of linear equations by elimination with multiplying
5. Learn how to solve systems of equations that have no solution or infinitely many solutions

Assignments:

- **For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.**
- **Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.**
- **Lesson 16:** 8-1, 8-2: Solving Systems of Linear Equations by Graphing; Solving Systems by Substitution.



Scope, Sequence & Assignments- Mathematics 8

- **Lesson 17:** 8-3, 8-4, 8-5: Solving Systems by Elimination; Solving Systems by Elimination with Multiplication; Solving Special Systems.
- **Lesson 18:** Unit 3 Project and Unit 3 Assessment Readiness.
- **Lesson 19:** Study Guide - Ask your teacher for the study guide and complete it in class.
- **Lesson 20:** End of Course Exam - Ask your teacher for the End of Course Exam and complete it in class.

California Common Core State Standards: EE 8.EE.8a, 8.EE.8b.



Scope, Sequence & Assignments- Mathematics 8

Math 8-2

Module 1: Transformational Geometry. Textbook: Go Math! Middle School Grade 8.

Objectives:

1. Learn how to describe the properties of translations and their effect on the congruence and orientation of figures
2. Learn how to describe the properties of reflections and their effect on the congruence and orientation of figures
3. Learn how to describe the properties of rotations and their effect on the congruence and orientation of figures
4. Learn how to describe the effect of a translation, rotation, or reflection on coordinates using an algebraic representation
5. Learn how transformations can be used to verify that two figures have the same shape and size
6. Learn how to describe the properties of dilations
7. Learn how to describe the effect of a dilation on coordinates using an algebraic representation
8. Learn the connection between transformations and the orientations of similar figures

Assignments:

- **For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.**
- **Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.**
- **Lesson 1:** 9-1, 9-2: Properties of Translations; Properties of Reflections.
- **Lesson 2:** 9-3, 9-4: Properties of Rotations; Algebraic Representations of Transformations.
- **Lesson 3:** 9-5: Congruent Figures.
- **Lesson 4:** 10-1, 10-2: Properties of Dilations; Algebraic Representations of Dilations.



Scope, Sequence & Assignments- Mathematics 8

- **Lesson 5:** 10-3: Similar Figures.

California Common Core State Standards: G 8.G.1, 8.G.2, 8.G.4, 8.G.3.

Module 2: Measurement Geometry. Textbook: Go Math! Middle School Grade 8.

Objectives:

1. Draw conclusions about the angles formed by parallel lines that are cut by a transversal
2. Draw conclusions about the measures of the angles of a triangle
3. Determine when two triangles are similar
4. Learn how to prove the Pythagorean Theorem and use it to solve problems
5. Learn how to test the converse of the Pythagorean Theorem and use it to solve problems
6. Learn how to use the Pythagorean Theorem to find the distance between two points on a coordinate plane

Assignments:

- **For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.**
- **Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.**
- **Lesson 6:** Unit 4 Project, and Unit 4 Assessment Readiness.
- **Lesson 7:** 11-1, 11-2: Parallel Lines Cut by a Transversal; Angle Theorems for Triangles.
- **Lesson 8:** 11-3: Angle-Angle Similarity.
- **Lesson 9:** Midterm Exam - Ask your teacher for the midterm exam and complete it in class.



Scope, Sequence & Assignments- Mathematics 8

- **Lesson 10:** 12-1, 12-2: The Pythagorean Theorem; Converse of the Pythagorean Theorem.

California Common Core State Standards: G 8.G.5, 8.G.7, 8.G.6.

Module 3: Statistics. Textbook: Go Math! Middle School Grade 8.

Objective:

1. Learn how to find the volume of a cylinder
2. Learn how to find the volume of a cone
3. Learn how to find the volume of a sphere
4. Learn to construct and interpret scatter plots
5. Learn how to use a trend line to make a prediction from a scatter plot

Assignments:

- **For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.**
- **Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.**
- **Lesson 11:** 12-3: Distance Between Two Points.
- **Lesson 12:** 13-1, 13-2: Volume of Cylinders; Volume of Cones.
- **Lesson 13:** 13-3: Volume of Spheres.
- **Lesson 14:** Unit 5 Project and Unit 5 Assessment Readiness.
- **Lesson 15:** 14-1, 14-2: Scatter Plots and Association; Trend Lines and Predictions.

California Common Core State Standards: G 8.G.9, 8.G.8; SP 8.SP.3, 8.SP.1.



Scope, Sequence & Assignments- Mathematics 8

Module 4: Textbook: Go Math! Middle School Grade 8

Objective:

1. Learn to construct and interpret two-way frequency tables
2. Learn how categorical data can be organized and analyzed

Assignments:

- **For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.**
- **Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.**
- **Lesson 16:** 15-1: Two-Way Frequency Tables.
- **Lesson 17:** 15-2: Two-Way Relative Frequency Tables.
- **Lesson 18:** Unit 6 Project and Unit 6 Assessment Readiness.
- **Lesson 19:** Study Guide - Ask your teacher for the study guide and complete it.
- **Lesson 20:** End of Course Exam - Ask your teacher for the End of Course Exam and complete it in class.

California Common Core State Standards: SP 8.SP.4.



Scope, Sequence & Assignment- Physical Science 8

Discipline: Science

Grade level: 8th

Title of courses: Physical Science 8-1, 8-2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Next Generation Science Standards

Textbook & additional resources: Focus on Physical Science

Course Overview:

This two-semester course is designed to meet the Next Generation Science Standards for Physical Science which includes motion, forces, structure of matter, earth and life science, chemistry, density, momentum and buoyancy. Students will use the inquiry method supplemented by conducting and analyzing experiments to explore the nature of the physical and chemical world. Students will also use technology to collect data and communicate ideas. The students will participate and conduct several wet labs.



Scope, Sequence & Assignment- Physical Science 8

Physical Science 8-1

Module 1: Textbook: Focus on Physical Science

Objectives:

1. Learn about motion.
2. Learn about forces.

Assignments:

- **Lesson 1:** Motion: Determining Position. Define ALL vocabulary terms on page 78. Read pages 42-55. Complete Reading Checks on pages 48, 51, & 53. Complete Visual Check on page 52. Complete Lesson 1 Review Standards Check 1-7 on page 54.
- **Lesson 2:** Motion: Speed, Velocity, and Acceleration. Read pages 56-63. Complete Visual Check on page 56. Complete Reading Checks on pages 57 & 59. Complete Speed Equation practice problems 1 & 2 on page 58. Complete Lesson 2 Review Standards Check 1-10 on page 61. Complete Applying Math practice problems 1 & 2 page 62.
- **Lesson 3:** Motion: Graphing Motion. Read pages 64-77. Complete Reading Checks on pages 65, 67, & 68. Complete Lesson 3 Review Standards Check 1-6 on page 72. Complete Standards Assessment 1-12 on pages 82 & 83.
- **Lesson 4:** Forces: Combining Forces. Define ALL vocabulary terms on page 120. Read pages 84-94. Complete Reading Checks on pages 89, 90, & 93. Complete Visual Check on page 90. Complete Lesson 1 Review Standards Check 1-8 on page 94. Complete Vertical Forces Data Lab see teacher for instructions and materials.
- **Lesson 5:** Forces: Types of Forces. Read pages 96-104. Complete Reading Checks on pages 97, 98, 100, & 103. Complete Visual Check on page 100. Complete Lesson 2 Review Standards Check 1-7 on page 104. Complete Friction Mini Lab see teacher for instructions and materials.

NGSS 8: MS-PS2: MS-PS2-2, RST.6-8: RST.6-8.1, RST.6-8.3, RST.6-8.4, RST.6-8.10.



Scope, Sequence & Assignment- Physical Science 8

Module 2: Textbook: Focus on Physical Science

Objectives:

1. Learn about forces.
2. Learn about density and buoyancy.

Assignments:

- **Lesson 6:** Forces: Unbalanced Forces and Acceleration. Read pages 106-114. Complete Reading Checks on pages 107, 108, 110, & 112. Complete Second Law Equation practice problems 1 & 2 on page 109. Complete Lesson 3 Review Standards Check 1-6 on page 114. Complete Standards Assessment 1-12 on pages 124 & 125.
- **Lesson 7:** Density and Buoyancy: Density. Define ALL vocabulary terms on page 160. Read pages 126-137. Complete Reading Checks on pages 131, 135, & 136. Complete Visual Check on pages 134 & 136. Complete Density Equation practice problems 1 & 2 on page 131. Complete Volume Equation practice problems 1 & 2 on page 135. Complete Lesson 1 Review Standards Check 1-3, 5-6, 8 on page 137.
- **Lesson 8:** Density and Buoyancy: Pressure and the Buoyant Force. Read pages 140-148. Complete Reading Checks on pages 141, 143, 144, & 147. Complete Pressure Equation practice problems 1 & 2 on page 142. Complete Lesson 2 Review Standards Check 1-4, 6-7 on page 148.
- **Lesson 9:** Density and Buoyancy: Sinking and Floating. Read pages 150-159. Complete Reading Checks on pages 151 & 153. Complete Lesson 3 Review Standards Check 1-3, 5 on page 154. Complete Standards Assessment 1-10 on pages 164 & 165.
- **Lesson 10:** Personalized Assignment.

NGSS 8: MS-PS2: MS-PS2-2, RST.6-8: RST.6-8.1, RST.6-8.4, RST.6-8.10.

Module 3: Textbook: Focus on Physical Science

Objectives:

1. Learn about the atom.
2. Learn how atoms and molecules are combined.



Scope, Sequence & Assignment- Physical Science 8

Assignments:

- **Lesson 11:** Understanding the Atom: Atoms-Basic Units of Matter. Define ALL vocabulary terms on page 208. Read pages 168-179. Complete Reading Checks on pages 176, 177, & 178. Complete Lesson 1 Review Standards Check 1-6, 8 on page 179. Complete Applying Math practice problems 1 & 2 on page 180.
- **Lesson 12:** Understanding the Atom: Discovering Parts of the Atom. Read pages 182-194. Complete Visual Checks on pages 182 & 191. Complete Reading Checks on pages 183, 184, 187, 188, 189, & 190. Complete Lesson 2 Review Standards Check 1-6 on page 194.
- **Lesson 13:** Understanding the Atom: Elements, Isotopes, and Ions-How Atoms Differ. Read pages 195-202. Complete Reading Check on page 198. Complete Visual Checks on pages 196, 197, & 200. Complete Lesson 3 Review Standards Check 1-6 on page 202. Complete Standards Assessment 1-13 on pages 212 & 213.
- **Lesson 14:** Combining Atoms and Molecules: How Atoms Form Compounds. Define ALL vocabulary terms on page 244. Read pages 214-228. Complete Reading Checks on pages 219, 221, 223, 225, 226, & 227. Complete Visual Checks on pages 222 & 225. Complete Lesson 1 Review Standards Check 1-8 on page 228.
- **Lesson 15:** Combining Atoms and Molecules: Forming Solids. Read pages 230-237. Complete Reading Checks on pages 230, 232, 235, & 236. Complete Visual Check on page 233. Complete Lesson 2 Review Standards Check 1-7 on page 237. Complete Applying Math practice problems 1 & 2 on page 238.

NGSS 8: MS-PS1: MS-PS1-1, RST.6-8: RST.6-8.1, RST.6-8.5, RST.6-8.10.

Module 4: Textbook: Focus on Physical Science

Objectives:

1. Learn how atoms and molecules are combined.
2. Identify the states of matter.

Assignments:

- **Lesson 16:** Combining Atoms and Molecules. Review pages 218-237. Complete Data Lab on page 239. Complete Standards Assessment 1-15 on pages 248 & 249.



Scope, Sequence & Assignment- Physical Science 8

- **Lesson 17:** States of Matter: Solids, Liquids, and Gases. Define ALL vocabulary terms on page 280. Read pages 250-260. Complete Reading Checks on pages 255, 256, and 259. Complete Lesson 1 Review Standards Check 1-7 on page 260.
- **Lesson 18:** States of Matter: Changes in States of Matter. Read pages 261-273. Complete Reading Checks on pages 263, 264, 266, 268, & 271. Complete Visual Check on page 265. Complete Lesson 2 Review Standards Check 1-9 on page 273.
- **Lesson 19:** States of Matter. Review pages 250-273. Complete Data Lab on page 274. Complete Applying Math practice problems 1 & 2 on page 275. Complete Standards Assessment 1-12 on pages 284 & 285.
- **Lesson 20:** Complete the End of Course Exam in class,

NGSS 8: MS-PS1: MS-PS1-2, MS-PS1-4, RST.6-8: RST.6-8.1, RST.6-8.3, RST.6-8.5, RST.6-8.10.



Scope, Sequence & Assignment- Physical Science 8

Physical Science 8-2

Module 1: Textbook: Focus on Physical Science

Objectives:

1. Learn about the periodic table and physical properties.
2. Learn about chemical reactions.

Assignments:

- **Lesson 1:** The Periodic Table and Physical Properties: Organization of the Periodic Table. Define ALL vocabulary terms on page 290. Read pages 286-299. Complete Reading Checks on pages 290, 295, and 296. Complete Visual Check on page 298. Complete Lesson 1 Review Standards Check 1-7, &10 on page 299.
- **Lesson 2:** The Periodic Table and Physical Properties: Isotopes and Radioactivity. Define ALL vocabulary terms on page 301. Read pages 301-310. Complete Reading Checks on page 301, 304, 307, & 309. Complete Lesson 2 Review Standards Check 2, 3, 6, & 7 on page 310. Complete Applying Math practice problems 1 & 2 on page 311.
- **Lesson 3:** The Periodic Table and Physical Properties: Physical Properties and Change. Define ALL vocabulary terms on page 313. Read pages 313-318. Complete Reading Checks on page 313, 314, 316, & 317. Complete Lesson 3 Review Standards Check 1-5 on page 318. Complete Standards Assessment 1-13 on page 328-329.
- **Lesson 4:** Chemical Reactions: Chemical Properties and Changes. Define ALL vocabulary terms on page 338. Read pages 334-344. Complete Reading Checks on pages 339, 340, & 343. Complete Visual Check on page 341. Complete Lesson 1 Review Standards Check 1-6 on page 344.
- **Lesson 5:** Chemical Reactions: Chemical Equations. Define ALL vocabulary terms on page 346. Read pages 346-356. Complete Reading Checks on page 347, 349, 350, & 352. Complete Lesson 2 Review Standards Check 1, 3, 4, 5, 6, 7, & 10 on page 356.

NGSS 8: MS-PS1-2, MS-PS1-3, MS-PS1-5, MS-PS1-6, And RST.6-8: RST.6-8.1, RST.6-8.4, And RST.6-8.10.



Scope, Sequence & Assignment- Physical Science 8

Module 2: Textbook: Focus on Physical Science

Objectives:

1. Learn about chemical reactions.
2. Learn about acids and bases.

Assignments:

- **Lesson 6:** Chemical Reactions: Energy and Chemical Change. Define ALL vocabulary terms on page 358. Read pages 358-363. Complete Reading Checks on pages 359 & 362. Complete Visual Checks on pages 360 & 362. Complete Lesson 3 Review Standards Check 1-4 on page 363. Complete Standards Assessment 1-15 on pages 374-375.
- **Lesson 7:** Acids and Bases in Solution: Solutions. Define ALL vocabulary terms on page 380. Read pages 380-392. Complete Reading Checks on pages 382, 384, 387, 388, & 390. Complete Lesson 1 Standards Check 1-5 on page 392.
- **Lesson 8:** Acids and Bases in Solution: Acidic, Basic, and Neutral Solutions. Define ALL vocabulary terms on page 394. Read pages 394-405. Complete Reading Checks on page 395, 396, 399, 400, 401, & 402. Complete Lesson 2 Standards Check section 1-4, & 9 on page 405.
- **Lesson 9:** Acids and Bases in Solution: Acidic, Basic, and Neutral Solutions. Complete Applying Math on page 407. Complete Using Vocabulary on bottom of page 413. Complete Standards Assessment questions 1-14 on page 417. Complete "How can you determine pH?" Mini Lab on page 406. See teacher for instructions and materials.
- **Lesson 10:** Personalized Assignment. See Teacher.

NGSS 8: MS-PS1-2, MS-PS1-3, And RST.6-8: RST.6-8.1, RST.6-8.4, And RST.6-8.10.

Module 3: Textbook: Focus on Physical Science

Objectives:

1. Learn about the chemistry of living system.



Scope, Sequence & Assignment- Physical Science 8

- Learn about our solar system.

Assignments:

- Lesson 11:** Chemistry of Living Systems: Chemistry of Life. Define ALL vocabulary terms on page 448. Read pages 418-427. Complete Reading Checks on pages 423 & 425. Complete Visual Check on page 426. Complete Lesson 1 Review Standards Check 1-5, & 7 on page 427.
- Lesson 12:** Chemistry of Living Systems: Carbon Compounds. Read pages 428-437. Complete Reading Checks on pages 434 & 435. Complete Visual Checks on pages 429, 430 & 433. Complete Lesson 2 Review Standards Check 1-7 on page 436. Complete Applying Math Practice Problems 1 & 2 on page 437.
- Lesson 13:** Chemistry of Living Systems: Compounds of Life. Read pages 438-453. Complete Reading Checks on pages 439 & 441. Complete Lesson 3 Review Standards Check 1-6 on page 442. Complete Standards Assessment 1-17 on pages 452-453.
- Lesson 14:** Our Solar System: Structure of the Solar System. Define ALL vocabulary terms on page 498. Read pages 456-470. Complete Reading Checks on pages 465 & 467. Complete Visual Checks on pages 462 & 464. Complete Lesson 1 Review Standards Check 1-7 and 9 on page 470.
- Lesson 15:** Our Solar System: The Sun-Earth-Moon System & The Planets and Their Moons. Read pages 472-488. Complete Reading Checks on pages 473 & 478. Complete Visual Check on page 474. Complete Lesson 2 Review Standards Check 1-6 on page 476. Complete Lesson 3 Review Standards Check 1-9 on page 488.

NGSS 8: MS-PS2-4, RST.6-8: RST.6-8.1, RST.6-8.4, And RST.6-8.10.

Module 4: Textbook: Focus on Physical Science

Objectives:

- Learn about the solar system.
- Learn about stars and galaxies.

Assignments:



Scope, Sequence & Assignment- Physical Science 8

- **Lesson 16:** Our Solar System: Asteroids Comets and Meteoroids. Read pages 489-503. Complete Lesson 4 Review Standards Check 1-7 on page 493. Complete Standards Assessment 1-14 on pages 502-503. Complete Impact Craters Lab. See teacher for instructions and materials.
- **Lesson 17:** Stars and Galaxies: Stars. Define ALL vocabulary terms on page 540. Read pages 504-518. Complete Reading Checks on pages 510 & 511. Complete Lesson 1 Review Standards Check 1-4, & 6-8 on pages 516. Complete Visual Checks on pages 509, 513 & 514. Complete Applying Math Practice Problems 1 & 2 on page 518.
- **Lesson 18:** Stars and Galaxies: How Stars Shine. Read Pages 519-527. Complete Reading Checks on pages 523, 525, & 526. Complete Lesson 2 Review Standards Check 1-10 on page 527.
- **Lesson 19:** Stars and Galaxies: Galaxies. Read pages 528-545. Complete Reading Checks on pages 530 & 532. Complete Lesson 3 Review Standards Check 1-8 on page 534. Complete Standards Assessment 1 & 2, 4, 6 & 7 on pages 544-545.
- **Lesson 20:** Complete the End of Course Exam in class

NGSS 8: MS-PS2-4, RST.6-8: RST.6-8.1, RST.6-8.4, And RST.6-8.10.



Scope, Sequence & Assignments— United States History & Geography 8

Discipline: History/Social Science

Grade level: 8th

Title of courses: United States History & Geography 8-1, 8-2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: History/Social Science

Textbook & additional resources: United States History: Independence to 1914

Course Overview:

In this two-semester course students will study the ideas, issues, and events from the framing of the U.S. Constitution up to the Second Industrial Revolution. After studying the birth and rise of America's democratic institutions, students examine the shaping and the establishment of the Constitution. Students trace the development of American politics, society, culture, and economy and connect them to the emergence of major regional differences. They learn about the struggles facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.



Scope, Sequence & Assignments— United States History & Geography 8

United States History & Geography 8-1

Module 1: Textbook: United States History: Independence to 1914

Objectives:

1. Learn about the earliest people in North America and the Europeans who colonized it.
2. Learn about the English settlements that dotted the east coast of North America.
3. Learn about the American War for Independence.

Assignments:

- **Lesson 1:** Chapter 2, pp. 32-73; Pre-American Revolution - Complete all activities listed in the lesson guide.
- **Lesson 2:** Chapter 3, pp. 74-85; American Revolution - Complete all activities listed in the lesson guide.
- **Lesson 3:** Chapter 3, pp. 90-105; American Revolution - Complete all activities listed in the lesson guide.
- **Lesson 4:** Chapter 4, pp. 110-139; Post-American Revolution - Complete all activities listed in the lesson guide.

[CA State Standards 8: HSS 8.1, 8.1.1, 8.1.2, 8.1.3, 8.2, 8.2.1, 8.2.2, 8.2.7, 8.3.2, 8.3.5, 8.9.3; CCRH Standards 6-8: 1, 2, 3, 4, 7, 10; CCWHST Standards 6-8: 2, 4, 6, 9]

Module 2: Textbook: United States History: Independence to 1914

Objectives:

1. Learn about the nation's earliest government, the Articles of Confederation, and its failures to achieve national unity.
2. Learn about the U.S. Constitution, the Bill of Rights, and what it means to be an American citizen.
3. Learn about the first presidency and how it affected the country

Assignments:

- **Lesson 5:** Chapter 5, pp. 140-148; Foundations of American Political System -



Scope, Sequence & Assignments— United States History & Geography 8

Complete all activities listed in the lesson guide.

- **Lesson 6:** Chapter 5, pp. 178-187; Foundations of American Political System - Complete all activities listed in the lesson guide.
- **Lesson 7:** Document Based Essay Question; The Constitution - Complete all activities listed in the lesson guide.
- **Lesson 8:** Document Based Essay Question; The Constitution - Complete all activities listed in the lesson guide.
- **Lesson 9:** Chapter 6, pp. 192-204; Foundations of American Political System - Complete all activities listed in the lesson guide.
- **Lesson 10:** Chapter 6, pp. 205-215; Foundations of American Political System - Complete all activities listed in the lesson guide.

[CA State Standards 8: HSS 8.1, 8.2.6, 8.3.4, 8.3.5 8.3.6, 8.3.7, 8.4.2; CCRH Standards 6-8: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CCWHST Standards 6-8: 2, 4, 5, 7, 9, 10]

Module 3: Textbook: United States History: Independence to 1914

Objectives:

1. Learn about the presidency of Thomas Jefferson.
2. Learn how Americans built canals and roads to try to unite the rapidly growing young nation.
3. Learn about how President Andrew Jackson helped shape the United States.

Assignments:

- **Lesson 11:** Chapter 7, pp. 224-239; Foreign Policy - Complete the Newspaper Article Project in the lesson guide.
- **Lesson 12:** Chapter 7, pp. 240-249; Foreign Policy - Complete all activities listed in the lesson guide.
- **Lesson 13:** Chapter 8, pp. 256-263; Foreign Policy - Complete all activities listed in the lesson guide.
- **Lesson 14:** Chapter 8, pp. 264-267; Foreign Policy Complete all activities listed in the



Scope, Sequence & Assignments— United States History & Geography 8

lesson guide.

- **Lesson 15:** Chapter 8, pp. 270-273; Foreign Policy Complete all activities listed in the lesson guide.

[CA State Standards 8: HSS 8.4.1, 8.4.2, 8.4.4, 8.5.1, 8.5.2, 8.6.2, 8.8.2; CCRH Standards 6-8: 1, 2, 3, 4, 6, 7, 9, 10; CCWHST Standards 6-8: 1, 2, 4, 6, 8, 7, 9]

Module 4: Textbook: United States History: Independence to 1914

Objectives:

1. Learn how the Industrial Revolution transformed the way goods were produced in the United States and changed working life for many Americans.
2. Learn about the new forms of transportation and technology how it improved business, travel, and communication.
3. Learn how the population of the United States grew with waves of immigration.
4. Learn how reform movements affected religion, education, and society.

Assignments:

- **Lesson 16:** Chapter 11, pp. 342-367; The North - Complete all activities listed in the lesson guide.
- **Lesson 17:** Chapter 13, pp. 396-407; The North - Complete all activities listed in the lesson guide.
- **Lesson 18:** Chapter 13, pp. 410-415; The North - Complete all activities listed in the lesson guide.
- **Lesson 19:** Study, Review Chapters 1-13; Complete all activities listed in the lesson guide.
- **Lesson 20:** TEST - Final Exam - Complete the Final Exam.

[CA State Standards 8: HSS 8.6.1, 8.6.3, 8.6.4, 8.6.5, 8.6.6, 8.6.7, 8.9.1; CCRH Standards 6-8: 1, 2, 3, 4, 7, 10; CCWHST Standards 6-8: 2, 4, 8, 9]



Scope, Sequence & Assignments— United States History & Geography 8

United States History & Geography 8-2

Module 1: Textbook: United States History: Independence to 1914

Objectives:

1. Learn how the South developed an agricultural economy, and how that economy was dependent on the labor of enslaved people.
2. Learn about the slave system and its harsh conditions.
3. Learn about how the United States expanded west.
4. Learn about how President Andrew Jackson helped shape the United States.

Assignments:

- **Lesson 1:** Chapter 12, pp. 372-381; The South - Complete all activities listed in the lesson guide.
- **Lesson 2:** Chapter 12, pp. 382-385; The South - Complete all activities listed in the lesson guide.
- **Lesson 3:** Chapter 12, pp. 386-391; The South - Complete all activities listed in the lesson guide.
- **Lesson 4:** Chapter 9, pp. 280-286 and 294-297; The West - Complete all activities listed in the lesson guide.
- **Lesson 5:** Chapter 10, pp. 304-331; The West - Complete all activities listed in the lesson guide.
- **Lesson 6:** Chapter 17, pp. 542-565; The West - Complete all activities listed in the lesson guide.

[CA State Standards 8: HSS 8.4.3, 8.7.1, 8.7.2, 8.7.3, 8.7.4, 8.8.1, 8.8.2, 8.8.3, 8.8.5, 8.8.6, 8.9.4, 8.9.6, 8.10.1, 8.10.3, 8.12.2, 8.12.8; CCRH Standards 6-8: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CCWHST Standards 6-8: 1, 2, 4, 6, 8, 9]

Module 2: Textbook: United States History: Independence to 1914

Objectives:

1. Learn about how the debate over slavery increasingly divided Americans during the mid-1800s
2. Learn how reformers sought to improve women's rights in American Society.



Scope, Sequence & Assignments— United States History & Geography 8

- Learn how the resources of the North enabled it to defeat the South in the Civil War.

Assignments:

- Lesson 7:** Chapter 13, pp. 416-428; Pre-Civil War - Complete all activities listed in the lesson guide.
- Lesson 8:** Chapter 14, pp. 434-459; Pre-Civil War - Complete all activities listed in the lesson guide.
- Lesson 9:** Chapter 15, pp. 468-487; Civil War - Complete all activities listed in the lesson guide.
- Lesson 10:** Primary Source Analysis: Gettysburg Address - Complete all activities listed in the lesson guide.

[CA State Standards 8: HSS 8.6.1, 8.6.3, 8.6.4, 8.6.5, 8.6.7, 8.6.6, 8.9.1, 8.9.4, 8.9.5, 8.10.1, 8.10.2, 8.10.3, 8.10.4, 8.10.5, 8.10.6, 8.10.7; CCRH Standards 6-8: 1, 2, 3, 4, 6, 7, 8, 9, 10; CCWHST Standards 6-8: 2, 4, 6, 7, 9]

Module 3: Textbook: United States History: Independence to 1914

Objectives:

- Analyze the causes of the Civil War.
- Learn about the challenges that faced the nation after the Civil War and attempt to meet those challenges.

Assignments:

- Lesson 11:** Document Based Essay Question; Civil War - Complete all activities listed in the lesson guide.
- Lesson 12:** Document Based Essay Question; Civil War - Complete all activities listed in the lesson guide.
- Lesson 13:** Close Reading; Civil War Technology- Complete all activities listed in the lesson guide.
- Lesson 14:** Chapter 16, pp. 508-531; Post-Civil War - Complete all activities listed in the lesson guide.

[CA State Standards 8: HSS 8.10.7, 8.11.1, 8.11.3, 8.11.4, 8.11.5; CCRH Standards 6-8: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CCWHST Standards 6-8: 1, 2, 4, 5, 6, 8, 9, 10]



Scope, Sequence & Assignments— United States History & Geography 8

Module 4: Textbook: United States History: Independence to 1914

Objectives:

1. Learn about how the United States became an industrial power in the late 1800s.
2. Learn about how reform movements swept across the United States in the late 1800s and early 1900s.

Assignments:

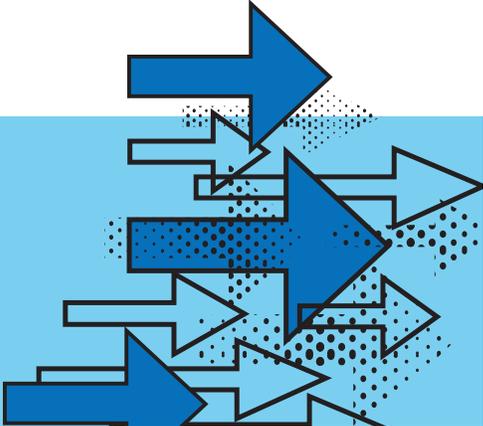
- **Lesson 15:** Chapter 18, pp. 570-587; The Second Industrial Revolution - Complete all activities listed in the lesson guide.
- **Lesson 16:** Chapter 18, pp. 588-597; The Second Industrial Revolution - Complete all activities listed in the lesson guide.
- **Lesson 17:** Chapter 19, pp. 602-619; Response to Industrialization- Complete all activities listed in the lesson guide.
- **Lesson 18:** Chapter 19, pp. 622-631; Response to Industrialization- Complete all activities listed in the lesson guide.
- **Lesson 19:** Chapters 9-19, Lesson Guide - Complete Study Guide for End of Course Exam in the lesson guide.
- **Lesson 20:** End of Course comprehensive exam

[CA State Standards 8: HSS 8.12.1, 8.12.4, 8.12.5, 8.12.6, 8.12.7, 8.12.9; CCRH Standards 6-8: 1, 2, 3, 4, 5, 6, 7, 8, 7, 10; CCWHST Standards 6-8: 1, 2, 4, 5, 6, 7, 8, 9]



COURSE CATALOG

Audeo II
Charter School II





Course Catalog

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AP U.S. History
 Government 1
 AP Government & Politics: U.S.
 Economics 1
 AP Human Geography
 Big History 1, 2

ELD Literacy 1, 2
 Empower Math 1a, 1b
 Literacy 6th Grade 1, 2
 Literacy 7th Grade 1, 2
 Literacy 8th Grade 1, 2
 Middle School ELD Literacy and
 Comprehension 1, 2
 Study Skills 6-8

Physical Education

Middle School

Physical Education 6th - 8th
 CA Cadet Corps 1, 2
 Cadet Corps Summer Camp 1, 2

High School

Physical Education 1, 2 (High School
 Course 1)
 Physical Education 3, 4 (High School
 Course 2)
 CA Cadet Corps 1-6
 Cadet Corps Leadership 1, 2
 Cadet Corps Summer Camp 1, 2

Electives

Middle School

World Language

Spanish 1, 2
 Spanish 3, 4
 German 1, 2
 German 3, 4
 French 1, 2
 French 3, 4

Visual & Performing Arts

Art 7-1, 7-2
 Art 8-1, 8-2

General Electives

High School

World Language

French 1, 2
 French 3, 4
 French 5, 6
 German 1, 2
 German 3, 4
 German 5, 6
 Spanish 1, 2
 Spanish 3, 4
 Spanish 5, 6

Visual & Performing Arts

Art 1, 2
 Commercial Art 1, 2
 Music Appreciation 1, 2
 Photography 1, 2
 Drawing 1, 2

Career Technical Education

Business Careers 1,2
 Career and Life Management 1, 2
 Career Explorations 1, 2
 Career Planning & Development
 Child Development Pathway 1-4
 Design Careers 1, 2
 Foundations of Personal Finance 1, 2
 General Work Experience Ed. 1-4
 Health Science Concepts 1, 2
 Health Science and Medical

Technology 1, 2
Hospitality, Tourism & Recreation 1-4
Information and Communication
Technology 1, 2
Intro to Business 1, 2
Intro to Coding
Intro to Green Technology & Energy 1, 2
Intro to Parenting
Military Science 1 - 4
Nursing Assistant 1, 2
Nutrition 1, 2
Pathway Exhibition
Personal Finance 1
Photoshop 1, 2
Psychology 1, 2
Altus Success 1, 2

General Electives

Art History 1, 2
Comprehensive Health
Driver's Education
ELD Literacy 1, 2
ELD Literature & Comprehension 1, 2
Empower Math I A, B
Empower Math II A, B
Empower Math III A, B
Geography 1
Health
High School ELD Literacy &
Comprehension 1, 2
Journalism 1, 2
Literacy 1-4
Philosophy 1
AP Psychology
Service Learning 1, 2
Sociology 1
Strategies for Academic Success
Study Skills 1, 2

English

English 6-1, 6-2 (A1550a, A1550b)

Blended Learning Course:

Common Core English Language Arts 6

Grade: 6

This two-semester course includes a variety of literary texts to develop students' understanding of plot, setting, characterization, and theme. Instruction also helps students transition from reading the narrative texts most common in elementary school to argumentative and informational texts, with a strong focus on the common structures of these text types. Informative lectures and targeted lesson plans engage students in a variety of literary genres. Students develop the skills to succeed on standardized tests through analyzing and evaluating numerous texts.

English 7-1, 7-2 (A1501a, A1501b)

Blended Learning Course:

Common Core English Language Arts 7

Grade: 7

This two-semester course includes the study of literature in major genres: short story, drama, nonfiction, poetry, fable, myth, legend and the novel. Activities emphasize writing,

oral communication, spelling, vocabulary, grammar and usage. A variety of writing styles and essay types are emphasized.

English 8-1, 8-2 (A1520a, A1520b)

Blended Learning Course:

Common Core English Language Arts 8

Grade: 8

This two-semester course includes the study of literature in major genres: short story, drama, nonfiction, poetry, fable, myth, legend and the novel. Activities emphasize writing, oral communication, spelling, vocabulary, grammar and usage. A variety of writing styles and essay types are emphasized.

***+English 1, 2 (A1540, A1541)**

Blended Learning Course:

***Common Core English Language Arts 9**

Grade: 9

In this two-semester course, the students will be exploring the human condition and the discovery of the self, in an attempt to address the Essential Question, "What does it mean to be human?" They will be asked to examine the reasons why we behave in the ways

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that we do, how humans interact with one another, and express their beliefs and values. Required readings will focus on analysis and making historical connections with the classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards. Students will grapple with the theme of self-discovery in various formats by using Web 2.0 technology.

Online Learning Course:

***+Accelerated English 1, 2 (1552, 1553)**

Grade: 9

This freshman-year English course invites students to explore diverse texts organized into thematic units. Students will engage in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's *The Odyssey*, Shakespeare's *Romeo and Juliet*, and Richard Connell's "The Most Dangerous Game." They will study also short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya An-

gelou round out the course.

***+English 3, 4 (A1570, A1571)**

Blended Learning Course:

***Common Core English Language Arts 10**

Grade: 10

In this two-semester course, the students will be exploring the themes of prejudice, equality, and self-advocacy in an attempt to address the Essential Question, "What does it mean to find one's voice and question one's rights?" They will be asked to examine focusing questions such as, "Are people essentially good or essentially evil?" Required readings will focus on analysis and making historical connections with the classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards. Students will grapple with the themes of social injustice and social advocacy using a variety of mediums including textbooks, novels, videos and the various web 2.0 technology.

Online Learning Course:

***+Accelerated English 3, 4 (A1572, A1573)**

Grade: 10

Focused on application, this sophomore English course reinforces literary analysis and 21st-century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary anal-

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ysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, 21st-century career skills, and the essentials of grammar and vocabulary. Under the guidance of the eWriting software, students will also compose descriptive, persuasive, expository, literary analyses, research, narrative, and compare-contrast essays.

***+American Literature 1, 2 (A1583, A1584)
Blended Learning Course:**

***Common Core English Language Arts 11**

Grade: 11

This two-semester course emphasizes skills and strategies for independent reading, analyzing, and writing about works of American literature, with a focus on how that literature reflects the development of the American Dream and its permeation through American culture. Reading, writing, oral communication, and language study are emphasized in this course. The goal is to encourage students to communicate effectively in various forms.

***+Honors American Literature 1,2 (A1589, A1590)**

Grade: 11

Honors Preparatory Course (HP): This course meets the University of California’s b (English) subject-area requirement.

Altus Honors American Literature 1, 2 is a

college-level course designed to emphasize independence and responsibility in critical analysis of a variety of literary texts, including poetry, essays, short stories, historical documents, drama, and novels. The course is granted weighted credit by the University of California.

Class content is arranged chronologically and/or thematically. Students examine the development of American Thought, ambition, and imagination through the heritage and history of the country’s diverse peoples. Different point of view—and the ways in which the prevalent philosophical, political, ethical, and social influences of the times affected those views—will be explored through a historical look at literature. Emphasis will also be placed on studying the craft of the writers, including the techniques they used to express ideas.

Students in this course are not only active participants in ongoing intellectual dialogue, but they gain increasing ability to facilitate discussions and mediate divergent views with respect and confidence. Coursework, including homework, consists of a variety of college-level academic endeavors including crafted analysis and research-based essays, in-class essays, reading response, Socratic seminars, debates, presentations, vocabulary development, and self-directed reading. In all their coursework, students should show evidence that they are increasing the depth and complexity of their knowledge of American literature, represent-

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ing other’s ideas responsibly, and developing academic writing skills. As preparation for college, the course’s writing and reading activities are designed to deepen and extend discourse in the pursuit of knowledge.

All student enrolled in this course must take the UC-required comprehensive, written final examination, the purpose of which is to permit students to exhibit their depth of knowledge and their independent ability to write original analysis at a college level. This exam is required for students to earn weighted credit.

***+Contemporary Voices in Literature 1, 2 (A1612, A1613)**

Grade: 11, 12

This two-semester course meets the English requirements for grades 11 or 12, or it can be taken as an elective. Students explore issues by American and world writers who are writing today. These writers come from diverse cultural and ethnic backgrounds. Students write for various purposes and audiences. The course integrates all aspects of literacy: reading, writing, speaking, and listening.

***+English (British) Literature 1, 2 (A1641, A1642)**

Blended Learning Course:

***Common Core English Language Arts 12**

Grade: 12

In this two-semester course students will ex-

plore classic works of literature developed in the British Isles over the last 1,000 years. Students develop the ability to use varying approaches to writing and ability to use new vocabulary terms within this writing. Activities emphasize reading, writing, and standard English grammar and usage.

Online Learning Course:

***+ Honors English (British) Literature 1, 2 (A1643, A1644)**

Grade: 12

Honors-College Preparatory Course (HP). This course meets the University of California’s b (English) subject-area requirement.

In this two-semester course 12th grade students will have varied and multiple opportunities to read, analyze, discuss, and write about literature produced in the British Isles in the last 1,000 years. Literary criticism will focus on the political as well as philosophical approach, as required by the current state standards. This weighted course meets the requirements for an Honors course.

***+World Literature 1, 2 (A1705, A1706)**

Grade: 11, 12

In this two-semester course students will explore genres through exposure to works by writers from various cultural and ethnic backgrounds. Students explore how the development of technology has impacted language usage. Students write for various purposes

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and audiences and exhibit their ability to integrate all aspects of literacy: reading, writing, speaking, and listening.

***+#Blended Learning Course: AP English Language and Composition 1, 2 (A1655, A1656)**

Grade: 11-12

This course meets the University of California's b (English) subject-area requirement.

This Advanced Placement English course is designed to help students become more skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience, expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. The overall purpose of the AP English Language and Composition course, then, is to enable students to read complex texts with understanding and to write prose that is rich enough and complex enough for mature readers.

***+#Blended Learning Course: AP English Literature and Composition 1, 2 (A1653, A1654)**

Grade: 11-12

This course meets the University of California's b (English) subject-area requirement.

This Advanced Placement English course involves students in both the study and practice of writing and the study of literature. They learn to use the characteristic modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Through speaking, listening, and reading, but chiefly through the experience of their own writing, students become more aware of the resources of language. Advanced Placement English Literature and Composition 1,2 is not a survey course; it is, rather, a course to help students develop critical judgment and expressive skill. Students are encouraged to read analytically and sensitively a few carefully chosen high-quality selections, to develop personal communicative styles, and to reflect honesty and precision in the use of the language. The course prepares students for the Advanced Placement Examination in Literature and Composition.

***+Writer's Workshop 1, 2 (A1745N, A1746N)**

Grade: 9-12

This two-semester elective course provides instruction in the process of writing for different purposes and audiences. Students will demonstrate competency in the process of composition, while becoming familiar with various styles of writing. Students will gain

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practice editing and revising their own original works, while developing critical thinking skills and improving their use of the English language.

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Mathematics

Math 6-1, 6-2 (A0060)

Blended Learning Course: Common Core Math 6

Grade: 6

This course develops students' number fluency and understanding of the rational number system, extending students' understanding of fractions and decimals to the introduction of rates, ratios, proportions, and percent. Students also write, simplify, and evaluate numerical and algebraic expressions and they explore the meanings of variables and formulas. Students generalize their understanding of inverse operations as they learn to solve one-step equations and inequalities and model real-world situations using this algebraic notation. After a targeted exploration of area and volume, measures of spread, and graphs and plots, the course concludes with an in-depth study of numbers and their opposites represented numerically, algebraically, and graphically.

Math 7-1, 7-2 (A4001a, A4001b)

Blended Learning Course: Common Core Math 7

Grade: 7

This course is required of all 7th grade students. This course lays the foundation for Algebra 1 and focuses on the following key strands: number sense; functions and algebra; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning. Basic operations, problem solving, and communication in math are also emphasized. (Ref. California Math Content Standards for Math 7)

Math 8-1, 8-2 (A4080a, A4080b)

Blended Learning Course: Common Core Math 8

Grade: 8

This course is designed for grade 8 students who need additional time and support to build the fundamental skills necessary for success in algebra. The course is organized around five major strands: number sense, algebra and functions, measurement and geometry, Algebra 1, and mathematical reasoning. It reinforces the skills and concepts needed to meet the standards on which these students will be assessed. Students will study an array of principles including: Operations and properties; solving one-step equations

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and inequalities; working with ratios, proportions and percents; solving linear functions; graphing; analyzing data; and probability.

***+Algebra 1, 2**

(A4041, A4042)

***Blended Learning Course:**

Common Core Algebra I

Grade: 8-10

This course in elementary algebra is a college preparatory course in which the student learns the fundamentals of solving problems by methods that were not previously available at the arithmetic level. Students develop an understanding of the symbolic language of math. Algebraic skills and concepts are developed in various problem-solving situations with symbolic reasoning and calculations with symbols serving as the focus of the course. (Ref. California Math Content Standards and Framework for Algebra 1).

***+Integrated Math 1 a-b (A4157, A4158)**

***Blended Learning Course:**

Common Core Mathematics 1

Grade: 9-10

Integrated Math 1 is the first course in a three-year series of integrated mathematics courses incorporating the Common Core State Standards. The purpose of this course is to formalize and extend the mathematics students learned in middle school. Students extend their understanding of linear relationships,

contrasting them with exponential phenomena, and applying linear models to data that exhibit a linear trend. They develop fluency in writing, interpreting, and translating between various forms of linear equations and inequalities, and experiment with transformations in the plane. The Mathematical Practice Standards are applied throughout, and give context to the math concepts by applying them to real-world situations.

***+Integrated Math 2 a-b (A4159, A4160)**

***Blended Learning Course:**

Common Core Mathematics 2

Grade: 10-11

Integrated Math 2 is the second course in a three-year series of integrated mathematics courses incorporating the Common Core State Standards. The focus of the second year of study is on quadratic expressions, equations, and functions, building on conceptual knowledge developed in Integrated Math 1. Students learn how to write geometric proofs, and use their knowledge of similarity to begin work in right triangle trigonometry, especially as it connects to the Pythagorean theorem. Probability and data, along with circles and their quadratic algebraic representations round out the course. The Mathematical Practice Standards are applied throughout to provide real-world context to the concepts being learned in class.

***+Integrated Math 3 a-b (A4163, A4164)**

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***Blended Learning Course:
Common Core Mathematics 3**

Grade: 11-12

This course synthesizes previous mathematical learning in four focused areas of instruction. First, students relate visual displays and summary statistics to various types of data and to probability distributions with a focus on drawing conclusions from the data. Then, students embark on an in-depth study of polynomial, rational, and radical functions, drawing on concepts of integers and number properties to understand polynomial operations and the combination of functions through operations. This section of instruction builds to the Fundamental Theorem of Algebra. Students then expand the study of right triangle trigonometry they began in Mathematics 2 to include non-right triangles and developing the Laws of Sines and Cosines. Finally, students model an array of real-world situations with all the types of functions they have studied, including work with logarithms to solve exponential equations. As they synthesize and generalize what they have learned about a variety of function families, students appreciate the usefulness and relevance of mathematics in the real world.

+Geometry 1, 2 (A4141, A4142)**Blended Learning Course:
Common Core Geometry**

Grade: 9-11

Students will learn many geometry skills and concepts that are useful in their daily lives. In addition to learning these skills and concepts, students will develop the ability to construct formal, logical arguments and proofs in geometric settings and problems.

+Intermediate Algebra 1, 2 (A4151, A4152)**Blended Learning Course:
Common Core Algebra II**

Grade: 11-12

This course complements and expands the mathematical content and concepts of Algebra 1 and Geometry. In this course, students gain experience with algebraic solutions of problems in various content areas including the solution of systems of quadratic equations, permutations and combinations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

+Pre-Calculus 1, 2 (A4161, A4162)**Blended Learning Course:
Common Core Pre-Calculus**

Grade: 11-12

This college preparatory course is normally offered only to twelfth-grade students. The course includes two semesters of integrated concepts of trigonometry and advanced algebra in such a form as to make them most useful for later study of analytic geometry and calculus. This course also includes an introduction to topics in discrete mathematics.

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This course is intended to help students meet mathematics content standards AT.1 through AT.7 and performance standards.

***+Honors Pre-Calculus 1, 2 (A4181, A4182)**

Grade: 11-12

Prerequisites: A "B" grade or better in Intermediate Algebra 1, 2; recommendation of teacher and/or counselor. Progression to advanced courses is based on achievement of a "B" grade or better.

Honors Preparatory Course (HP): This course meets the University of California's c (mathematics) subject-area requirement.

This course is offered to grade 11 students who have demonstrated superior achievement and motivation in mathematics. The course is designed to be a third-year course in algebra. It includes a strong treatment of trigonometry, limits, and algebraic functions. After successful completion of this course, the student will be prepared for the first course of calculus.

***+#AP Calculus AB (A4189, 4190)**

Grade: 11-12

AP Calculus AB course covers all of the material outlined by the College Board as necessary to prepare students to pass the AP Calculus AB exam. This course is divided into two semesters and is designed to acquaint students with calculus principles such as derivatives,

integrals, limits, approximation, and applications and modeling. During this course students will gain experience in the use of calculus methods and learn how calculus methods may be applied practically.

***+Statistics 1, 2 (A4171, A4172)**

Grade: 10-12

This college preparatory course provides an additional mathematics option for students in grades 10-12. This course meets the University of California's c (mathematics) subject area requirement and may be taken after the successful completion of one year of algebra and a year of geometry. This course is beneficial to students who plan to pursue a college major in mathematics, business, the sciences, or related fields.

The course focuses on probability, interpretation of data, and statistical problem solving. Students learn key concepts via hands-on activities, technology explorations, and the design of a statistical study. They collect data by doing an observational study and perform and experiment using a simulation or a survey. The collection, investigation, and analysis of data paired with technology exercises extend and enhance the conclusions drawn or inferences made from the studies or experiments. Key components of this course include exploration of data, data collection, the organization and analysis of data, probability, making inferences, and the justification of conclusions

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or decisions made.

Business Math 1, 2 (A8609, A8610)

Grade: 9-12

Business Mathematics is a high-school course where students learn mathematics for business and personal finance. Students learn to use mathematics as an effective tool in their personal and business lives. Students learn how to manage money and expenses. They also learn to make financial and business decisions. Students explore managing business finances. After successful completion of this course, students will be able to apply mathematical concepts in various personal and business situations.

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Science

Earth Science 6-1, 6-2 (A6006)
Blended Learning Course: MS Earth Science
Grade: 6

Students enrolled in this two-semester course will explore the scope of Earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly more prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that will provide a solid foundation for understanding the physical characteristics that make the planet Earth unique and will examine how these characteristics differ among the planets of our solar system.

Life Science 7-1, 7-2 (A6003)
Blended Learning Course: MS Life Science
Grade: 7

This two-semester course is designed to meet the California Content Standards for Life Science which includes an introduction to the

topics of cell biology, genetics, evolution, earth science, and living systems. Students in this course will use the inquiry method supplemented by conducting and analyzing experiments in order to explore the nature of living things. Students will also use technology to collect data and communicate ideas.

Physical Science 8-1, 8-2 (A6005)
Blended Learning Course: MS Physical Science
Grade: 8

This two-semester course is designed to meet the California Content Standards for Physical Science which includes motion, forces, structure of matter, earth and life science, chemistry, density and buoyancy. Students will use the inquiry method supplemented by conducting and analyzing experiments to explore the nature of the physical and chemical world. Students will also use technology to collect data and communicate ideas.

***+Earth & Space Science 1, 2 (A6023, A6024)**
Blended Learning Course: Earth & Space Science

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Grade: 9-12

This course meets the University of California's g (elective) subject area requirement.

This two-semester course is designed to meet the California Content Standards for Earth Science which includes astronomy, chemistry, geology, oceanography, meteorology, and paleontology, and serves as a foundation for further study in physics, chemistry, marine and environmental science. Students will use the inquiry method to investigate those principles and processes that bring about changes in the physical environment, supplement their understanding by conducting and analyzing experiments, and utilizing technology to collect data and communicate ideas.

***+Biology 1, 2 (A6111, A6112)**

***Blended Learning Course: Biology**

Grade: 10-12

This two-semester course is designed to meet the California Content Standards for Biology which includes cell biology, genetics, ecology, evolution, and physiology. It also serves as a foundation for further study in physics, chemistry, marine and environmental science. Students in this course will use the inquiry method supplemented by conducting and analyzing experiments to investigate the fundamental processes of living and non-living systems, as well as the interrelationships between them. Students will also use technology to collect data and communicate ideas.

In addition, students will explore the impact of human society and technology on the biosphere.

***+Blended Learning Course:**

Honors Biology 1, 2 (A6121, A6122)

Grade: 10-12

This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a year-long course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology.

***+Physics 1, 2 (A6311, A6312)**

Grade: 9-12

This two-semester course is designed to meet the California Content Standards for Physics which includes motion, forces, conservation of energy, momentum, heat and thermodynamics, wave phenomena, electricity and magnetism. It also serves as a foundation for further study in biology, chemistry, marine and environmental science. Students will use the inquiry method supplemented by conducting and analyzing experiments to investigate the physical laws that govern nature and the universe. Students will also use technology to

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collect data and communicate ideas.

***+Chemistry 1, 2 (A6211, A6212)**

***Blended Learning Course: Chemistry**

Grade: 10-12

This two-semester course is designed to meet the California Content Standards for Chemistry which includes atoms and bonding, conservation of matter, stoichiometry, properties of gases, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic and nuclear chemistry. This course serves as a foundation for further study in college science courses. Students will use the inquiry method supplemented by conducting and analyzing experiments to investigate the nature of elements, compounds and mixtures, and how they interact through chemical reactions. Students will also use technology to collect data and communicate ideas.

***+Honors Chemistry 1, 2 (6221, 6222)**

Grade: 9–12

Prerequisites: Above-average achievement in previous science course(s) and in Integrated Math I or equivalent; Physics 1, 2 and Chemistry 1, 2 recommended; concurrent enrollment in Integrated Math 2 or equivalent recommended; a desire to succeed in a rigorous college-level course environment.

Type of graduation credit earned: Science (physical science); weighted

Honors Preparatory Course (HP): This course meets the University of California's d (laboratory science) subject area requirement.

Successful completion of this course earns recognition of honors (i.e., weighted) credit by the University of California. Courses meeting UC criteria for honors designation must be comparable in workload and emphasis to Advance Placement, International Baccalaureate, or introductory college courses. A course syllabus, with laboratory activities, and a comprehensive final examination are required. Students who complete this course successfully will gain a depth of understanding of chemical concepts and processes. They will also develop their critical thinking and analytical skills. The class includes experimental laboratory activities, class discussions, reading, and critical analysis leading to deeper understanding, and it emphasizes human inquiry and the nature of science. This course is intended to help students meet state science standards.

***+#AP Environmental Science (A6455, 6456)**

Grade: 10-12

AP Environmental Science covers all of the material outlined by the College Board as necessary to prepare students to pass the AP Environmental Science exam. This course is designed to acquaint students with the physical, ecological, social, and political principles of environmental science. The scientific method is used to analyze and understand the in-

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terrelationships between humans and the natural environment. The course shows how ecological realities and the material desires of humans often clash, leading to environmental degradation and pollution. The course covers the following topics: Earth's Systems, Human Population Dynamics, Natural Resources, Environmental Quality, Global Changes, and Environment and Society.

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History - Social Science

Social Studies 6-1, 6-2 (A6520)

Blended Learning Course:

MS World History and Geography-Ancient Civilizations

Grade: 6

Providing students with an opportunity to learn the diverse history that has shaped our world, this course delves into the evolution of civilization from the rise of ancient empires through the 21st century. Students enrolled in this exciting and informative course will investigate the development of medieval societies, the effects of the Renaissance and the Reformation, and the progress made during different periods of revolution, industrialization, urbanization, and reform. Over the course of two semesters, students will analyze effects of political conflicts and social issues on the continuing development and interdependence among nations in the modern world.

World History and Geography 7-1, 7-2 (A6521)

Blended Learning Course:

MS World History and Geography-Medieval and Early Modern Times

Grade: 7

In this two-semester course students will learn about the social, cultural, and technological changes that occurred throughout the world in the years A.D. 500-1789. After reviewing the ancient world and the ways in which history is uncovered, students will study the history of great civilizations that were developing throughout the world during medieval and early modern times. Students explore the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. Students learn all aspects about civilizations in the Middle Ages such as Islam, Ghana, Mali, Japan, China, and Latin America. Students examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students learn about the continuing impact of these civilizations in the world today. (Ref. California Grade 7 History-Social Science Content Standards)

United States History & Geography 8-1, 8-2 (A6551)

Blended Learning Course: MS United States History and Geography

Grade: 8

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In this two-semester course students will study the ideas, issues, and events from the framing of the U.S. Constitution up to World War I, emphasizing America's role in the war. After studying the birth and rise of America's democratic institutions, students examine the shaping and the establishment of the Constitution. Students trace the development of American politics, society, culture, and economy and connect them to the emergence of major regional differences. They learn about the struggles facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions. (Ref. California Grade 8 United States History-Social Science Content Standards)

***+World History, Geography, and Economics 1, 2 (A6605, A6606)**

***Blended Learning Course: World History, Culture, and Geography**

Grade: 10

In this two-semester course students will study major turning points that shaped the modern world, from the late Eighteenth Century through the present, including the cause and course of World Wars One and Two. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, with a focus on international relations. They learn from the American experience that democratic ideals are

often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. (Ref. California Grade 10 History- Social Science Content Standards)

***+#Blended Learning Course: AP World History (A6639, A6640)**

Grade: 10

AP® World History is a yearlong college-level course designed to prepare students for the Advanced Placement (AP) World History Exam. The goal of this course is to explore historical themes common to societies around the world and across time periods, from prehistory to the present day. Emphasis is placed on critical and evaluative thinking skills, essay-writing, interpretation of original documents, and historiography. Students will demonstrate their understanding and acquisition of skills through written work, document-based questions, project-based activities, and practice exams.

***+United States History and Geography 1, 2 (A6701, A6702)**

***Blended Learning Course: U.S. History**

Grade: 11

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In this two-semester course students will study the major turning points in American history in the twentieth century. Following a review of early American history and the impact of the Enlightenment on the U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. Students will trace the change in the ethnic composition of American society; the movement towards equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. Students understand that our rights under the U.S. Constitution are vital to maintain in order to continue our freedoms. (Ref. California Grade 11 History/Social Science History Content Standards)

***+Honors United States History and Geography 1, 2 (A6711, A6712)**

Grade: 11

Honors Preparatory Course (HP): This course meets the University of California's a (history) subject-area requirement.

This course is designed for the rigorous study of U.S. history and geography. The content in-

cludes a study of American history from the late nineteenth century to the present, with major emphasis on the development of American ideals and institutions. Students examine important issues and historical forces that have shaped the nation, including race, gender, politics, economics, foreign policy, culture, and the environment. Original documentary sources are used to supplement the text and enrich the student's experience. Research techniques are taught. All students must pass an end-of-course examination.

***+#Blended Learning Course: AP United States History 1, 2 (A6721, A6722)**

Grade: 11

This year-long AP U.S. History course provides an in-depth study of American history from the pre-Columbian era to the present and is aligned to the new 2015 AP U.S. History exam. The course emphasizes themes such as national identity, economic transformation, immigration, politics, international relations, geography, and social and cultural change. Students learn to assess historical materials, weigh the evidence and interpretations presented in historical scholarship, and analyze and express historical understanding in writing.

***+Government 1 (A6757)**

Blended Learning Course:

***Principles of American Democracy**

Grade: 12

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In this one-semester course, students will study and seek a deeper comprehension of cultural and political institutions in American government. Students will apply their knowledge of American political institutions as they compare other systems of government in the world today. They will analyze the history and pattern of change in interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. Students will focus in particular on relationships among federal, state and local governments and specific emphasis on the significance of historical documents, such as the Federalist Papers. (Ref. California Grade 12 History-Social Science State Standards)

***+#AP Government and Politics: U.S. (A6839)**

Grade: 12

AP Government and Politics is a one semester survey covering the Constitution, political beliefs, political parties, and interest groups, institutions of government, public policy and civil rights. The course teaches students how this country's government works. Students become familiar with and develop knowledge of the institutions, documents, policies, political groups, beliefs and theories central to the politics of the United States. Emphasis is placed on critical and evaluative thinking skills, data analysis, collaborative discussion, timed, free response essay writing, and interpretation of

original documents. The curriculum covers the six topics required by the College Board: Constitutional underpinnings of the U.S. government; political beliefs and behaviors; political parties, interest groups and mass media; national government institutions; public policy; and civil rights and civil liberties.

***+Economics 1 (A6758)**

***Blended Learning Course: Economics**

Grade: 12

In this one-semester course, students will establish a foundation of understanding of fundamental economic concepts. They will expand their ability to analyze and apply tools such as graphs, statistics, and equations from other subject areas to the understanding of operations and institutions of economic systems. Students will comprehend and analyze basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement and methods in an historic context. (Ref. California Grade 12 History-Social Science State Standards)

+Geography 1 (A6538)

Grade: 9-12

This one-semester course is offered as an elective. Students will demonstrate knowledge and understanding of human and physical geography. They will be able to explain the uses of geography and various ways that the

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world is organized. This will include proficiency in reading various maps, charts, and graphs. Major topics will include the solar system, weather and climate, land forms, water, and natural resources, human systems, North America, South America, and Europe. (ref. History-Social Science Framework for California Public Schools)

- Politics and Boundaries
- Agriculture and Land Use
- Industrialization and Economic Development
- The Urban Environment, Land Use, and Economic Development

***Big History 1, 2 (A6691, A6692)**

***+Blended Learning Course: AP Human Geography 1, 2 (A6536, A6537)**

AP Human Geography is a yearlong, college-level course that prepares students for the Advanced Placement Human Geography Exam. This fast-paced, upper-level course is designed for highly motivated students. Critical readings, writing activities, classroom assignments, and discussion activities provide multiple opportunities to develop a deep understanding of concepts and skills. Practice assessments and essays based on the Advanced Placement Human Geography Exam are found throughout the course. The course asks students to differentiate among geographic concepts, theories, and models; to analyze relationships among human systems; to explore human-environment interactions; and to study the role of land use and economic development across time periods in various geographic regions.

Big History is an interdisciplinary course exploring 13 billion years of history from before the Big Bang to the modern world and conceptions of the future. Students apply critical thinking skills toward understanding connections between the earliest origins of the cosmos and study a range of narratives with both scientific and historical methods of inquiry. In blending Science, English Language Arts, Mathematics and Social Studies elements into one course, Big History places an emphasis on analyzing evidence, evaluating sources of information, and collaborating with other students on research, debate, and class presentations. Major themes in the course include shifting scales, testing claims, identifying thresholds, collective learning, and increasing complexity. In Big History, students build a foundation in an interdisciplinary study that helps them excel academically while developing a deep understanding of the interconnectedness of scientific and mathematical explanations of the cosmos and those posed by eminent historians, theoreticians, philosophers, and authors.

Topics of Study:

- Geographic Concepts
- Population
- Culture

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Physical Education

Physical Education 6th - 8th

Grade 6: (A5505)

Grade: 7 (A5501)

Grade: 8 (5502)

These year-long grade and age level appropriate courses are designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the California Physical Education Framework. The emphasis is on manipulating objects with accuracy and speed. Students will continue to learn the correct techniques for using manipulatives including throwing, catching, striking, kicking, trapping, and dribbling. Students will continue to learn to analyze their performances in order to learn or improve a movement skill. Students will continue to learn fitness concepts, participate in a variety of fitness development exercises, assess their personal fitness, compare their scores to a health related standard, and set goals for improvement or maintenance. The State Board of Education (SBE) designated the FITNESSGRAM® as the Physical Fitness Test (PFT) for students in California public schools. The FITNESSGRAM® is a comprehensive, health-related physical

fitness battery developed by The Cooper Institute. The primary goal of the FITNESSGRAM® is to assist students in establishing lifetime habits of regular physical activity. Students enrolled in 7th grade are required to participate in the FITNESSGRAM®.

Physical Education 1, 2 (High School Course 1) (A5503, A5504)

Grade: 9-10

High School course 1 provides the foundation for high school physical education. Students will develop movement skills in each area of physical education. They will develop the capability for independent learning and begin to examine practices that enhance successful participation in movement activities. Students will meet or exceed high school physical education content standards. All high school students must demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Students will need to achieve high levels of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students will demonstrate

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knowledge of physiological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Physical Education 3, 4 (High School Course 1) (A5505, A5506)

Grade: 11-12

High School course 2 builds on the foundation for high school physical education. Students will enhance movement skills in each area of physical education. They will expand their capabilities for independent learning and examine practices that enhance successful participation in movement activities. Students will meet or exceed high school physical education content standards. All high school students must demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Students will need to achieve high levels of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students will demonstrate knowledge of physiological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

California Cadet Corps Basic 1, 2 (A4511, A4512)

Grade: 6-12

This two semester career and technical education course addresses a basic understanding of the California Cadet Corps. Students will gain sufficient knowledge of the needed skills to complete their orientation phase and promote to the ranking of cadet. Students will demonstrate understanding of basic Cadet Corps rank structure, history, concepts, objectives, and chain of command. Students will also research and explore academic skills intended to support their success in the classroom, as well as personal wellness and citizenship skills. This course qualifies as a CTE course.

California Cadet Corps Intermediate 3, 4 (A4513, A4514)

Grades 9-12

This two semester physical fitness course focuses on the development of cadets' physical and athletic abilities, as well as their development of knowledge and skills assessed in the CACC promotion exams. Cadets will research historical leaders and events, gain basic understanding of American icons, symbols, and events, and practice vital survival skills. Cadets will complete physical fitness lessons, supervised by their commandant and senior cadets. Cadets will also begin exploring the concept of leadership and its connection to the California Cadet Corps.

California Cadet Corps Advanced 5, 6 (A4515, A4516)

Grades 9-12

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This two semester physical fitness course focuses on the development of cadet's physical and athletic abilities as well as their development of knowledge and skills assessed in the CACC promotion exams. Cadets will complete a large amount of research on leadership, reviewing historical leaders, as well as examining the 14 principals of leadership as they apply to the California Cadet Corps. Cadets will complete physical fitness lessons, supervised by their commandant and senior cadets. Cadets will also explore the logistical workings of the Cadet Corps and continue the understanding of survival skills, basic first aid, and military procedures.

Cadet Corps Leadership 1, 2 (A0507, A0508)

Grades 9-12

Cadet Corps Leadership 1, 2 are capstone courses for Military Science and California Cadet Corps pathway that focus on traits and skills necessary for good leadership. Students will research historical as well as current leaders, conduct project based learning on leadership qualities, and hone their own personal development as it applies to be a successful leader. This course will focus on developing student's knowledge, social skill, self-awareness, and motivation to become leaders in their peer group and community.

Cadet Corps Summer Camp 1, 2 (A4517, A4518)

Grades 9-12

Cadet Corps Summer Camp is a hands-on course that focuses on the leadership development of the Cadets who have interest in leadership within the unit by attending a summer camp course. Students enrolled in the course participate in an off campus summer camp that focuses on skills and leadership needed to lead a unit at the school. Participants will be involved in physical fitness activities and reflect on what team building activities can be brought back to their Cadet Corps Unit at the school.

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World Language

*+French 1, 2 (A2001, A2002)

*Blended Learning Course: French 1, 2

Grade: 7-12

Prerequisites: None

French 1 and 2 is a two semester introductory course designed for students to build on the fundamental skill sets involved in learning a language: listening comprehension, speaking, reading, and writing. Also, and equally important, are pronunciation and memorization. Because of this, note taking is embedded in each assignment for increased comprehension, as are online activities. In this blended course, students connect to the French language and culture through a variety of activities, projects, and communicative practice. All of which work together to engage the student in communication and gain introductory knowledge and understanding in Francophone culture. Middle school students will receive high school credit.

*+French 3,4 (A2003, A2004)

Grade: 8–12

Prerequisites: French 1, 2 with a grade of C or higher; recommendation of teacher

This functions-based course is designed for

students who have successfully completed French 1, 2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the French teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in French as evidenced by an informal primary language assessment or other language assessments. Middle school students will receive high school credit.

*+French 5,6 (A2005, A2006)

Grade: 9–12

This functions-based course is designed for students who have successfully completed French 3,4. It is intended to move students' oral and written proficiency, in their target language, to the intermediate level. With this, is an emphasis on experiencing the language in context through a multi-media approach.

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So, programmed instruction and technology, under the direction of the French teacher, is used to facilitate instruction and language practice. In this third year of French, students will comprehend the main ideas of authentic materials that they read and listen, and they are able to identify significant details. This course is carefully aligned to World Language Standards.

***+German 1, 2 (A2051, A2052)**

***Blended Learning Course: German 1, 2**

Grade: 7-12

Prerequisites: None

College Preparatory Course (P): This course meets the University of California's e (language other than English) subject-area requirement.

This functions-based course is open to all students who wish to begin the study of German language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the German teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in German as evidenced by an informal primary language assessment or other language assessments. It is recommended

that fluent or nearly fluent students enroll in a higher-level German course. Middle school students will receive high school credit.

***+German 3, 4 (A2053, A2054)**

***Blended Learning Course: German 3, 4**

Grade: 8-12

Prerequisites: German 1, 2 with a grade of C or higher; recommendation of teacher.

College Preparatory Course (P): This course meets the University of California's e (language other than English) subject-area requirement.

This functions-based course is designed for students who have successfully completed German 1, 2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the German teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in German as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level German course if offered. Middle school students will receive high school credit.

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***+German 5, 6 (A2055, A2056)**

***Blended Learning Course: German 5, 6**

Grade: 9-12

Prerequisites: German 3, 4 with a grade of C or higher; recommendation of teacher.

College Preparatory Course (P): This course meets the University of California's e (language other than English) subject-area requirement.

This functions-based course is designed for students who have successfully completed German 3, 4. It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the direction of the German teacher, may be used to facilitate instruction and language practice. This course may meet the needs of German-speaking students whose literacy skills are not fully present.

***+Spanish 1, 2 (A2321, A2322)**

***Blended Learning Course: Spanish 1, 2**

Grade: 7-12

Prerequisites: None

College Preparatory Course (P): This course meets the University of California's e (language other than English) subject-area requirement.

This functions-based, introductory course is open to all students who wish to begin the study of Spanish language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Spanish as evidenced by the Spanish I.P.T. or other language assessments. It is recommended that fluent or nearly fluent students enroll in a Spanish for Spanish Speakers course or a higher-level Spanish course. Middle school students will receive high school credit.

***+Spanish 3, 4 (A2323, A2324)**

***Blended Learning Course: Spanish 3, 4**

Grade: 7-12

Prerequisite: Spanish 1, 2 or Blended Learning Spanish I with a grade of C or higher; recommendation of teacher.

College Preparatory Course (P): This course meets the University of California's e (language other than English) subject-area requirement.

This functions-based course is designed for students who have successfully completed Spanish 1, 2. It is a continuation of the introductory course and is intended to consolidate

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students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains on development of oral-language proficiency. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. It is recommended that fluent or nearly fluent students enroll in a Spanish for Spanish Speakers course or a higher-level Spanish course. Middle school students will receive high school credit.

may meet the needs of Spanish-speaking students whose literacy skills are not fully present.

***+Spanish 5, 6 (A2325, A2326)**

***Blended Learning Course: Spanish 5, 6**

Grade: 9-12

Prerequisite: Spanish 3, 4 or Blended Learning Spanish II with a grade of C or higher; recommendation of teacher.

College Preparatory Course (P): This course meets the University of California's (language other than English) subject-area requirement. This functions-based course is designed for students who have successfully completed Spanish 3, 4. It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. This course

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Visual/Performing Arts

Art 7-1, 7-2 (A0101, A0102)

Grade: 7

In this two-semester course, students will be introduced to the elements and principles of art, art theory, and art criticism. Students will create and critique works of art that use various mediums such as pencil, paint, and ink. Students will learn self-expression through basic art concepts.

Art 8-1, 8-2 (A0120, A0121)

Grade: 8

In this two-semester course, students will continue to discover the elements and principles of art, art theory, and art criticism. Students will create and critique works of art that use various mediums such as pencil, paint, and ink. Students will learn self-expression through basic art concepts.

***Art 1, 2 (A0191, A0192)**

Grade: 9-12

This two-semester course is an introduction to elements and principles of art, art theory, and art criticism as it applies to master works

and their own work. The course introduces a variety of media, including pencil, paint, cardboard, and ink to complete expressive compositions. Assignments based on an articulation of realistic space and three-dimensional forms provide a foundation for more complex projects integrating the principles of art. Students will investigate the historical context of art throughout projects and evaluate the role of art in contemporary society, including the social/political uses of art. Students will analyze the role and influence of mass communication in the arts.

***Commercial Art 1, 2 (A0201, A0202)**

Grade: 9-12

In this two-semester course students will explore and design basic computer based two-dimensional and three-dimensional works of art. Students are introduced to the elements and principals of visual design, such as line, shape, and balance, through various media. Students will develop design skills to be applied to real-world applications of design by creating various commercial art products. This course qualifies as a CTE course.

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Music Appreciation 1, 2 (A5381, A5382)

Grade: 9-12

This two-semester course introduces the historical contributions and cultural dimensions of music throughout the world. Students have an opportunity to respond to, analyze, and make judgments about specific works of music. Students investigate music from several cultures and different time periods. Students develop an understanding of cultural diversity as it relates to music and composers. Students also critically assess and derive meaning from works of music according to the elements of music, aesthetic qualities, and human responses.

***Photography 1, 2 (A3691, A3692)**

Grade: 9-12

In this course students will acquire the ability to complete all of the processes involved in taking various kinds of photographs and producing finished prints. Students are taught the terminologies and techniques of photographic production, and camera operation. Students will study sensory, formal, expressive, and aesthetic properties of photographic art. Students will understand the principles of good composition (texture, shape, light, motion, perspective) and the application of photographic principles to industrial processes.

***Drawing 1, 2 (A0271, A0272)**

Grade: 9-12

This year-long course includes discussion in the meaning, major forms, and components of two-dimensional art. Students study elements and principles of design used in creation of two-dimensional works, art appreciation, and art history. Students are exposed to various media and techniques used in drawing. Drawing is created and enjoyed by many people around the world for many reasons. Drawing is a means of communication or expression. Each work of art can be seen as a reflection of the artist's values, culture, historical period, religion, and even personal experience and personality. Drawing serves several purposes. Drawing allows people to share their thoughts and experiences with a wide audience without needing a common language or time. It is a visual history of the human experience.

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Career & Technical Education

Business Careers 1, 2 (A0701, A0702)

Grade: 9-12

These courses are designed to introduce modern business practices that include training in math, vocabulary, writing, communication, and proper business manner. Students will also learn about the American economic system, entrepreneurship, leadership, money management, and consumerism. Included are units on banking services, finances, paying taxes and Social Security services.

Career and Life Management 1, 2 (A1169, A1163)

Grade: 9-12

Blended Learning Course: Career Planning and Development (one semester only) (A1169)

Grade: 11-12

This course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps student investigate careers as they apply personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights

of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.

Career Explorations 1, 2 (A8103, A8104)

Grade: 9-11

This one-semester course allows students the opportunity to explore post-secondary career and educational possibilities. Students will begin career exploration and research using interest surveys and learning style inventories. The course allows students to examine and create a budget for real life application. Students will create a final multimedia presentation that describes their specific actions to prepare for their career.

Career Planning & Development (A1169)

Grade: 8-12

Introducing high school students to the working world, this course provides the knowledge and insight necessary to compete in today's

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challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.

***Child Development Pathway 1-4 (A1175, A1176, A1177, A1178)**

Grade: 9-12

This Child Development pathway exposes students to the areas of scientific and sociological research in human development through middle childhood; theories and perspectives of child development, including biosocial, cognitive and psychosocial development; genetics and disorders; prenatal development, harm to the fetus, and birth; nutrition; new family dynamics; and career pathway topics including, various roles in the field, professionalism, safety, state regulations, learning environments, the industry and its effects on the economy and community, the day care setting, early childhood schooling, and challenges for caregivers. Students will gain an understanding of opposing perspectives through case studies and scientific interpreta-

tions. Students will also incorporate analytical reading of textbook and internet resources; writing, listening, and speaking through research projects and a final portfolio; and gather real-life, relevant, and practical insight into the developing person through observations and interviews in their community.

Foundations of Personal Finance 1, 2 (A2506, A2507)

Grade: 9-12

Prerequisites: basic math skills.

This two-semester textbook-based introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this one-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

General Work Experience 1-4 (A8502, A8505)

Grade: 9-12

The major goal of General Work Experience

Education is to enable students to become productive, responsible individuals through supervised, paid employment experiences.

The description of General Work Experience Education is that it is an instructional course, which has as its purpose the application of the basic skills of reading, writing and computation. General Work Experience Education students will acquire general and specific occupational skills through a combination of supervised paid employment in any occupational field and related classroom instruction in Work Experience Education (WEE). (5 CCR §10071)

In order for a student's job to qualify for the WEE Program, the student must earn at least minimum wage, be covered by Worker's Compensation Insurance, and work a minimum number of hours per week. The minimum hours allowable for students to work is outlined in the District Plan (See Chapter I on District Plans). Unlike Career Technical WEE, students enrolled in a General WEE Program may have a paid job that does not necessarily relate to Career Technical course work.

The rationale for having a General WEE program is the changing nature of work in our society, which requires students to develop appropriate work habits and attitudes that may be transferred to a variety of employment situations.

***Online Learning Course: Health Science Concepts 1, 2 (A3005, A3006)**

Grade: 9-12

This high school course introduces students to a variety of healthcare careers as they develop the basic skills required in all health and medical sciences. In addition to learning the key elements of the U.S. healthcare system, students will learn terminology, anatomy and physiology, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of medical emergency care. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the healthcare field.

***Online Learning Course: Health Science and Medical Technology 1, 2 (A8426, A8427)**

Grade: 9-12

Health Science and Medical Technology is a year-long course in the Health Services and Medical Technology industry sector and is aimed at all students interested in pursuing a career in health care. The course covers the common set of skills and knowledge needed by all healthcare workers, and prepares students for the more-advanced, occupation-specific courses offered in this field. Instruction covers medical terminology, communications skills, socioeconomics, safety and health maintenance, body structure and function, and ethical and legal responsibilities. The course is designed to help students determine

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their specific area of interest within the field of health care. This course satisfies the Concentrator Course requirement of the Patient Care Career Pathway.

***Hospitality, Tourism & Recreation 1, 2 (A8481, A8482)**

Grade: 9-12

The course is designed to develop and build skills related to a career pathway in Hospitality and Tourism. Hospitality, Recreation, and Tourism is one of the three areas of study in the California Career Technical Education Model Curriculum Standards. The purpose of this course is to explore the hospitality industry from a variety of perspectives including: historical, financial, economic, geographic, sociological and cultural, as a basis for understanding the concepts and theories that guide industry practices today. The goal is for students to gain overall knowledge about the hospitality industry, along with more-detailed understanding of select segments, including the guest cycle, front office operations, executive housekeeping, resort operations, facilities management, food and beverage services, as well as safety and security. This course provides a modernized context with a detailed business focus on current careers in hospitality, financial processes, operational finance, as well as marketing and sales. This course satisfies the concentrator course requirement for Hospitality Recreation and Tourism career pathway.

***Hospitality, Tourism & Recreation 3, 4 (A8483, A8484)**

Grade: 9-12

The course is designed to develop and build skills related to a career pathway in leadership in the Hospitality and Tourism Industry. Hospitality Recreation and Tourism is one of the three areas of study in the California Career Technical Education Model Curriculum Standards. The purpose of this course is for students to gain overall knowledge about leadership roles in the hospitality industry, along with more-detailed understanding of directorship roles within the guest experience cycle, human resources, operational finance, front office, security, as well as food and beverage services. The goal of this course is to explore the hospitality industry through a leadership context with a strong focus on business and marketing management. Students will develop professional skills in management of housekeeping operations, facilities management, operational finance management, and management of banquets and catered events. There is also an emphasis on industry financial trends such as sales to global audiences, developing marketing plans, budgeting, and management of sales teams. This course satisfies the Capstone course requirement for Hospitality and Tourism and leads to industry level certification as a certified Hospitality and Tourism Management Professional.

***Online Learning Course: Information and**

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Communication Technology 1, 2

Grade: 9-12

This year long course is designed for students who are interested in the Information Technology Industry Sector. In this course, students will explore different careers within the industry sector, create their own professional portfolio highlighting their strengths and plan for a career within this industry. Students also learn about IT and Computer Hardware including legal and ethical issues, wireless IT, and computing basics and system maintenance/computer hardware. Operating systems and application software development, network administration, copyright, and programming/coding is also presented. This course satisfies the Concentrator Course for the Information and Support Services Career Pathway.

***Blended Learning Course:**

Introduction to Business 1, 2 (A0514, A0515)

Grade: 9-12

In this two-semester introductory course, students will learn the principles of business using real-world examples—learning what it takes to plan and launch a product or service in today’s fast-paced business environment. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, personally and as a business, and taxes and credit; the basics

of financing a business; how a business relates to society both locally and globally; how to identify a business opportunity; and techniques for planning, executing, and marketing a business to respond to that opportunity.

Introduction to Green Technology & Energy 1,2 (A3763, 3764)

Grade: 9-12

Introduction to Green Technology is a hands-on lab and research based course exploring concepts and careers in renewable energy sources. IGT 1A covers the following modules: Sustainability, Energy and Climate Change; Fundamentals of Energy and Electricity; Energy Conservation; Solar Water Heating; and Nonrenewable Energy Sources. IGT 1B continues with modules covering Renewable Energy, Green Transportation, Energy Environment and Utilities Careers, and finally, Ecological Economics and Climate Policy. Students’ final project will be a personal policy action plan demonstrating their understanding of the concepts covered in the course.

Introduction to Parenting (A1171)

Grade: 9-12

This one-semester course will teach students necessary skills for parenting. It will also introduce students to infant and child development. Students will learn how to prepare for a newborn baby and what to expect each month of the first year of life. They will also

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learn about prenatal care, being an educated consumer, budgeting, and decision making. This course teaches the theory of aspects of parenting and child development.

Military Science Basic 1, 2 (A4501, A4502)

Grade: 9-12

This two semester career and technical education course addresses the introductory knowledge of military concepts and history. Students will research a wide array of concepts related to the military, including natural disasters and humanitarian relief, military leadership, technological advances in warfare, major military battles, and military life. Students will demonstrate an academic proficiency in research skills and project completion through the lens of military concepts.

Military Science Intermediate 3, 4 (A4503, A4504)

Grades 9-12

This two semester career and technical education course supports student knowledge of a wide array of military concepts and history. Students will research and dissect military events and individuals throughout history, review the different branches of the American military, and create real world applications for personal development in the fields of health and wellness. Students will also gain further understanding of the workings of the military and the requirements and expectations of en-

listed individuals and officers.

***Nursing Assistant (A8426, A8427)**

Grade: 10-12

This two-semester course prepares students to provide and assist with all aspects of activities of daily living and nursing care for the adult patient in hospital, long-term care, and home settings. Through direct instruction, interactive skills demonstrations, and practice assignments, students are taught the basics of nurse assisting, including interpersonal skills, medical terminology, care procedures, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, emergency skills, and employability skills. Successful completion of this course from an approved program prepares the student for state certification for employment as a Nursing Assistant.

Nutrition 1, 2 (A1165, A1166)

Grade: 9-12

This two-semester course will introduce the principles of being a smart consumer, proper food selection and preparation, basic nutrition, and preparing meals for both the individual and family. Students will develop necessary skills for meeting nutritional needs through exposure to food and ecology, special nutrient needs, and kitchen organization. Food customs and traditions in the U.S. will also be explored.

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Pathway Exhibition (A8105)

Grade: 12

Mandatory graduation requirement.

This one-semester elective is required of all graduates. Students will be ready for life beyond high school. Students will be introduced to pre-employment techniques and the steps required for college admission and the securing of financial aid. In completing projects for a senior portfolio and presenting an exhibition students will demonstrate their readiness for the future.

Personal Finance (A2505)

Online Learning Course: Personal Finance

Grade: 9-12

Prerequisites: basic math skills.

This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this one-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

***Photoshop 1, 2 (A8513, A8514)**

Grade: 9-12

Photoshop 1,2 is a year-long CTE elective within the Arts, Media and Design industry sector that combines hands-on learning with real-world relevant portfolio development. The student will learn the fundamentals of Adobe Photoshop, as well as more advanced techniques that will prepare the student for entry level work in a graphic design career. This course uses videos, hands-on assignments, real-world relevant projects to provide the student with knowledge and experience to perform at industry-level standards. The year culminates with taking the industry-level Adobe Photoshop Certification.

***+Psychology 1, 2 (A6851, A6852)**

***Blended Learning Course: Psychology**

Grade: 11, 12

In this two-semester course students will study the following areas: an introduction to psychology research methods; biological bases of behavior; sensation and perception; motivation and emotion; learning; memory and thought; thinking and language; states of consciousness; and lifespan development. Specific content will include research, the nervous system, the endocrine system, nature vs. nurture, classical conditioning, operant conditioning, sleep, drugs, cognitive and emotional development, dying and death, and gender roles and differences, personality and

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individuality, intelligence testing, theories of personality, psychoanalytic theory, humanistic theory, cognitive theory, stress and health, psychological disorders, anxiety disorders, drug addiction, therapy and change, biological approaches to treatment, individual interaction, group interaction, attitudes and social influence, and psychology future and present. (ref. History - Social Science Framework for California Public Schools)

veys and research information about their post-high school pathway and career pathways for their future. Resilience, motivation, and goal-setting are a few of the life-skills that are learned while also improving academic skills. Students go on to create a plan for their future using their definition of success while anticipating obstacles that may come up along the way.

Service Learning 1, 2 (A8087)

Grade: 9-12

This course provides the opportunity for students to complete the (60 hours) community service with a non profit organization within their community. Students are encouraged to explore organizations in need of help within their community where they can apply skills learned through their academic program and provide essential support to the community in which they live. Students who choose the Service Learning option for graduation must complete 2 semesters (120 hours) of Service Learning.

Blended Learning Course:

Altus Success 1 (A8030)

Grade: 9-12

In this one-semester course, students learn about themselves as they learn about the skills needed to be successful. Students use Naviance Family Connection to complete sur-

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General Electives

Study Skills (6th – 8th) (A8030)

Grade: 6-8

This one-semester course is designed to help students improve in and provide added support for study skills, organization, reading, mathematics, and courses in which the student is concurrently enrolled. The activities in this course will help enhance higher level thinking, problem solving, and basic skills via workshops and personalized assignments developed to support and ensure student success.

***Art History 1, 2 (A0291, A0292)**

Grade: 9-12

Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this one-semester course cover topics including early medieval and Romanesque art; art in the twelfth, thirteenth, and fourteenth centuries; fifteenth-century

art in Europe; sixteenth-century art in Italy; the master artists; High Renaissance and baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth- and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas.

Comprehensive Health (A2550)

Grade: 9-12

This one semester course teaches students how to care for their bodies. Units covered in this course are: consumer and community health, injury prevention, alcohol, tobacco and other drugs, nutrition, environmental health, family living, and communicable and chronic diseases. California Healthy Youth Act (January 1, 2016) requires school districts to ensure that all pupils in grades 7-12 receive sexual health education and HIV prevention education. EC 51930-51939.

Driver's Education (A2750)

Grade: 9-12

Driver's Education prepares students to pass the state driving exam. The units covered in

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this course are: Assessing and Managing Risk, Handling Social Pressures, Rules of the Road, Basic Driving Skills, Light and Weather Conditions, Buying a Car, and Getting your State Driving Test.

Empower Math I A, B (4763, 4764)

Grade: 9–10

Prerequisites: Concurrent enrollment in Integrated Math I A-B (P) or Algebra 1, 2 (P)

Empower Math I is an elective support course for students in grades 9–12 and must be taken concurrently with the first course in the Integrated Math or Traditional Math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The course uses direct instruction (small group & one-on-one) and computer-based learning to build students' skill sets, help them master requisite skills, and front load concepts.

Empower Math II A, B (4765, 4766)

Grade: 10–11

Prerequisites: Concurrent enrollment in Integrated Math II A-B (P) or Geometry 1, 2 (P)

Empower Math II is an elective support course for students in grades 10–11 and must be taken concurrently with the second course in the Integrated Math or Traditional Math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The course uses direct instruction (small group & one-on-one) and computer-based learning

to build students' skill sets, help them master requisite skills, and front load concepts.

Empower Math III A, B (4767, 4768)

Grade: 10–12

Prerequisites: Concurrent enrollment in Integrated Math III A-B (P) or Intermediate Algebra 1,2 (P)

Empower Math III is an elective support course for students in grades 10–12 and must be taken concurrently with the third course in the Integrated Math or the Traditional Math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The course uses direct instruction (small group & one-on-one) and computer-based learning to build students' skill sets, help them master requisite skills, and front load concepts.

Health (A2550)

Grade: 9-12

This one semester course teaches students how to care for their bodies. Units covered in this course are: consumer and community health, injury prevention, alcohol, tobacco and other drugs, nutrition, environmental health, family living, and communicable and chronic diseases.

+Journalism 1, 2 (A1961, A1962)

Grade: 9-12

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This two-semester elective course introduces students to the basic techniques of journalistic writing. Students will explore the concept of freedom of press and its implications for contemporary American culture. This course will prepare students for involvement with both local and school-related publications. Students will learn to meet deadlines, conduct interviews, perform evaluations, and familiarize themselves with editing procedures. In addition, students will learn to utilize a variety of informational sources, critique the unique aspects of a newspaper, and apply grammar, punctuation and vocabulary appropriately. In addition to these activities, students will maintain an individual portfolio which will contain major course assignments along with reflections regarding course activities. This portfolio will be representative of the course goals and objectives.

Literacy 1-4 (A1682, A1683, A1684, A1685)
Grade: 9-12

Literacy supports English Language Arts courses to cover topics such as basic language skills and integrate reading, writing, speaking, and listening while emphasizing individual student progress. The Literacy course present students with the opportunity to build upon their vocabulary, spelling and grammar, writing and composition, reading silently or aloud, and improving listening and comprehension skills.

ELD Literacy 1, 2 (A1992, A1993)
Grade: 9-12

Students receive Embedded assessments and teacher and principal recommendations. It is taught in addition to, not instead of, a student's regular English course. This course is intended to help students achieve Grade-level English language arts standards by providing them with additional opportunities to learn reading and writing strategies and to apply those strategies in a variety of authentic ways. The instruction in this course supports the standards-based units of study the students complete in their English 1, 2 courses. The course approaches reading and writing as processes. Students receive explicit instruction on how texts work, and they analyze all types of texts identified in the standards: functional documents, expository prose, persuasive writing, narratives (both fiction and nonfiction), drama, and poetry. Students also develop their abilities to write and revise and publish) in a variety of genres: biographical or autobiographical narratives, responses to literature, expository compositions, persuasive compositions, business letters, and technical documents.

Blended Learning Course:
***ELD Literature & Comprehension 1 (A1994)**
Grade: 9-12

Literature and Comprehension I is one of two semester-long intervention courses designed

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to support the development of strategic reading and writing skills. These courses use a thematic and contemporary approach, including high-interest topics to motivate students and expose them to effective instructional principles using diverse content area and real-world texts. Both courses offer an engaging technology-based interface that inspires and challenges students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.

Blended Learning Course:

***ELD Literature & Comprehension 2 (A1995)**

Grade: 9-12

Offering high-interest topics to motivate students who are reading two to three levels below grade, this course works in conjunction with Literacy and Comprehension I to use a thematic and contemporary approach to expose students to effective instructional principles using diverse content area and real-world texts. Presented as two one-semester reading-intervention courses, both offer an engaging, technology-based interface that inspires and challenges high school and middle school students to gain knowledge and profi-

ciency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.

***+Philosophy 1 (A6821)**

Grade:11, 12

This one-semester rigorous course provides an historic overview of the major schools of philosophic thought in the Western and Eastern worlds, and introduces students to eight major philosophic ideas concerning the nature of man and his relationship to the universe. Students learn to employ the vocabulary of epistemological, metaphysical, and ethical discussion, while developing critical thinking skills through the combined dynamic of reading, debate, and discussion. (ref. History-Social Science Framework for California Public Schools)

***+#Blended Learning Course: AP Psychology (A6834, A6835)**

Grade: 11-12

This course meets the University of California's g (college preparatory elective) subject area requirement.

This two-semester course introduces students to the systematic and scientific study of the

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behavior and mental processes of human beings. Students are exposed to the facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about methods psychologists use in their science and practice. This course prepares students to take the Advanced Placement Examination in Psychology. The assigned texts for this course are *Psychology: Themes and Variations*, 7th edition, by Wayne Weiten, (2007) and *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research*, 5th edition, by Roger Hock (2005).

***+Sociology 1 (A6837)**

***Blended Learning Course: Sociology 1, 2**

Grade: 11, 12

Prerequisite: Completion of first semester or concurrent enrollment in US History.

In this one-semester course students are introduced to sociological concepts, theories, and procedures. Students will learn to analyze the basic structures and functions of societies and of groups within societies. They will study social organization, identify conditions that lead to disorganization, and evaluate methods of reorganization. The topics explored will include sociological perspectives, sociological methods of inquiry, culture, social structure, socialization, self and social interaction, deviance, crime, and social control, groups and organizations, social institutions, stratification, racial and ethnic relations, gender and age

inequality, demography and urbanization, and social change. (ref. History - Social Science Framework for California Public Schools)

Blended Learning Course: Strategies for Academic Success (A1163)

Grade: 9-12

Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

Study Skills (9th – 12th) (A8007, A8008)

Grade: 9-12

This one-semester course is designed to help students improve in and provide added support for study skills, organization, reading, mathematics, and courses in which the student is concurrently enrolled. The activities in this course will help enhance higher level thinking, problem solving, and basic skills via workshops and personalized assignments developed to support and ensure student success.

Study Skills (CHSPE Math 9-12) – 6th edi-

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tion (A8007, A8008)

Grade: 9-12

tests, homework assignments, and individualized instruction.

This one-semester course is designed to prepare students to pass the California High School Proficiency Examination (CHSPE). It uses individualized instruction for remediation with a specific focus on weaknesses in mathematics. Completion of this course should enable students to (1) improve their skills in basic math and elementary algebra, (2) recognize and understand the various types of objective test questions, and (3) improve their chances of passing the CHSPE test. The primary methods of instruction include, but are not limited to, lectures, timed tests, homework assignments, and individualized instruction.

Study Skills – CHSPE PREP/Part 1/Language Arts – 6th edition (A8007, A8008)

Grade: 9-12

This one-semester course is designed to prepare students to pass the California High School Proficiency Examination (CHSPE). It uses individualized instruction for remediation with a specific focus on weaknesses in language arts. Completion of this course should enable students to (1) improve their skills in basic grammar, writing, and language skills, (2) recognize and understand the various types of objective test questions, and (3) improve their chances of passing the CHSPE test. The primary methods of instruction include, but are not limited to, lectures, timed

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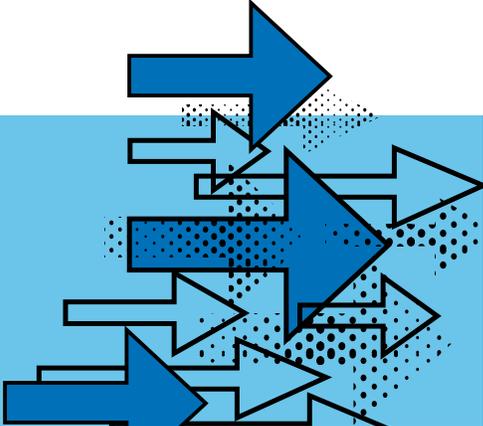
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WORK EXPERIENCE APPROVAL

Audeo II
Charter School II





CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

June 23, 2018

Rachel Thomas
Curriculum and Professional Development Coordinator
Audeo II Charter School
10170 Huennekens Street
San Diego, CA 92121

Dear Rachel,

The Secondary District Plan for Work Experience Education (WEE) is approved. Please maintain your copy of the plan on file in your district administrative office.

The administrator and the Work Experience Education teacher in your district are responsible for meeting the standards outlined in the Plan. This includes teaching the classroom component, establishing partnerships with employers and visiting jobsites, evaluating students and maintaining records as well as applying the criteria for granting credit as described in the Plan for each semester. The WEE teacher/coordinator and the administration should make sure that all applicable child labor laws and Education Code are followed so as to remain in compliance and prepared for Labor Commission and/or California Department of Education inspections.

This plan will remain in force until the next renewal occurs (normally every three years).

Sincerely,

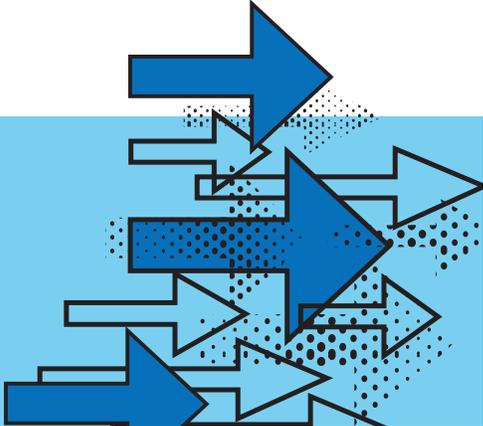
A handwritten signature in purple ink that reads "Erle Hall".

Erle Hall, M.S.
CTE Leadership and Instructional Support Office
Career and College Transition Division



20-21 PUPIL CALENDAR

Audeo II
Charter School II



Audeo Charter II Complete Appeal Submission



PUPIL CALENDAR FOR AUDEO CHARTER SCHOOL II
2021-2022 MULTI-TRACK CALENDAR

TRACK A

2021-2022

Calendar Month	School Month	Days of Week					Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
		M	T	W	Th	F					
July	1	5	6	7	8	9	16	0	1	17	Jul 5: Holiday
July / August	2	12	13	14	15	16	19	1	0	20	
August / September	3	19	20	21	22	23	15	3	2	20	Sep 3: Teacher NWD Sep 6: Holiday
September / October	4	23	24	25	26	27	15	5	0	20	Oct 6: CBEDS Information Day
P1 October / November	5	30	31	1	2	3	15	4	1	20	Nov 11: Holiday
November / December	6	6	7	8	9	10	10	5	5	20	Nov 22-24: Teacher NWD Nov 25-26: Holidays
December / January	7	13	14	15	16	17	7	3	10	20	Dec 20-22 & 27-29: Teacher NWD Dec 23-24: Holiday Dec 30-31: Holiday
January / February	8	20	21	22	23	24	6	12	2	20	Jan 14: Teacher NWD Jan 17: Holiday
February / March	9	27	28	29	30	31	8	10	2	20	Feb 18 & 21: Holiday
P2 March / April	10	3	4	5	6	7	5	10	5	20	Mar 28 - Apr 1: Spring Break
April	11	8	9	10	11	12	20	0	0	20	Available CAASPP Window April 4 - June 25
May	12	18	19	20	21	22	20	0	0	20	Available CAASPP Window April 4 - June 25
May / June	13	25	26	27	28	29	19	0	1	20	May 30: Holiday Available CAASPP Window April 4 - June 25
		30	31	1	2	3					Jun 27-30: Teacher NWD
Total Instructional Days:						175	53	29	257		

Audeo Charter II Complete Appeal Submission



PUPIL CALENDAR FOR AUDEO CHARTER SCHOOL II
2021-2022 MULTI-TRACK CALENDAR

TRACK B

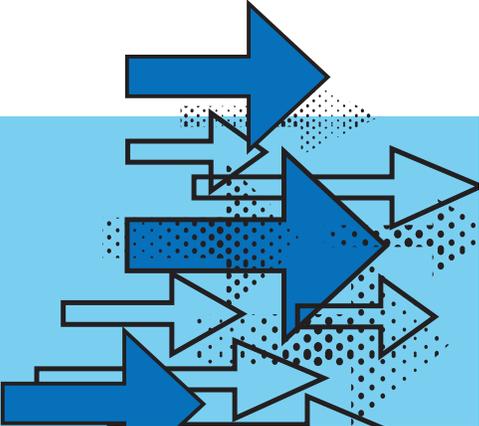
2021-2022

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July / August	2	26 2 9 16	27 3 10 17	28 4 11 18	29 5 12 19	30 6 13 20	0	20	0	20	
August / September	3	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	1	17	2	20	Sep 3: Teacher NWD Sep 6: Holiday
September / October	4	20 27 4 11	21 28 5 12	22 29 6 13	23 30 7 14	24 1 8 15	20	0	0	20	Oct 6: CBEDS Information Day
P1 October / November	5	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	19	0	1	20	Nov 11: Holiday Total P1 Days 40
November / December	6	15 22 29 6	16 23 30 7	17 24 1 8	18 25 2 9	19 26 3 10	15	0	5	20	Nov 22-24: Teacher NWD Nov 25-26: Holidays
December / January	7	13 20 27 3	14 21 28 4	15 22 29 5	16 23 30 6	17 24 31 7	10	0	10	20	Dec 20-22 & 27-29: Teacher NWD Dec 23-24: Holiday Dec 30-31: Holiday
January / February	8	10 17 24 31	11 18 25 1	12 19 26 2	13 20 27 3	14 21 28 4	18	0	2	20	Jan 14: Teacher NWD Jan 17: Holiday
February / March	9	7 14 21 28	8 15 22 1	9 16 23 2	10 17 24 3	11 18 25 4	18	0	2	20	Feb 18 & 21: Holiday
P2 March / April	10	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	11 18 25 1	15	0	5	20	Mar 28 - Apr 1: Spring Break Total P2 Days 116
April	11	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	20	0	0	20	Available CAASPP Window April 4 - June 25
May	12	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	20	0	0	20	Available CAASPP Window April 4 - June 25
May / June	13	30 6 13 20	31 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	19	0	1	20	May 30: Holiday Available CAASPP Window April 4 - June 25
		27	28	29	30						Jun 27-30: Teacher NWD
Total Instructional Days:							175	37	28	240	



SB740 FUNDING DETERMINATIONS

Audeo II
Charter School II



California Department of Education			
Nonclassroom-Based Funding Determination Form			
Fiscal Year 2017-18			
California Department of Education (CDE) Nonclassroom-Based Determination of Funding Web page:		http://www.cde.ca.gov/sp/cs/as/nclrbfunddet.asp	
Charter School Type	Due Date	Check One (X)	
New Charter School in Fiscal Year (FY) 2017-18 <small>(Use: FY 2017-18 budget data)</small>	12/1/2017*	()	
Existing Charter School <small>(Funding Determination Form [FDF] expires FY 2017-18; Use: FY 2016-17 audited financial data)</small>	2/1/2018*	()	
New Charter School in FY 2016-17	<small>5 CCR 11963.6 (a)</small>	9/30/2017**	FY 2016-17 Unaudited Actual Report Data
<small>**Within 90 days after the end of a charter school's first year of operation, two reports must be filed with the CDE: (1) FDF using FY 2017-18 budget data (2) FDF using FY 2016-17 unaudited actual report data</small>			
Other FDF <small>(Enter FY source data)</small>	FY:	yyyy / yy	()
<small>* Deadline Missed: A charter school who misses the deadline will need to obtain a waiver from the State Board of Education. Information on the waiver process is posted on the CDE Waiver Web page at, http://www.cde.ca.gov/re/lr/wr The governing board of the charter school's authorizing local educational agency will need to request a waiver and conduct a public hearing. The SBE may approve such waivers under the general waiver authority, under California Education Code (EC) sections 33050-33053.</small>			
Complete Sections I through V			
Section I. Charter Information <small>(Complete lines 1-17)</small>			<small>5 CCR 11963.3 (a)(1) to (4)</small>
1. Charter Name	Audeo Charter School II	2. Charter #	1835
3. Charter Authorizer	State Board of Education	4. CDS Code	37 77032 0134577
5. Street Address	10170 Huennekens Street		
6. City	San Diego	7. State	CA
		8. Zip Code	92121
9. Contact Name	Lynne H. Alipio	10. Title	Chief Financial Officer
11. Phone Number	858 678-2048	12. E-Mail	lalipio@altschools.net
13. Funding Requested (Enter 100%, 85% or 70%)	100%		
14. Years Requested (Enter 2, 3, 4, or 5)	5	<small>Note: New charter schools are limited to two years pursuant to 5 CCR 11963.6 (a)</small>	
15. Funding Determination Period Requested	FY 2018/19 to 2022/23	16. Grade Levels Served	K-12
17. Date Charter Expires	6/30/2021		
Section II. Certification <small>(Review, sign, and date)</small>			<small>5 CCR 11963.3 (b)(1)</small>
I certify that:			
<ol style="list-style-type: none"> 1. The information provided is true and correct to the best of my ability and knowledge. 2. This charter school's nonclassroom-based instruction is conducted for and substantially dedicated to the instructional benefit of the school's students. 3. This charter school's governing board has adopted and implemented conflict of interest policies. 4. All of the charter school's transactions, contracts, and agreements are in the best interest of the school and reflect a reasonable market rate for all goods, services, and considerations rendered for or supplied to the school. 			
_____ Veronica Ballman Print Name of Charter School's Director, Principal, or Governing Board Chairperson			
 Signature of Charter School's Director, Principal, or Governing Board Chairperson			
_____ School Coordinator Title of Authorized Individual		_____ Date Signed	

California Department of Education	
Nonclassroom-Based Funding Determination Form	
Fiscal Year 2017-18	
Section III. Financial Information (Complete sections A, B, D, and E)	
A. Total Resources (Complete lines A.1.a. to A.1.d.)	5 CCR 11963.3 (a)(5)(A) and (6)
1. Revenues and Other Resources	
a. Federal Revenues	\$ 198,054
(i) Enter amount of Public Charter Schools Grant Program included under Federal Revenues (Line A.1.a.)	\$ 198,054
b. State Revenues	\$ 2,811,511
c. Local Revenues	\$ 6,389
d. Other Financing Sources	\$ -
e. Total Revenues (Sum of lines A.1.a. to A.1.d.)	\$ 3,015,955
B. Total Expenditures and Other Uses (Complete lines B.1. to B.4.)	
1. Instruction and Related Services	
a. Salaries and Benefits	5 CCR 11963.3 (a)(5)(B) and (6)
(i) Certificated	\$ 1,417,854
(ii) Classified	\$ 174,090
b. Books, Supplies, and Equipment	\$ 566,845
c. Services and Other Operating Costs	
(i) Contracts for Instructional Services	\$ -
(ii) Contracts for Instructional Support	\$ 32,909
(iii) All other Instruction Related Operating Costs	\$ 184,023
d. Total Instruction and Related Services	\$ 2,375,720
2. Operations and Facilities	
a. Salaries and Benefits	5 CCR 11963.3 (a)(5)(C) and (6)
(i) Certificated	
(ii) Classified	
b. Books, Supplies, and Equipment	\$ 4,847
c. Services and Other Operating Costs	\$ 334,299
d. Facility Acquisition and Construction	
e. Total Operations and Facilities	\$ 339,146
f. Allowable Facility Costs	5 CCR 11963.3 (b) (7)
(i) Enter the total facility square footage occupied by the charter school	12,635
(ii) Enter total Classroom-Based P-2 ADA reported in the prior FY. DO NOT INCLUDE NCB ADA.	-
(iii) Enter the total Student Hours attended by NCB pupils at the school site in the prior FY	44,522
(iv) Calculated Facilities Costs	\$ 51,293
Lesser of Line B2e or [(B2fii+(B2fiii / 868)] * \$1,000	
Allowable (Lesser of Line B2e or B2fiv)	\$ 51,293
3. Administration and All Other Activities	
a. Salaries and Benefits	5 CCR 11963.3 (a)(5)(D) and (6)
(i) Certificated	\$ -
(ii) Classified	\$ -
b. Books, Supplies, and Equipment	\$ -
c. Services and Other Operating Costs	
(i) Contracts for Other Administrative Services	\$ -
(ii) Supervisorial Oversight Fee	\$ 26,556
(iii) All Other Administration & Other Activities, Services & Operating Costs	\$ 117,596
d. Total Administration and Other Activities	\$ 144,152
4. Other Outgo and Other Financing Uses	
a. Debt Service	5 CCR 11963.3 (a)(5)(E) and (6)
b. Transfers to local educational agencies	\$ 838
c. All Other Transfers and Outgo	\$ -
d. Total Other Outgo and Other Financing Uses	\$ 838
5. Total Expenditures (Sum of lines B1d, B2e, B3d, and B4d)	\$ 2,859,856

**California Department of Education
Nonclassroom-Based Funding Determination Form
Fiscal Year 2017-18**

C.	Revenues Over Expenditures - Surplus or (Deficit) (Line A.1.e. minus Line B.5.)	\$ 156,098
		5 CCR 11963.3 (a)(5)(F)

D.	Fund Balance (Complete line D.a.)	
	a. Enter Beginning Fund Balance (July 1)	\$ 976,406
	b. Ending Fund Balance (June 30 / Line C plus Line D.a.)	\$ 1,132,504

E.	Reserves (Complete lines E.a. to E.e.)	
If reserves in lines E.a. or E.b. are more than \$50,000 or over 5% of total expenditures, provide an explanation in Section IV.6, pursuant to 5 CCR 11963.3(a)(5)(F).		
		% of Expenditures
a.	Designated for Economic Uncertainties	4.5%
b.	Facilities Acquisition or Capital Projects	7.4%
c.	Reserves required by Charter Authorizer	
d.	Other Reserves (explain in Section IV.5 below)	
e.	Unassigned/Unappropriated Fund Balance	(0)
f.	Total (Sum of lines E.a to E.e.) Note- Line E.f. must agree with Line D.b.	\$ 1,132,504

Section IV. Supplemental Information (Complete lines 1 through 7)

1.	Pupil to Teacher Ratio (PTR), pursuant to <i>EC</i> Section 51745.6 and <i>California Code of Regulations</i> , Title 5 (5 CCR) Section 11704.	
	a. Enter the charter school's PTR:	16.14 : 1
	b. If the charter school's PTR in line IV.1.a. exceeds 25:1, enter the name of the largest unified school district in the county or counties in which the charter school operates:	
	c. Enter the PTR for the unified school district listed in line IV.1.b.	: 1
2.	Did any entity receive \$50,000 or more OR 10% or more of total expenditures (Line B.5.) in the FY 2016-17 OR will receive in the FY 2017-18? 5 CCR 11963.3 (b) (3).	Yes

If Yes, list the name of each entity and the cumulative amount received by each entity. Are contract payments made by the charter school based on specific services rendered or upon an amount per unit of average daily attendance (ADA) or some other percentage of the charter school's revenues, enrollment, etc.? If yes, please identify.					
	Name of Entity	Amount	Purpose/Explanation	Contract payments	
				Based on specific services rendered (Yes or No)?	If payments are not based on services rendered, are payments based on an amount per ADA or some other percentage (Yes or No)?
a.	RPI Carlsbad, L.P.	\$ 67,698	Facility Lease	Yes	No
b.	Weingarten Nostat, Inc.	\$ 72,402	Facility Lease	Yes	No
c.	Southland Technology, Inc.	\$ 300,247	Technology Service Provider	Yes	No
d.				Yes or No	Yes or No
e.				Yes or No	Yes or No
f.				Yes or No	Yes or No
g.				Yes or No	Yes or No
h.				Yes or No	Yes or No

**California Department of Education
Nonclassroom-Based Funding Determination Form
Fiscal Year 2017-18**

3. List the charter school's **CURRENT** governing board members, pursuant to 5 CCR Section 11963.3(b)(4).

	Name of Board Member	Identification of Board Member (Parent, Teacher, etc)	How was board member selected?	Is the member affiliated in any way with any entity listed in Section IV. 2. (Yes/No)?	Member's Board Term (From/To)
a	Gregg Haggart	Chairman	Appointed and Authorized	No	July 1, 2015 - June 30, 2021
b	David Crean	Board Member	Nominated and Elected	No	Sept. 14, 2017 - June 30, 2023
c	Tim Morton	Board Member	Nominated and Elected	No	July 1, 2015 - June 30, 2021
d	David Quezada	Board Member	Nominated and Elected	No	Dec. 16, 2015 - Dec. 15, 2021
e				Yes or No	
f				Yes or No	
g				Yes or No	

Has the governing board adopted and implemented conflict of interest policies and procedures? **Yes**

For any governing board member identified as affiliated with any entity reported above in Section IV.2, explain the nature of the affiliation.

4. If transfers are reported on lines B.4.b. or B.4.c., describe the nature of the transaction and identify the accounts or entities involved in the transfer pursuant to 5 CCR Section 11963.3(b)(5).

\$	-	B.4.b.		\$	-	B.4.c.	
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5. If reserves are reported on line E.d., explain the purpose for the "Other Reserves"

Reserves in Line E.d.	Purpose of Reserve
\$ 277,922	Contractual Obligations for facility leases
\$ 24,868	Net book value of capitalized equipment
\$ 89,610	Prepaid Expenditures
\$ 250,000	Reserve for self-insured medical, dental and vision plan. Currently the school has 36 employees

6. If reserves reported on lines E.a. (designated for economic uncertainties) OR E.b. (facilities acquisition or capital projects) exceed the greater of \$50,000 or 5% of total expenditures, explain the reason for the need of such excess reserves.

\$	129,094	4.5%	E.a.	\$	210,213	7.4%	E.b.
<p>a. Designated for Economic Uncertainties - The amount of \$129,094 represent the reserves for emergencies or economic events, such as revenue shortfalls that could not be anticipated.</p> <p>b. Reserve for Facilities and Capital Projects - The amount of \$210,213 represents the net book value of leasehold capital improvements</p>							

7. Enter the full-time equivalent (FTE) employees working at the charter school that possess a valid teaching certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, issued by the Commission on Teacher Credentialing, and are required to provide direct instruction or direct instructional support to students.

FY 2016-17	16.4	FTE	FY 2017-18	19.0	FTE
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8. Enter the average daily attendance (ADA)

FY 2016-17	264.6	P-2 ADA	FY 2017-18	340.0	Est. P-2 ADA
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Section V. Nonclassroom-Based Virtual or On-Line Charter Schools (Complete lines 1 and 2)

1. Is this charter school a virtual or on-line charter school as defined pursuant to 5 CCR Section 11963.5?
(A virtual or on-line charter school is one in which at least 80 percent of teaching and student interaction occurs via the Internet)

Yes or No	No
-----------	----

2. If Yes to line V.1., can the charter school demonstrate compliance with 5 CCR sections 11963.5(b)(2) to (8)?

California Department of Education Nonclassroom-Based Funding Determination Form Fiscal Year 2017-18			
	Yes / No / NA	NA	Regulations are available on the CDE Charter School Regulations Web page at, http://www.cde.ca.gov/sp/cs/lr/csregsmar04.asp

California Department of Education			
Nonclassroom-Based Funding Determination Form			
Fiscal Year 2017-18			
Section VI. Calculated Funding Determination Percentage			
Ch.#	1835	Charter	Audeo Charter School II
	50.43%	1. Percent spent on Certificated Employee Salaries & Benefits to Total Public Revenues (5 CCR 11963.3[c][1])	
		Formula: Certificated S&B costs Line B.1.a(1) / Federal Revenues Lines A.1.a - PCSGP A.1.a(i) + State Revenues A.1.b.	
	80.47%	2. Percent spent on Instruction & Instruction-Related Services to Total Revenues (5 CCR 11963.3[c][2])	
		Formula: Instructional & Related Services costs. Line B.1.d. + Allowable Facilities costs 2.f.(iv) / Total Revenues Line A.1.e.	
Funding Determination Criteria			
If the percentages from lines VI.1 OR VI.2 do not meet the spending criteria required of the funding level requested, a Mitigating Circumstances Request Summary Sheet may be filed with the FDF for consideration by the Advisory Commission on Charter Schools. Mitigating Circumstances Request Summary Sheet is available on the CDE Nonclassroom-Based Determination of Funding Web page at, http://www.cde.ca.gov/sp/cs/as/nclrbfunddet.asp			
100%	1) Line VI.1. must equal or exceed 40 percent, 2) Line VI.2 must equal or exceed 80 percent, AND 3) Line IV.1.a. PTR cannot exceed of 25:1 OR the PTR on Line IV.1.c. the largest unified school district in the county or counties in which the charter school operates, the ACCS shall recommend approval at 100%, unless there is a reasonable basis to recommend otherwise (5 CCR 11963.4 [a][3]).		
85%	1) Line VI.1. must equal or exceed 40 percent, AND 2) Line VI.2 must equal or exceed 70 percent but less than 80 percent, the ACCS shall recommend approval at 85 percent, unless there is a reasonable basis to recommend otherwise (5 CCR 11963.4[a][2]).		
70%	1) Line VI.1. must equal or exceed 35 percent, AND 2) Line VI.2 must equal or exceed 60 percent but less than 70 percent, the ACCS shall recommend approval at 70 percent, unless there is a reasonable basis to recommend otherwise (5 CCR 11963.4[a][1]).		
Denied	1) Line VI.1. is less than 35 percent, OR 2) Line VI.2 is less than 60 percent, the ACCS shall recommend that the SBE deny the request, unless there is a reasonable basis to recommend otherwise (5 CCR 11963.4[a][4]).		



CARLSBAD CHAMBER OF COMMERCE LETTER OF SUPPORT





August 13, 2020

To Whom It May Concern:

The mission of the Carlsbad Chamber of Commerce is assisting the community through member services, economic and community development, and public policy that balances economic prosperity with quality of life. In order for strong community development, economic prosperity and quality of life to be fully actualized, strong k-12 and post-secondary educational options must exist within the community.

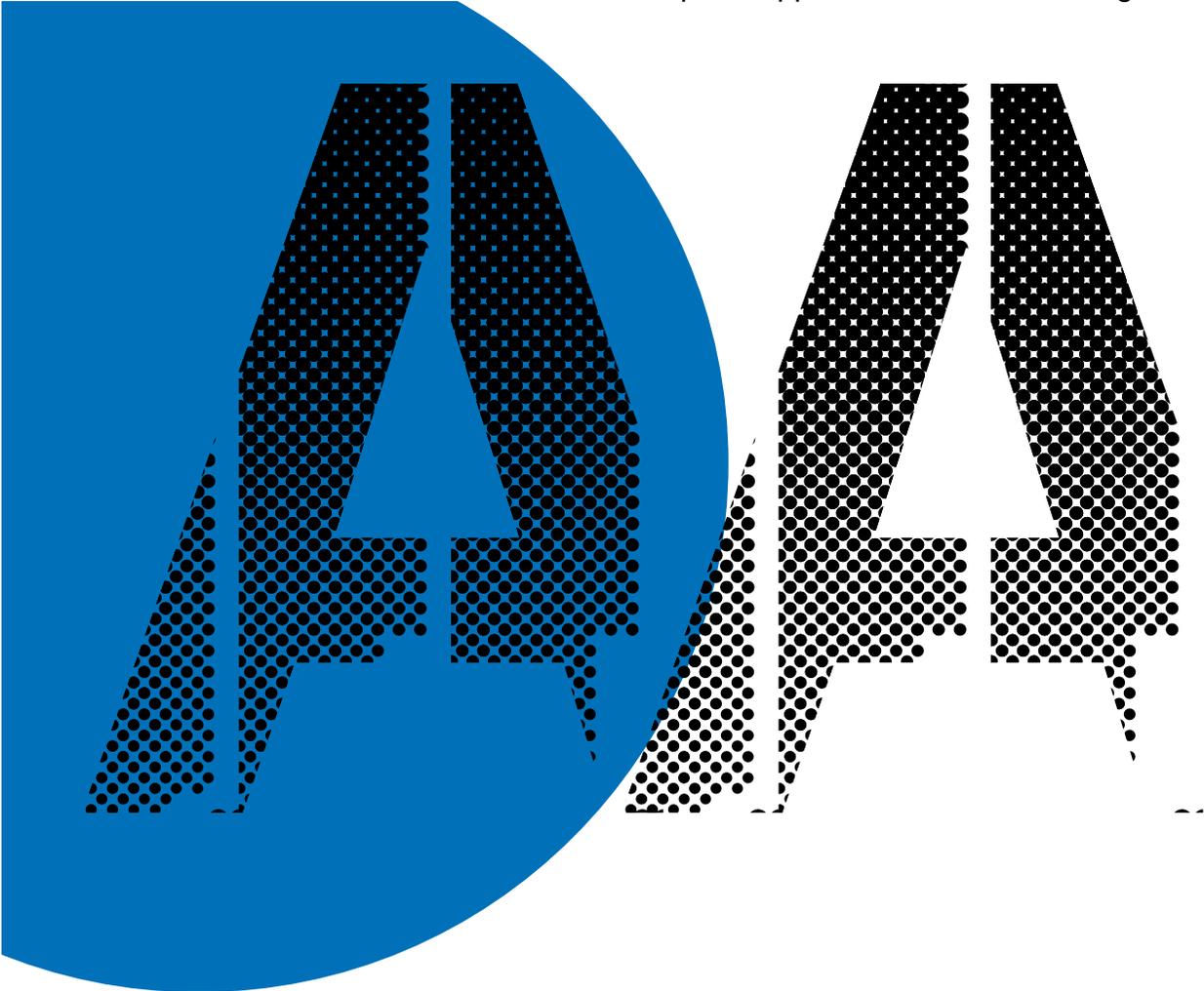
Audeo Charter School II offers a quality educational option for students in grades 6-12 who seek and/or need an alternative to the traditional approach to education. Audeo II serves as an intervention program for students at-risk of dropping out of school. The school educates students in new ways and is designed to avoid many of the problems students face in traditional schools. Audeo II offers an educational model that allows teachers to personalize each student's education and to develop a collaborative relationship with students, families and the traditional district.

The Carlsbad Chamber of Commerce and Altus Schools share a common goal of preparing all students for future success so that they can positively impact the community at large. In recognition of this common goal, ***the Carlsbad Chamber of Commerce strongly encourages the Carlsbad Unified School District Board of Trustees to approve the Audeo Charter School II charter petition.***

Sincerely,

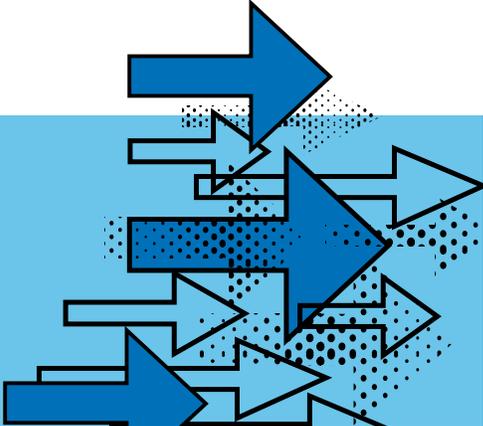
A handwritten signature in blue ink that reads "Bret Schanzenbach". The signature is written in a cursive style and is followed by a horizontal line.

Bret Schanzenbach
President and CEO



COMMUNITY LETTERS OF SUPPORT

Audeo II
Charter School II



David and Kelly Schaller
[REDACTED]

August 17, 2020

Carlsbad Unified School District Board Members

To whom it may concern:

Unfortunately I can't be there to personally share our experience with the staff at Audeo II charter school. I hope this letter can accurately convey our experience.

To start with, my wife and I are both working professionals. I am a sworn manager with the sheriff's department and my wife is a middle-school teacher at another north county charter school. We have two children, our son graduated from Audeo II last year; our daughter is still attending high school now.

Despite being working parents, I believe we were engaged in our kids' education. Despite this, neither did very well in traditional school at Carlsbad High. We had previous positive experience with our son taking summer classes through Audeo II, so when the "train started to leave the rails" and it became apparent Carlsbad High was no longer working for him or us, we decided to move him over to finish his last year full-time at Audeo II. Shortly afterward, we moved our daughter to the program.

We have worked with Ms. Jennifer Montgomery from the outset. From our first meeting, I knew she and the school were the right fit for our kids. I'm not sure Ms. Montgomery will ever have a true appreciation for how grateful we are for what she has done for us. Under her guidance, our son successfully graduated in 2019.

Additionally, although I was initially skeptical of how our daughter would do there, she has also thrived and [REDACTED]

[REDACTED] she now talks about graduating and going on to college. In fact, she is concurrently enrolled at Mira Costa College as of this month.

Technology has brought significant change to education. The traditional classroom setting is just one way to learn these days. I believe the programs offered through California Charter Schools are an outstanding alternative for many kids, especially kids dealing with ADHD, [REDACTED]

Carlsbad Unified School District Board Members

August 17, 2020

Page 2

I too suffered through traditional classroom learning as a teen. Educational options available today didn't exist when I was a high school student in the mid-80s. High school was a miserable experience for me and I consequently dropped out in my junior year.

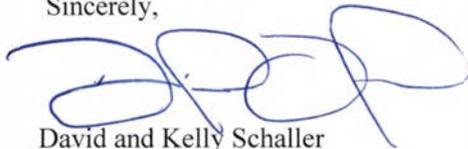
Though I later returned to community college, then ultimately graduated from a university, including graduate work, I carried the shame of having failed at high school for many years. Even today, after having a successful career, I'm embarrassed to admit I am a GED success story.

Because of this experience, I'm probably most thankful for the program at Audeo II. My kids have been successful and I believe the program has taught them, if they invest the effort, they will achieve their goals. I know the extra support and guidance they received under the tutelage of Ms. Montgomery has played an enormous role in this success.

Clearly, we are huge fans of Audeo II. As I mentioned in opening, my wife is a teacher at another charter school. Despite that, we felt the programs offered through Audeo II were a better fit for our kids' education.

I hope you have the opportunity to meet in person with others who have had similar experience to ours. We will forever be advocates for their programs and wouldn't hesitate to recommend them to parents of other kids struggling in traditional public schools.

Sincerely,



David and Kelly Schaller

August 17, 2020

Dear Carlsbad Unified School District Board Members,

I am Adriana Rodriguez. I am writing this letter of support for Audeo II Resource Center. My daughter [REDACTED] has attended this school twice during the summer. I am so thankful this program was available for my daughter. She was able to catch up on credits she needs for graduating.

I enrolled her because her counselor at her High School suggested it last summer. Because it went very well last summer, we decided to enroll her again this summer. My daughter was so happy she would be able to catch up on some classes required for graduation.

The program is very supportive and the teachers she has had were very helpful and always available for my daughter. My daughter plans to attend college after graduating high school. I feel like this program is very beneficial for our young students. It's a well rounded program that helps kids catch up or advance in school.

I actually have recommended Audeo Charter School II to friends and family. I feel like this opportunity has really benefited my daughter and should be available for all kids in school.

Sincerely yours,

Adriana Rodriguez

A handwritten signature in black ink, appearing to read "Adriana Rodriguez". The signature is written in a cursive, flowing style with a large initial 'A' and 'R'.

Gretchen Nassif

████████████████████

████████████████████

Carlsbad Unified School District Board Members:

My daughter, ██████████ has been attending Audeo II Charter school in Oceanside for about a year and a half. We enrolled at Audeo II ██████████ ██████████ I had heard positive things from others, both those trying to get ahead for college, or catch up on credits. Once enrolled, we found a supportive staff willing to meet ██████████ where she is at academically, help her find the best classes/opportunities to fit her needs and learning style. Both teachers and counselors have been great. With all the recent COVID-19 restrictions and changes, they already had an online curriculum in place. They immediately implemented personal Zoom meetings, tutoring sessions, and regular check-ins so the student feels supported. Especially in these unprecedented times, it is important that people have some options to fit the varying needs of their students. I highly recommend Audeo II and am grateful for the relationship we have developed with our teacher and the positive experience learning.

Sincerely,

Gretchen Nassif HHP, RYT

████████████████████

Audeo Charter II Complete Appeal Submission

Venus Becerra



August 23, 2020

Carlsbad Unified School
District Board Members
6225 El Camino Real
Carlsbad, CA 92009

Dear District Board Members,

My name is Venus Becerra. My oldest daughter, [REDACTED], recently graduated from Audeo II Charter School. My son, [REDACTED], is currently enrolled and this will be his senior year. My children attended Audeo II Charter School resource center in Westminster for two years and a half. I saw improvement in her grades, I remember [REDACTED] and at Audeo her teacher, Mrs. Alvarado, provided assistance that helped [REDACTED] grade go up. I also noticed a great impact on my son, [REDACTED], work values. He started setting goals and he became determined to accomplish what he started.

I support Audeo II Charter School because the teacher's are determined to help the student succeed in their educational journey. I appreciate the school for providing workshops and awareness on mental health. I admire the dedication the counselors and teachers have to make sure my son is on the right path to graduate and receive a higher education than I could.

My family and I moved from Los Angeles to Santa Ana and I gave my children the opportunity to choose which school they wanted to enroll to. My pastor told my husband about Audeo II Charter School and how her daughters improved academically. I instantly knew that Audeo would meet my expectations. That was one of my reasons why we chose this school for [REDACTED]. Audeo provided a flexible schedule for my family and I believe it helped my children be more responsible and independent with their studies. Audeo II Charter School provides families better teaching for their children. I believe Audeo II Charter School is more advance in teaching with the abilities of technology. This year was challenging, and when the pandemic hit their wasn't a lot of change since my children already had sense of online learning.

My son will be graduating in 2021. He is looking forward to attending community college for two years. He looks forward to either join the airforce when he graduates college or go for a culinary profession and become a great chef!

I recommended Audeo II Charter School to my friends, families, and anyone that I know because they support their students, high quality of teaching, advanced technology, one-on-one tutoring, grade improvement and they prepare their students for college.

Sincerely,

A handwritten signature in black ink, appearing to be 'Venus Becerra'.

Venus Becerra

Audeo Charter II Complete Appeal Submission

Kyle Fraher

To the Carlsbad Unified School District Board Members,

I am writing to express my strong support for the renewal of the charter for the Audeo II Charter School. My son, [REDACTED], successfully completed his high school coursework and graduated from Audeo II this past May. He is currently attending Cal Poly Pomona as a freshman, after having been accepted to five out of six of the colleges to which he applied.

[REDACTED] started at Audeo II in the spring of his junior year of high school, after having transferred from La Costa Canyon (LCC). [REDACTED] was a solid student, taking multiple advanced and honors/AP classes, but having difficulty with [REDACTED] his coursework. It began to [REDACTED] and then enrolling in community college. On the recommendation of his guidance counselor at LCC, we decided to explore Audeo II.

We met with Dylan Ramirez at Audeo II in March 2019, and the program seemed like a perfect fit for [REDACTED] - a way to complete his high school coursework at his own pace, but with support and guidance from Mr. Ramirez. [REDACTED] enrolled and did very well with the program. He was able to get back on track and even re-enrolled at LCC for his senior year, but after a few weeks back at LCC he realized that Audeo II was a better fit and decided to finish his senior year at Audeo. He completed his high school graduation requirements and graduated on time.

I honestly don't know what we would have done without Audeo II. It is fantastic to have an alternative to a traditional high school structure. [REDACTED] is the type of student who does best when he is in control of his schedule and time. Given the current situation with COVID-19, it is even more important that students have flexibility and an opportunity to complete their learning via remote methods. Audeo II clearly knows how to make this work- and having a teacher like Dylan Ramirez paired with a student for 1:1 coaching and help is incredibly beneficial.

During [REDACTED] early years (grade school through middle school) he attended top-rated private schools in San Diego county (The Children's School in La Jolla, Rhoades School in Encinitas, then Pacific Ridge School in Carlsbad), before moving to LCC, then Audeo II for high school. Our family has been actively involved in education for years (I was a trustee on the Board at The Children's School), and we have had a terrific experience at Audeo II. I might have been a skeptic of "non-traditional" schools in the past, but I am a huge supporter now. Students need options that fit their individual learning styles.

I would (and have!) recommend Audeo II to families and students who are looking for a more personalized, flexible form of education. We are thankful that Audeo II exists. We strongly recommend that you renew Audeo II's charter.

Sincerely,

Kyle Fraher
Kyle Fraher

Audeo Charter II Complete Appeal Submission

8/20/2020
Elena Schwamb-Rasul

[REDACTED]
[REDACTED]

To the members of the Carlsbad Unified School Board,

I am writing this letter to highly encourage the renewal of the charter petition for Audeo II. My son attends the Plaza Dr location and has worked with Ms. Claire Freeman. His experience there has been wonderful for him. Audeo has provided him an opportunity to complete his high school career and he will be attending college this September.

This school was EXACTLY what he needed. The curriculum and Ms. Freeman were flexible while addressing all his scholastic needs. Any and all concerns or questions my son may have had regarding his classes were addressed quickly and thoroughly. We never felt anything but support from the Audeo team and are so glad that Audeo was an option for our son.

I am sure we're not the only family in Carlsbad whose children are in need of an education option outside of the regular Carlsbad schools, for whatever reason. To not renew Audeo II's charter petition would be a grave disservice to those families and their children.

Carlsbad needs this school!

Thank you,



Elena Schwamb-Rasul
Feel free to contact me with any questions

[REDACTED]

Audeo Charter II Complete Appeal Submission

8/20/2020

Jim Plunkett

[REDACTED]
[REDACTED]
[REDACTED]

To the Carlsbad Unified School District Board Members:

I am writing to express my strong support of the renewal of Audeo II's charter.

I am so glad that we found Audeo II a few years back. It has really made a difference in our daughter [REDACTED] life. [REDACTED] and so were we in trying to find solutions for her. Once we found Audeo II Charter School, things have only been on the up and up. I love the way classes are set up so she can concentrate on one subject at a time, and the ability to monitor her work is awesome.

Now that she is a junior and with only one year of high school left after this, I am so confident she is and will receive a much higher quality of education that she was in her last school. I appreciate the hard work that Ms. Freeman, her fellow teachers, and support staff do to be there for the kids, to be there for Arianna. I look forward to the fresh year and know that she is getting the best education available.

Please vote to approve the charter for Audeo II, so that students can continue to receive the attention and school format that they need.

Thank you,



Jim Plunkett
Father of Arianna Plunkett

Dear Carlsbad Unified School District Board Members,

My name is [REDACTED] I am 17 years old, and I am a recent graduate of the Audeo II location in Westminster, CA. I attended this school from 8th grade in September 2016 to 12th grade in August 2020.

Audeo II is a wonderful opportunity for students to learn, and experience new things. It gives students the ability to learn at their own pace, and graduate early if they are ready. I believe that this is important as it allows students to discover who they are, what they like to do, and what they are good at. I support the renewal of Audeo II as I believe it is a great alternative to traditional public schools for students, and I believe more schools should adopt Audeo II's model.

I originally enrolled in Audeo II [REDACTED]. Audeo II allowed me to study and learn in a safe environment with a zero-tolerance policy for bullying and fighting. As I was in a safer environment without having to worry about being bullied or getting into fights, I was able to focus on my schoolwork and this allowed me to improve my grades greatly. I was also able to learn and complete my work at a faster rate, which was great as I was able to progress very fast in subjects such as History, English, and Science.

I believe that the staff at Audeo II were great and they helped me in every way possible. From providing advice to assisting me [REDACTED]. However, as time went on and as I was able to receive support and assistance from the staff, I was able to improve my math skills greatly, and I ended my high school career with a B+ in math. Audeo II has very supportive teachers and staff, and I honestly have way too many examples to provide how they helped me beyond that.

As I graduated High School early in August 2020, I plan on enrolling in Community College for an Associate's Degree in Computer Networking in January, and I also got an offer for an I.T. internship from a family friend. I also have a part-time job which I will be using to pay for my education along with some financial aid. I intend on going into the I.T. industry within the next three to four years and hopefully accomplish some major financial goals I have as well.

I believe Audeo II benefits the local community by providing a safe and supportive learning environment for students and also allowing them to learn at their own pace. As a side effect, students are also encouraged to pursue their interests and set goals for themselves. I would recommend Audeo II to others as I had a great experience there, and I honestly believe many others can as well. Going to Audeo II has been one of the best experiences of my life as I was able to have new experiences I otherwise wouldn't have had, it allowed me to focus on my education, and it also gave me the ability to pursue my interests and passions. I am a better individual today than I was back in 2016, and I have Audeo II, and all the wonderful people to work there to thank for that.

Thank you for taking the time out of your day to read this letter, and considering what I said, I appreciate it greatly.

Best Wishes,

[REDACTED]

Dear Carlsbad Unified School Board Members,

My name is [REDACTED], I attended the South Carlsbad Audeo Center, and I attended three classes over last summer.

I support Audeo because they helped me finish classes so I can do all the electives I wanted and still be on track to graduate.

I support the renewal of Audeo because if they continue they can help other students like they helped me. They were the only school that let me work at my own speed to finish the class. They have also been the only school I've attended [REDACTED]

I feel safe and supported at Audeo because my teacher was supportive and helpful, and he was the only person I had contact with due to Covid.

Next year I will spend my senior year at Carlsbad High. My long term goals are to go to college and get a bachelors degree in theatre, then pursue a career in that industry.

Audeo benefits the local community because it gives local students the assistance they need to succeed in school.

I would recommend Audeo to my friends, but most of them have already attended or enrolled. Audeo has made it possible for me to finish my classes on time, and made it possible for many of my friends to graduate.

Thank you for reading-

[REDACTED]

[REDACTED]

08/20/2021



Dear Carlsbad Unified School District Board Members:

My name is [REDACTED]. I am 18 years old and am currently enrolled in Audeo Charter School II. I enrolled at this school because after researching many home school options, this was the best one. I have also experienced first hand how great it has been to be enrolled at this school.

I fully support the renewal of this program and I am sure all the students who are in will agree it should be renewed. I do feel that this school meets my learning needs. I do not feel I am missing out on any important classes and instructions because I feel that I am at the same pace or maybe even more focused than others in different classes. I am fully instructed with the necessary skills in Math, science and English as any other student thanks to this program.

One thing that I really like about the program is that I feel completely safe thanks to all the safety measures taken by the caring staff. My instructor has helped a lot and guided me. The Audeo II benefits my local community in ways that traditional schools do not. For example, some students need to work to maintain their families who struggle financially. With programs like this one they can get their education while at the same time helping provide for their families.

Another example is those who may suffer from anxiety due to depression or even bullying can learn worry free thanks to the way this school works and the teachers who care about their students.

These are just a couple of examples of the many ways this school benefits the community. I can speak for me and my parents when I say I would recommend this program to anybody interested in home school style learning fully satisfied with the education I have received. Audeo II has transformed my life in a very positive way. I have received the best available education and am fully equipped to enroll in college. As a young student who works and goes to school, I can 100% say that enrolling in Audeo Charter School II is a great option.

I ask the board to please continue this program, and I know everybody would agree it is an essential part of the education system.

Sincerely,



[REDACTED]

August 23, 2020

Carlsbad Unified School
District Board Members
6225 El Camino Real
Carlsbad, CA 92009

Dear District Board Members,

My name is [REDACTED]. I am writing to you for the Audeo Charter School II renewal. I have attended Audeo2 for 2 ½ years since moving to Santa Ana, and with the recent shutdown of the Westminster Resource Center, I will be attending the North Carlsbad Resource Center when they reopen for students to attend. My enrollment in Audeo2 came at the beginning of 2018 when we moved to the city of Santa Ana from Hacienda Heights and was recommended to us by one of my father's coworkers. Throughout my time in Audeo2 I have been blessed to learn from my mistakes, and move forward in the way I manage my time and organize my studies.

Through the renewal of Audeo 2, I will be able to continue my studies to graduation and I am certain that you will find other students have both found their rhythm to improve and move forward towards their future goal. One of the reasons that we as students can improve is because of the staff being reliable when it comes to their students' studies, one of the ways I have experienced this is through the help and the constant push from my teacher which has allowed me to progress in my skills. And the support that I received from my teacher has been by far the most that I can recall throughout my time as a student. She constantly reminds me of my work in a way that I know that she cares but also can very easily become serious when need be, which I do get into that when I don't complete an assignment or class on time.

Many of the friends that I grew up with have been interested in attending Audeo2 and I have recommended Audeo2 as a flexible way of schooling to friends and family. But I would seriously ask if they were serious about having a disciplined mindset since not having it can negatively affect you whether you lose track of your studies or if you just straight out procrastinate. [REDACTED], and still takes me work to finish my assignments or class on a deadline.

In conclusion, if all goes well I plan to graduate by next year and begin my journey through community college attending Orange Coast College. Some of the future goals that I have written down include becoming financially free by my late 20s, and hopefully buying my first rental property by my 30s, and just having a stable paying job that I enjoy. But without a doubt with the things I have learned through my studies in Audeo Charter School II and my surroundings I do not doubt in my mind that I can achieve my goals. Since Audeo Charter School II has given me a perspective on the things I must improve upon and ways to implement them in my studies.

Sincerely,

[REDACTED]

[REDACTED]

Dear Carlsbad Unified School District Board Members,

My name is [REDACTED]. I attend Audeo II Charter School, specifically the North Carlsbad resource center. I have been attending the school since early 2019. I enrolled because I was [REDACTED] and needed another option. I like Audeo II because they seriously helped me, not only improve my school life, but also my personal life. If Audeo II were to close, it would harm me and many other students.

The staff have always been incredibly helpful, and I haven't had a single bad experience with anyone. When I transitioned to Audeo II, all of that changed, and I have not [REDACTED]. It is not just temporary, it really changed my mood and outlook on life in a permanent way. That change in environment allowed me to evaluate myself, and has changed how I view certain situations, situations that would have bothered me two years ago have zero effect on me anymore.

Because of Audeo II, I can handle REAL LIFE SITUATIONS infinitely better. They do not just put you through a machine. Audeo II cares about me. Next year, I plan on going to Mira Costa to get a degree somewhere in the audio/technology field. Then, once I get that degree, I hope transfer to a 4-year college to get a higher degree. I can tell you people with 100% certainty that Audeo II has helped me, currently helps me and other students, and will continue to help countless students.

Sincerely,

[REDACTED]

August 24, 2020

Dear Carlsbad Unified School District Board Members,

My name is [REDACTED] I attend the north Carlsbad Audeo 2. I've been in Audeo 2 for 1 year and the reason I like it is because Audeo 2 is flexible and you don't have to worry about anything. I enrolled in Audeo 2 because it's a secure place and I feel it's more peaceful also. I like it because the teachers help you a lot. Audeo 2 benefits the community because it's a really calm place and the students are really respectful, and the teachers are nice. Yes, I recommend Audeo 2 because it's a great school. Audeo 2 has changed to my life because I like it and it has helped me a lot.

Sincerely,

[REDACTED]

Audeo Charter II Complete Appeal Submission

[Redacted]

August 11, 2020

Dear Members of the Board of Carlsbad Unified School District,

My name is [Redacted] and I am a junior at Audeo II in Carlsbad California. My teacher is Makena Lester.

I started at Audeo II midway through 8th grade after [Redacted]
[Redacted] When I asked my mom if I could please finish the school year at home she quickly found the Audeo Charter program after hearing about it from my older sister's friends who already were enrolled there. I was relieved to learn that there was an option immediately available to me that allowed me [Redacted] and not interrupt my schooling. When my sister was told this is what I was going to do for the rest of the school year she asked if she could do that as well. She finished 10th grade at Audeo and continued through until her graduation in June of this year. I did 9th grade at public school and then decided to do 10th grade at Audeo and now I am in 11th grade and intend to continue with Audeo until I graduate next year.

This type of school is good for me because it gives me flexibility with my time, allows me to focus on one or two subjects at a time, and teaches me self discipline and time management. I have a 4.0 GPA with Audeo which is better than I had my freshman year in public high school.

Our family has and will continue to recommend Audeo Charter to other families who are interested in another option to their current school situation.

[Redacted]

[Redacted]



[REDACTED]

[REDACTED]

August 20, 2020

To the Carlsbad Unified School District Board Members,

My name is [REDACTED] and I am currently a student at Audeo II in Carlsbad, California. I've been enrolled for a total of about 5 years. I support Audeo and their renewal because this school is quite honestly the only school that has provided me with care and a very helping hand, and still are continuing to do so. I first decided to enroll because the regular public schools were not by any means providing me with the assistance, and time I really needed to be a successful student. However, when I came to Audeo II I felt very welcomed, safe, and supported, unlike other schools I previously attended. All of the teaching staff was very patient and also obliging to my educational needs and even my struggles. They took the time to sit with me and make sure I completely understood everything and never made me feel like I wasn't able to ask them questions about the things that I needed help with. I would certainly recommend this school to anyone who might be looking for a better learning opportunity and environment, rather than the traditional one. In conclusion, Audeo should absolutely become renewed and I believe they are a school that should be kept a part of the community.

Sincerely,

[REDACTED]

[REDACTED]

August 22, 2020

[REDACTED]

To the Carlsbad Unified School District Board Members,

My name is [REDACTED] and I am a current student of Audeo II at the South Carlsbad Resource Center. I am 16 years old and have been attending Audeo II for the past two years. I enrolled at Audeo II when I needed an alternative to the local high school that I was attending. The drama between the cliques at my previous school became too much of a distraction and [REDACTED]

[REDACTED] Audeo II benefits the local community by offering its youth a choice in the flexibility of class schedule offerings to fit the individual needs of each student. Audeo II has supported me by being available as the best choice I needed at a time I wanted to change schools, and I support Audeo II by having recommended it to several other people who have needed a similar change from “traditional” learning conditions. Audeo II should be renewed as it is an asset to the youth in our community.

I credit Audeo II in teaching me to be more independent in managing my studies. I plan to continue this year at Audeo II and then further my academic studies by earning a college degree. The environment at the Resource Center is conducive to learning as the student to teacher ratio is well suited for effective teaching. The teaching staff, in particular Ms. Lester, has been very supportive and helpful. It is a safe and nurturing place to allow kids and teenagers to focus on studies without having to deal with the “in your face” social pressures that cause so much disturbance at most other larger schools. Audeo II has been a big part of transforming my life by helping me feel more outwardly secure and providing me the groundwork to have a more positive outlook on my future goals.

Sincerely,

[REDACTED]

██████████
August 23, 2020

Dear Members of the Board of Carlsbad Unified School District,

My name is ██████████, and this will be my second year attending the South Carlsbad Audeo II Resource Center. I initially enrolled at Audeo II because I had ██████████

██████████ Making the switch to Audeo II really supported my recovery, and my parents and I are very glad that I transferred. Looking back, this was the right decision for me.

I support the renewal of Audeo II because I am very thankful for the opportunity to attend, and I hope that other students will have this chance as well. Although independent study is not suited for every student, the same can be said about a traditional school setting. I had the option of switching back to my old school, but I found that Audeo's unconventional system allowed me to accomplish more than I could have otherwise. In my opinion, the self-pacing aspect of it encourages me to stay diligent about managing myself. Without a doubt, I acquired a wide range of new skills, mostly due to the independence offered at Audeo II.

While there is a great deal of independence, that is not indicative of a weak support system. In fact, I have never felt safer or more supported at school. I absolutely love the one-on-one support I get from the teaching staff. Although I was rather hesitant on asking for assistance at first, I eventually came to realize my teacher's willingness to help me succeed. In a traditional school, it was always difficult for me to talk to my teachers because I felt somewhat "invisible." After all, I was just one name in a period of thirty other students, never mind the teacher's other periods. Since there are less students at Audeo II, it is much easier to ask for clarification. I can always email the teacher, meet with the counselors, and work in the Resource Center if I need some extra help.

Thanks to Audeo II, I believe that I have I have formulated a better plan for the future. After talking to my teacher and counselor, I hope to attend a four-year university once I graduate high school. I am also open to the possibility of going to a community college and transferring to a UC. The teaching staff is helping me reach my goal by explaining the necessary requirements for graduation and the prerequisites for applications. I may not understand the process entirely, but I feel much more prepared about what I need to do. Plus, the teachers and counselors are always there to help me along the way. I know it would be difficult to get the same level of support at a traditional school.

Attending Audeo II was the best course of action for my academic career, and I am sure it will be just as beneficial for other students as well. I would recommend Audeo II to friends, neighbors, and family members if the prospective student was a hard worker with a selfregulating mindset. Due to the small size of the school, there are more resources to help students reach their personalized, educational goals. I am incredibly grateful that I ended up in such a supportive environment, and I hope that Audeo can continue to provide support for students to come.

Sincerely,
██████████

August 26, 2020

Dear Carlsbad Unified School District Board Members:

My name is Rocio Tavera and my child has been attending the North Carlsbad Resource Center for almost a year now. I support Audeo because it gives students a chance to learn in a way that works best for them. Every student has different needs and can be successful with a program like this. I decided to enroll my daughter in Audeo because the traditional school environment [REDACTED]
[REDACTED] The staff was extremely helpful during the whole enrollment process and offered tutoring and other resources to ensure that she got all the help she needed. The flexible schedule is extremely helpful for the both of us and I would recommend Audeo anyone that might be struggling in regular school.

Sincerely,

Rocio Tavera

August 24, 2020

Dear Carlsbad Unified School District Board Members,

I am writing a letter in support of renewing the Audeo Charter School II petition contract.

We have been residents and students of the Carlsbad school district for 11 years.

Our student has attended Elementary, Middle School and High School in the district.

When we had [REDACTED]
[REDACTED] We looked at other school options in the district and found Audeo Charter School II Oceanside/ Carlsbad [REDACTED] educational resources necessary for a successful school year.

Audeo offers flexibility of schedule, accommodating the learning differences and challenges for our student and supporting the strengths of our student in a nurturing and caring environment.

Our student has been able to work on subjects focusing on improving his GPA and working at his own pace with several options of course content. Our student has benefitted from the ratio of 1:1 learning with the classroom teacher and the resource specialist. Audeo Charter School II has been very supportive of the student's interests and challenges surrounding academics and goals for graduation.

Our student is starting their last year of education in Carlsbad, to lose the Audeo Charter School II option would be detrimental to our student and the relationships that were formed in working together in achieving success at school thru the [REDACTED] the two wonderful teachers who work with our student year around to keep on track and focused to reach the final goal of his education.

With the start of a new school year in a pandemic and having the challenge of distance learning in a new environment [REDACTED] would be devastating for our student. He would have credit concerns for courses completed or needed would be extremely stressed impacting his graduation goals, his learning and put him behind in his last year of general education.

Please consider the educational needs and the challenges of our student who has worked so hard to get to this point in their education.

Carlsbad Unified School District requires more state and locally funded public education alternative programs and charter school options for their academic challenged, difference and twice gifted students.

To have to pay for these additional resources privately and professionally is not possible in the economic hard times facing our family, such as Fusion Academy or Halstrom Academy. Having the option of the same type of learning model such as Audeo Charter School II has been a financial gift for our student who in the past had numerous tutors and out of pocket expenses.

Our student plans to attend a community college after graduation focusing on a business degree, Audeo Charter School II has been very involved with the planning of education after graduation.

We would definitely recommend the school to anyone looking to improve their GPA, extra help or in need of special instruction. The Audeo Charter School II community has been so very helpful, supportive

and flexible for our student. Please renew the petition to allow the school to keep on helping students achieve their goals in Carlsbad.

Sincerely,

Sue Stella Fraser and family Class of 2021

[REDACTED]

[REDACTED]

August 26, 2020

Dear Carlsbad Unified School District Members:

My name is [REDACTED] and I go to the Audeo II resource center in Oceanside. Audeo has given me the opportunity to continue my school work in a healthier environment, and I feel as though others should be able to have the option of a school like this if they feel that traditional school might not be the right fit for them. The staff at Audeo was very helpful and welcoming, unlike in other schools I felt comfortable asking for help with my work so I could actually understand what I was learning instead of silently struggling. And since not all students can learn in the same way, it's helpful to be able to choose how you learn so that you can be your most successful. I plan on continuing studying my senior year classes at audeo and then heading to community college. Audeo has given me the opportunity to improve my [REDACTED] while at the same time improving my grades.

Sincerely,

[REDACTED]

Carlsbad Unified School District Board Members,

My name is [REDACTED], I took physics 1 and 2 this summer. Due to Covid 19, I wasn't able to attend an Audeo Facility in person, but attended online through the Carlsbad location. I have attended Audeo II since summer 19' and summer 20. I support Audeo II because they are an enormous help with getting credits or classes done. Both summers I attended, the people there were so nice and so helpful! I think it's a good school with great programs that benefit kids. I enrolled at Audeo II because I wanted to get some classes done and out of the way. I feel that Audeo II teaching staff definitely met my standards, they were so nice and patient, super supportive and helpful. A few of my long-term goals are going to a 4 year college and finding a career that I love. Audeo II helps so many students every year, and not only during the summer but all year round, that's why they benefit the community. I would and already have recommended Audeo II to some of my friends because it's such a productive and easy way to get classes done or get the extra educational help you need and they have had a great experience too! Overall, I love Audeo II and I've had a great experience.

Mr. Backus was especially helpful and patient with me. He was very accessible and open with helpful ideas!

[REDACTED]

Carlsbad Unified School District Board Members,

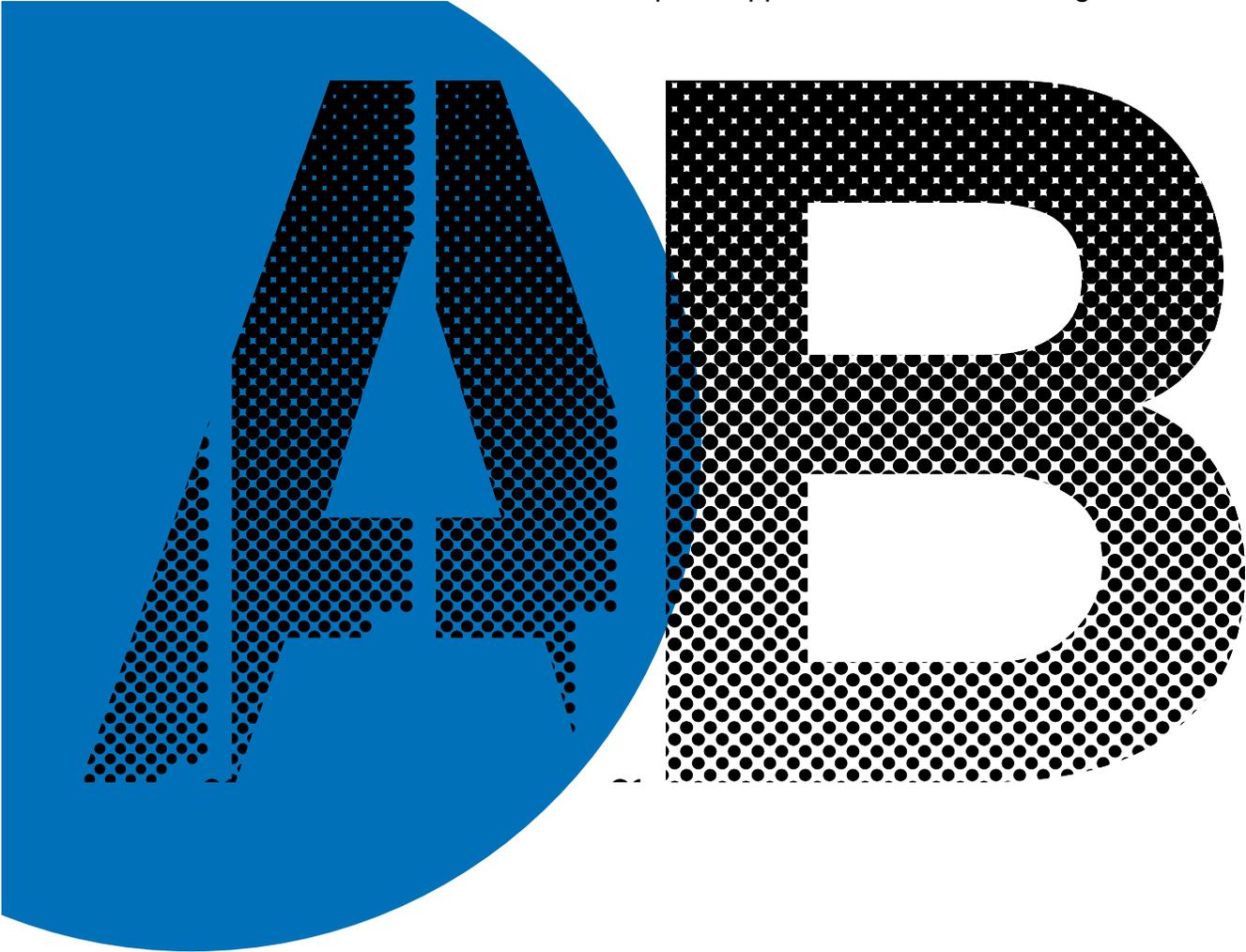
My name is [REDACTED], I attend the South Carlsbad Resource Center. I have done courses through Audeo Charter School for the past two summers and it was the best choice I have made. As you all know school (especially High School) can be very stressful and some classes are extremely challenging to learn throughout the year on top of other classes. Audeo has given me the opportunity to complete both semesters of physics and all required classes of Spanish, throughout the summer. This has made school easier, and has allowed me to take fun classes, which I am very grateful for. Audeo II has my full support in their renewal process because I want other students like me to get the same opportunities I was granted. All students have the chance to get done with school early, take more classes, etc. through this program and I would hate to see that vantage point taken away. I would without a doubt recommend Audeo II to everyone I come in contact with. I had such an amazing experience with this program, and I would love to see others benefit from it as well.

I feel very safe and supported at school, thanks to incredible teachers, staff, and friends that push me to be the best student, while still sticking by my side and guiding me along the way. This fall, I am going to be a junior at La Costa Canyon High School. In the future, I want to attend and graduate college at either BYU or TCU. After graduation, it is my goal to attend nursing school, to pursue a career as a pediatric nurse.

I am very grateful for the experience I had with Audeo II and I think it would be in every student, parent, and teachers' best interest if you could renew the petition for Audeo Charter School II.

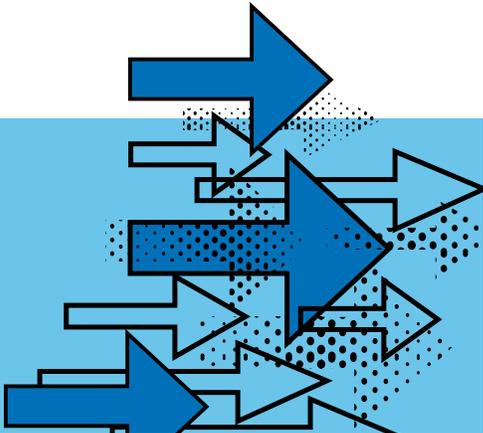
Thank you.

[REDACTED]



CDE/SBE OVERSIGHT LETTERS OF FULL COMPLIANCE

Audeo II
Charter School II





**CALIFORNIA DEPARTMENT
OF EDUCATION**

TOM TORLAKSON
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

November 26, 2018

Gregg Haggart, Board President
Tim Tuter, Executive Director
Veronica Ballman, Administrator
Audeo Charter II
10170 Huennekens Street
San Diego, CA 92121

Dear President Haggart, Director Tuter, and Ms. Ballman:

Subject: Summary of Annual Site Visits for Audeo Charter II Conducted on September 20–22, 2017, and November 6–7, 2018

Thank you for the opportunities to visit Audeo Charter II (ACII). The California Department of Education (CDE) appreciates the tremendous amount of work you orchestrated before and during both site visits.

Based on interviews conducted with school leadership and staff, parents, and through classroom observations and document review during and after each site visit, the CDE has determined that ACII is in compliance with the ACII charter petition, and the Memorandum of Understanding between the California State Board of Education and ACII.

If you have any questions regarding this letter, please contact me by phone at 916-323-5759 or by email at cheimbichner@cde.ca.gov.

Sincerely,

/s/

Lisa F. Constancio, Director
Charter Schools Division

LFC:ch

cc: Karen Stapf Walters, Executive Director, California State Board of Education
Nick Schweizer, Deputy Superintendent, Systems Support Branch, California Department of Education

Sent via First Class Mail and Email to:

ghaggart@audeo2.com
ttuter@altusschools.net
vballman@audeo2.com

Tim Tuter

From: Craig Heimbichner <CHeimbichner@cde.ca.gov>**Sent:** Friday, November 16, 2018 12:01 PM**To:** Veronica Ballman <vballman@audeo2.com>; Angela L. Neri <aneri@charterschool-sandiego.net>**Cc:** Tim Tuter <ttuter@altusschools.net>**Subject:** Site Visit Summary

Dear Veronica,

Thank you for the professional preparation and support that you, your team, and all of Audeo Charter II (ACII) gave to the annual monitoring visit from the California Department of Education (CDE) that occurred on November 6-7, 2018. The visit was a pleasure and in many respects, impressive.

As noted in the exit meeting, ACII was found to be compliant in all areas under CDE oversight, in accordance with the Memorandum of Understanding and the ACII Charter Petition. A formal letter will be forthcoming from the CDE to state this finding as well.

In addition, I wish to congratulate ACII in providing an exemplary implementation of the nonclassroom based charter school model. Staff members and teachers have been hired that exhibit not only proper qualifications, but dedication and passion in delivering high quality, personalized instruction to the students. The high degrees of organization, planning, teamwork, communication, transparency, and dedication to a continuous improvement model made it clear that the vision of the ACII charter petition is being implemented uniformly.

I also wish to commend you and your staff for the handling of the recent transition announcement and plan regarding the San Marcos Center. At all levels, these matters were handled with excellent communication to families, and true professionalism.

Once again, congratulations, and best wishes in working with the students and families of ACII in the years ahead.

Sincerely,

Craig Heimbichner

Education Programs Consultant

Charter Schools Division, State Board of Education Charter Schools Oversight Unit

California Department of Education

1430 N Street, Suite 5410

Sacramento CA 95814

916-323-5759

CHeimbichner@cde.ca.gov



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

February 24, 2020

Gregg Haggart, Board Chairperson
Tim Tuter, Executive Director
Veronica Ballman, School Coordinator
Audeo Charter II
10170 Huennekens Street
San Diego, CA 92121

Dear Chairperson Haggart, Director Tuter, and Ms. Ballman:

Subject: Summary of Annual Site Visit for Audeo Charter II Conducted on February 6–7, 2020

Thank you for the opportunity to visit Audeo Charter II (ACII). The California Department of Education (CDE) appreciates the tremendous amount of work you orchestrated before and during the site visit.

The CDE conducted interviews with board members, school leadership, and school staff. The CDE also reviewed documentation and conducted classroom observations. Based on the information gathered, the CDE has determined that ACII is in compliance with the ACII charter petition and the Memorandum of Understanding between the California State Board of Education and ACII.

Additionally, as California Assessment of Student Performance and Progress data, California School Dashboard data, and fiscal reports become available, the CDE will continue to monitor the academic performance and fiscal viability of ACII, which could result in the CDE requesting a written response, an action plan, or additional documentation.

If you have any questions regarding this letter, please contact Craig Heimbichner, Education Programs Consultant, by phone at 916-319-5759 or by email at cheimbichner@cde.ca.gov.

Sincerely,

/s/

Stephanie Farland, Director
Charter Schools Division

SF:ch

Tim Tuter

From: Marla Stock <MStock@cde.ca.gov>
Sent: Sunday, September 24, 2017 5:12 PM
To: Veronica Ballman <vballman@audeo2.com>; Jay Garrity <jgarrity@audeocharterschool.net>
Cc: Judie Hall <JuHall@cde.ca.gov>
Subject: Site Visit Summary

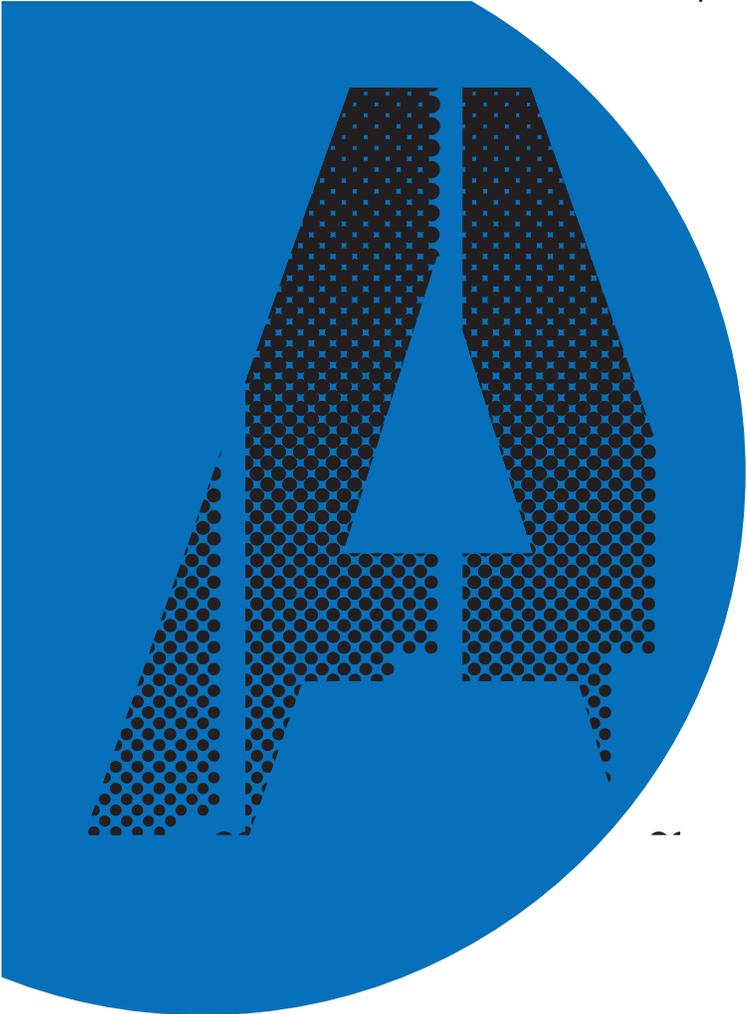
Dear Veronica:

I want to thank you for the efforts you and your team put into the CDE Audeo Charter II site visit on September 20–22. It is always a pleasure to visit your resource centers and meet with your staff.

As noted in the exit meeting, Audeo Charter II was found to be compliant in all areas on the Charter School Monitoring Instrument that were reviewed during this visit. Your diligence in providing the required documentation before and during the site visit was greatly appreciated. The CDE will be sending a formal letter; however, since it may not be sent your way immediately, I want you to know prior to receiving the formal letter that the visit went well.

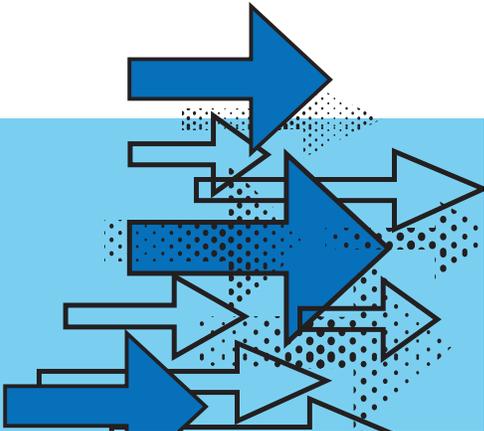
I wish you, your staff, and Audeo Charter II students continued success in the years ahead.

Marla H. Stock
California Department of Education
Charter Schools Division
1430 N Street, Suite 5401
Sacramento, CA 95814
mstock@cde.ca.gov
(916) 323-5759



RESOURCE CENTER PHOTOS

Audeo II
Charter School II



Audeo II Charter School II



North Carlsbad Resource Center

Transforming Lives!

Audeo Charter School II's futuristic, nonclassroom-based Resource Centers are specifically designed to meet the needs of every student. Our teachers are specially trained to utilize all aspects of the facilities to deliver personalized and individualized instruction.

North Carlsbad Resource Center



South Carlsbad Resource Center





South Carlsbad Resource Center

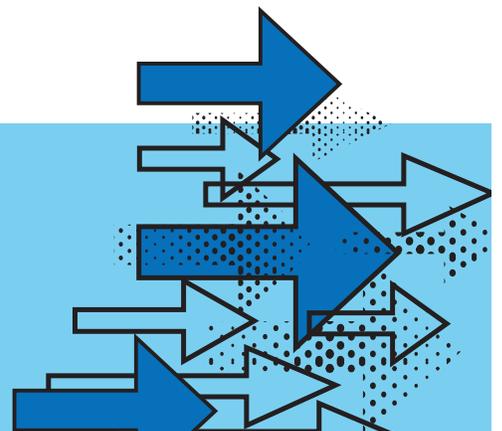
Tab 2

Tab

2

- ★ **CUSD Resolution No. 12-2021 Denying Renewal of Audeo II Charter Petition**
- ★ **Audeo II Responses to CUSD Findings**

Audeo II
Charter School II



**Carlsbad Unified School District Resolution No. 12-2021
Denying Renewal of Audeo II Charter Petition**

RESOLUTION NO. 12-2021**RESOLUTION DENYING RENEWAL OF
THE CHARTER PETITION OF
AUDEO CHARTER SCHOOL II
BY THE GOVERNING BOARD OF THE
CARLSBAD UNIFIED SCHOOL DISTRICT**

RESOLVED by the Carlsbad Unified School District Board of Trustees, County of San Diego, State of California, that:

WHEREAS, Audeo Charter School II (“Audeo II” or the “Charter School”) is operated by Audeo Charter School, a California non-profit public benefit corporation, authorized by the State Board of Education (“SBE”), and located within the boundaries of the Carlsbad Unified School District (“District”); and

WHEREAS, on appeal from denial by the District Board and the San Diego County Board of Education in 2016, the SBE approved the Charter for Audeo II for a term that expires on June 30, 2021, and pursuant to Education Code Section 47605.9(b), Audeo II must initially seek renewal of its SBE-approved Charter from the District Board;¹

WHEREAS, pursuant to the Charter Schools Act of 1992, on October 8, 2020, petitioners for Audeo II presented to the District a renewal Charter petition (“Petition” or “Charter”) for Audeo II, and the District Board held a public hearing on the provisions of the Petition on October 14, 2020, at which time the District Board considered the level of support for the Charter School by teachers and employees of the District, and parents or guardians; and

WHEREAS, Audeo II has requested that the District Board renew its Petition for a five (5) year term from July 1, 2021 to June 30, 2026; and

WHEREAS, pursuant to Section 47607, renewals of charters are governed by most of the same standards and criteria as new charters described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed; and

WHEREAS, Audeo II serves high risk students, qualifies for Dashboard Alternative School Status (“DASS”), is listed on the California Department of Education (“CDE”)’s Active DASS Schools list (<https://www.cde.ca.gov/ta/ac/activeschools.asp>), is eligible for alternate methods for calculating state and local indicators of academic performance, and shall be considered for renewal in accordance with Section 47607(c)(7); and

WHEREAS Section 47607(c)(7) became operative on July 1, 2020, Audeo II has acknowledged in its Petition that it was therefore unable to meet with the District during “the first year of the charter school’s term” as stated in that Section “to mutually agree to discuss

¹ All statutory section (§) references herein are to the California Education Code, unless otherwise noted.

alternative metrics to be considered” for renewal. However, the District has considered Audeo II’s performance on the California School Dashboard and its performance on the alternative metrics provided by Audeo II in its Petition; and

WHEREAS, the District staff, working with District legal counsel, has reviewed and analyzed all information received with respect to Audeo II’s request for Charter renewal and information related to its operation and potential effects, and made a recommendation to the District Board that the Petition be denied based on that review; and

WHEREAS, the District Board may deny a charter renewal pursuant to Section 47607(c)(7) upon making written findings, supported by specific facts, that the closure of the charter school is in the best interest of pupils; and

WHEREAS, the Petition is now before the Board for final action at a public meeting on December 9, 2020, in accordance with Section 47605(c), and the District Board has fully considered the Petition and proposed findings provided by District staff.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED that the Board of Trustees of the Carlsbad Unified School District, having fully considered and evaluated the Petition for Audeo II Charter School, hereby finds that renewing it is not consistent with sound educational practice or in the best interest of students based upon the following findings:

1. The Charter Petition does not contain reasonably comprehensive descriptions of all of the required elements. [Ed. Code § 47605(c)(5)]
2. The Petitioners are demonstrably unlikely to successfully implement the program set forth in the Charter Petition. [Ed. Code § 47605(c)(2)]
3. The Charter School presents an unsound educational program for the pupils to be enrolled in the Charter School. [Ed. Code § 47605(c)(1)].

BE IT FURTHER RESOLVED AND ORDERED that the Board of Trustees for the Carlsbad Unified School District hereby determines the foregoing findings are supported by the following specific facts:

I. THE CHARTER DOES NOT CONTAIN REASONABLY COMPREHENSIVE DESCRIPTIONS OF ALL REQUIRED ELEMENTS. [Ed. Code § 47605(c)(5); 5 CCR § 11967.5.1]

A. Educational Program

1. *Academic performance.* District staff noted that between 2018 and 2019, Audeo II’s performance on the CA School Dashboard declined in Mathematics by 15.4 points, and its rate of chronic absenteeism increased by 4.4%. Under its alternative metrics, the Petition states that Audeo II “is a high-performing DASS school compared to similar DASS schools in the district and communities it serves,” and that it “outperforms the majority of DASS schools in serving its English Learners.” However, for ELs and

Audeo II's significant student groups (Hispanic and socioeconomically disadvantaged students), the comparison schools listed in the Petition serve a higher population of those groups. In 2019, Audeo II served 228 students, 57.5% were socioeconomically disadvantaged, 48.2% were Hispanic, and 7.5% were ELs. For the comparison schools in the Petition:

- a. Ocean Shores High (Surfside High) in Oceanside Unified served 132 students; 79.5% were socioeconomically disadvantaged; 76.5% were Hispanic; and 21.2% were ELs.
- b. Twin Oaks High in San Marcos Unified served 163 students; 63.8% were socioeconomically disadvantaged; 74.8% were Hispanic; and 19.6% were ELs.
- c. Carlsbad Village Academy served 85 students; 58.8% were Hispanic; and 8.2% were ELs.
- d. SIATech in Vista Unified served over 1,000 students; 93.1% were socioeconomically disadvantaged; 68.4% were Hispanic; 24.1% were ELs.

This context is relevant for concluding that these and other factual findings described below far outweigh Audeo II's reported academic increases and justify nonrenewal.

2. ***Requirements for High School students.*** Renewal charters must describe applicable new laws. (§ 47607(b).) District staff did not find evidence in the Petition of whether, commencing with the 2020-21 school year, Audeo II will ensure that each of its pupils receives information on how to complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once before the pupil enters grade 12, in the manner described in new Section 51225.8 (effective: January 1, 2019).
3. ***Independent study; learning environments.*** The Petition's discipline procedures raise concern that petitioners are unfamiliar with applicable law where it states that students may be "involuntarily removed" from Audeo II for failing to comply with their Master Agreement. The Petition references Section 51747 for this proposition, but that Section states that upon a certain number of missed assignments, a pupil may be evaluated as whether s/he should return to a regular school program. The purpose of this evaluation is to prevent a student from dropping out of school, not to remove them. The Petition's disciplinary policy proposes to violate a student's right to attend school, Audeo II's legal duty to serve all students who wish to attend and not disenroll a student based on academic performance. (§ 47605(e)(4)(C).)

Further, District staff noted that Audeo II offers several learning opportunities, including independent study, home study, blended (independent study/online), and online learning. However, the Petition is unclear as to the extent to which all these settings are offered, if they are assigned based on family request and/or student need, if they are available for all grade spans or specific to a course request. At a minimum, charters must describe “grade levels” served and “the basic learning environment or environments” offered; descriptions need to be “substantive,” not simply “a listing of topics with little elaboration,” and must be “specific to the charter petition being proposed.” (Cal Code of Regs., tit. 5, § 11967.5.1(f)(1),(g).) Audeo II plans to serve grades TK-12, but the Petition reflects primarily high school enrollment of 260 students—with 0 students projected to enroll in TK-3 and only 4 projected to enroll in grades 4-6 in 2021-22. (Appendix C.) District staff found no evidence in the Petition (or in Appendix U or V) of curriculum offered for elementary grades. Audeo II petitioners were on notice of a similar finding by this District Board in 2016 regarding the lack of instructional methodology to meet the needs of these grades. Recruitment of elementary grade students would be deceptive given the Petition still does not reflect a program that would be of educational benefit to this age group.

4. ***Special Education.*** Charters must serve students with disabilities in the same manner as such students are served in district schools (§ 56145.) Audeo II is its own LEA, and solely responsible for providing special education services to its students. 20% of Audeo II’s pupil population qualifies for special education/504 services; however, the Petition’s financial documents (Appendices A and B) fail to detail whether any salaries are budgeted for instructional aides. District staff also found no affirmation or evidence in the Petition that Audeo II would provide special education services regardless of a student’s district of residence, or that it would notify the student’s district of residence when a student enters, leaves, or becomes eligible for special education services.

B. Governance Structure

1. ***Potential Conflicts of Interest:*** The Petition raises potential conflicts of interest given the close affiliation among Audeo Charter School and two other nonprofit public benefits corporations, Altus Institute and Student Success Programs. Audeo Charter School corporation operates: (1) *Audeo Charter School II* (in Carlsbad Unified School District); (2) *Audeo Charter School III* (in Escondido Union School District); (3) *Grossmont Secondary School* (in Grossmont Union School District); and (4) *Sweetwater Secondary School* (in Sweetwater Union School District). All four charters share the same three-member board of directors. Mary Bixby is the CEO of both Audeo Charter School corporation, and Student Success Programs corporation which operates The Charter School of San Diego and Audeo Charter School (in San Diego Unified School

District). Audeo II's Bylaws (Article V) state that upon "liquidation or dissolution, all properties and assets remaining ... shall be distributed to Student Success Programs." According to CA Secretary of State statements and IRS Form 900s, Mary Bixby was the former CEO of Altus Institute corporation, which currently has its principal office at Sweetwater Secondary School; Altus Institute's current Treasurer (Jane Gawronski) and trustee (David Crean) are also board members of Student Success Programs²; in 2015, Audeo Charter Schools contracted with Altus Institute for "program support" services; and Audeo II's Bylaws currently state that the purpose of Audeo Charter School is to teach the "Altus Model." In 2016, as a condition of approval, the CDE requested Audeo II remove Altus Institute, Inc. "as the sole statutory member" of Audeo Charter School corporation—presumably because as a sole statutory member, Altus Institute would be isolated from liability for Audeo Charter School and from the oversight authority of Audeo II's charter authorizer.

Audeo II petitioners do not transparently describe the affiliations of these inter-related corporations, making it difficult to identify related party transactions and conduct oversight. Since Audeo II's last renewal, charters are now expressly subject to the same transparency laws as non-charter schools—with its enactment of Section 47604.1, the Legislature expressed a desire to ensure ethical practices and accountability in charter operations. District staff was unable to discern from the Petition the extent to which Audeo II's costs of management are shared with its other charter schools. The State's Charter FCMAT guidance (2017) says that when nonprofits operate multiple charter schools, charter petitions "should have a policy that prohibits commingling funds to such an extent that they become blended... . If there is no intent to share resources between related charter schools operated by a nonprofit, the charter school's policy should state so." Audeo II contains no such policy, much less disclosure of the affiliation among related corporations with an overlapping CEO and principal offices.

Further, there is no provision in the Audeo II's Bylaws or in the Petition prohibiting contracts with a *non*-director designated employee who has a financial interest. This is necessary given that Audeo II's officers cover multiple schools with affiliated corporations, as explained above.

2. ***Failure to include new law banning for-profit operation.*** The Petition does not describe or affirm anywhere that Audeo II will comply with new prohibitions in Section 47604(b) (eff. July 1, 2019) on for-profit operations and certain services provided by a for-profit entity. Audeo II plans to procure human resources, business and fiscal services, curriculum

² See October 21, 2020 board agenda for The Charter School of San Diego <https://charterschool-sandiego.net/wp-content/uploads/2020/10/SSP-Agenda-October-21-2020.pdf>, and Audeo Charter School <https://www.audeocharterschool.net/wp-content/uploads/2020/10/SSP-Agenda-October-21-2020.pdf> [last visited on 11/21/2020].

development, professional development, property management and operational administration through “appropriately qualified third-party contractors,” though it does not identify those contractors nor does it comply with the requirement that charter petitions must “describe criteria ... and the procedure for selection of the contractor.” (Cal. Code of Regs., tit. 2, § 11967.5.1(c)(3)(A)(2).)

3. ***Lack of board member qualifications.*** Neither the petition nor its Appendix M describe the “relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school” as required in Section 47605(h).
4. ***Parental Involvement.*** A charter’s governance structure must ensure parental involvement. (§ 47605(c)(5)(D).) District staff found no assurances that local parents in the District would be afforded effective participation in Audeo II operations. Audeo II’s Bylaws (Article VII, Sec. 6) say the Charter’s three (3) board members will each have a six (6) year term, except for the parent representative whose term can last four years. There is no provision in the Petition assuring that parents in the Carlsbad community, specifically, can participate on the Audeo Charter School board that oversees schools in multiple districts. The Petition includes that parental involvement will be ensured through students’ Master Agreements, yet parent participation in those agreements is a statutory requirement for independent study (§ 51749.6) not a substitute for the parental involvement required in the Charter Schools Act.
5. ***Number of Board Meetings; potential Brown Act violation.*** Audeo II’s Bylaws (Article VII, Sec. 17) state it will hold regular board meetings “at least three (3) times per year.” Audeo II’s website shows that in 2020, it had regular meetings (not special board meetings or workshops) in January 2020, June 2020, and October 2020. Petitioners were on notice of this District Board’s finding in 2016 that evidence of Audeo II’s minimal public governance practices raises substantial questions about the Charter’s commitment to openness, or its ability to ensure parental involvement in operation of its schools.

Further, Audeo II’s Bylaws (Article VII, Sec. 23) do not prohibit its board committees from taking final action on items requiring the approval of a board majority. If a committee has the power of the board, this raises potential Brown Act violations since “action taken” can only be by a board majority. (See Government Code, § 54952.6.)

C. **Financial Statements; Audits**

1. District staff could not analyze key areas of Audeo II’s operation due to the lack of detail in the Petition’s financial statements. Factors in recognizing an unrealistic financial plan are if the Petition’s budget

regarding protections for students with unpaid school meal fees or any debts owed to the charter school.

2. The Petition does not address or indicate that Audeo II has complied with new Section 234.7 (eff. Jan. 1, 2018) which requires a charter to adopt the model policy of the California Attorney General addressing the charter's response to immigration enforcement, notification to parents/guardians, prohibition on the collection of information on the immigration status of students or their family members, and other requirements by July 1, 2018.
3. The Petition does not address or indicate that Audeo II has complied with new Sections 222.5 and 46015 (eff. Jan. 1, 2019) to notify its pregnant and parenting pupils (of particular relevance to DASS schools serving this high risk group) of their rights and options available under the law through annual school year welcome packets and through independent study packets.

F. Admission Preferences

1. In 2016, as a condition of approval, the CDE requested that Audeo II "change the proposed order of admission preferences" to align with Section 47605(e)(2)(B) "to state preferences in the following order: (1) pupils currently attending ACS II, and (2) pupils who reside within the boundaries of the Carlsbad Unified School District." Petitioners were also on notice of a similar finding by this District Board in 2016. Yet, the Petition continues to state that Audeo II shall give lottery admission preferences in the following order: "1. Siblings of students admitted to or attending the Charter School; 2. Residents of the District" contrary to law.

G. Suspension/Expulsion Procedures

1. As stated above, the Petition states that students may be "involuntarily removed" from Audeo II for failing to comply with their Master Agreement. Not only is such a policy inconsistent with Section 51747's requirement to evaluate whether a student should return to a regular school program, it is poised to violate a student's right to attend school, Audeo II's legal duty to serve all students who wish to attend, and not disenroll a student based on academic performance. (§ 47605(e)).
2. The Petition states its suspension and expulsion procedures "may be amended from time to time without the need to seek a material revision." It is inconsistent with sound educational practice if the Petition does not provide for authorizer input on what warrants material revision for discipline procedures, given that substantiated complaints of noncompliance with student discipline procedures is now a basis for nonrenewal in Section 47607(d).

H. Dispute Resolution

1. The Petition states that in the event of a dispute, costs of the mediator shall be split equally between the District and Audeo II.” This hampers the District’s legal options for resolving disputes. To the extent this process applies to the SBE as authorizer, in 2016 as a condition for approval, the CDE requested that Audeo II revise the Petition “to recognize that the SBE cannot be pre-bound to a contractual obligation to split the costs of mediation.” The Petition raises further liability concerns where it requires the District to refer any student and parent complaints to Audeo II, without any assurances that the Charter will update the District of timely investigation and resolution of such a complaint. Petitioners were on notice of a similar finding by this District Board back in 2016. Unless petitioners intentionally meant to ignore these prior findings and conditions, they are clearly not familiar with the content of their Petition which is further indication it is unlikely to be successfully implemented. (See Cal. Code of Regs., tit. 5, §11967.5.1(c)(2).)

II. PETITIONERS ARE DEMONSTRABLY UNLIKELY TO SUCCESSFULLY IMPLEMENT THE PROGRAM SET FORTH IN THE CHARTER PETITION. [Ed. Code § 47605(c)(2); 5 CCR § 11967.5.1(c).]

- A. The specific findings of fact set forth above in paragraphs I.A through H are re-alleged and incorporated herein by reference. Said specific facts evidence that Petitioner is demonstrably unlikely to successfully implement the program set forth in the Petition.

III. THE CHARTER PRESENTS AN UNSOUND EDUCATIONAL PROGRAM. [Ed. Code § 47605(c)(1); Cal. Code Regs. [CCR], tit. 5, § 11967.5.1.]

- A. The specific findings of fact set forth above in paragraphs I.A through H and II.A are re-alleged and incorporated herein by reference. Said specific facts evidence that Petitioner presents an unsound educational program.

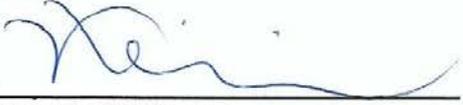
Passed and adopted by the Carlsbad Unified School District Board of Trustees at a meeting held on this 9th day of December 2020 by the following vote:

[SIGNATURES TO FOLLOW ON NEXT PAGE]

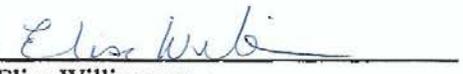
Audeo Charter II Complete Appeal Submission

AYE:	<u>4</u>
NO:	<u>1</u>
ABSTENTION:	<u>0</u>
ABSENT:	<u>0</u>

Dated: 12/9/2020

By: 
 Veronica Williams
 President, Board of Trustees
 Carlsbad Unified School District

Dated: 12/9/2020

By: 
 Elisa Williamson
 Clerk, Board of Trustees
 Carlsbad Unified School District

Audeo II Responses to Carlsbad Unified School District Findings

Audeo II

Charter School

December 9, 2020

Via Email

bchurchill@carlsbadusd.net

Benjamin Churchill, Ed.D., Superintendent

Carlsbad Unified School District

6225 El Camino Real

Carlsbad, CA 92009

RE: Response to Findings for Denial of Audeo Charter School II Charter Petition

Dear Dr. Churchill:

We write in response to Carlsbad Unified School District's ("CUSD" or the "District") findings for denial of the Audeo Charter School II's ("Audeo II" or the "Charter School") charter renewal petition, contained in the District Board Resolution (the "Findings") emailed to me on November 24, 2020. Recognizing the myriad demands on District staff, heightened during the COVID-19 pandemic, we believe that the findings presented to the Board are legally defective, do not present an accurate review of the charter petition as a whole, and go far beyond the requirements of law in evaluating Audeo II's petition. We urge CUSD Board members to consider the following information in evaluating the Findings before casting your vote on our charter petition.

Overview of Law

Address: 6965 El Camino Real Spc. 202, Carlsbad, CA 92009

Website: www.audeo2.com

Phone: (858) 678-2050 Fax: (858) 552-9394

At the outset, we remind the District of the provisions of the Education Code that provides specific guidance to governing boards to approve the establishment of charter schools. Education Code Section 47605(c) states:

In reviewing petitions for the establishment of charter schools . . . the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system **and that establishment of charter schools should be encouraged.**

(Emphasis added.)

Education Code Section 47605(c) also provides the limited legal grounds on which a charter petition may be denied, as follows:

The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. **The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:**

- (1) The charter school **presents an unsound educational program** for the pupils to be enrolled in the charter school.
- (2) The petitioners are **demonstrably unlikely to successfully implement the program** set forth in the petition.
- (3) [Signature requirement not applicable to renewal charters].
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (e) [of Education Code Section 47605].
- (5) The petition does not contain **reasonably comprehensive descriptions** of [the 15 required elements.]
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school . . .

(emphasis added.)

Accordingly, under the Charter Schools Act, a school district board of education is required to approve a charter petition, unless it makes specific written factual findings to support a denial based on the grounds enumerated under Section 47605 – “specific to the particular petition” before the chartering authority.

Further, and more importantly, the Board may not deny the Audeo II charter petition for renewal unless it makes written findings, setting forth specific facts to support the findings, **that the closure of the charter school is in the best interest of pupils**. (Education Code Section 47607(c)(7).) Because of the current state of affairs in California and across the nation with the COVID-19 pandemic, along with the critical importance of academic and learning continuity, this standard is a very high bar to reach at this time. This set of required findings, with factual support, is in addition to the findings noted above that are required by Education Code Section 47605(c). And conspicuously absent from the District resolution is the finding (and any supporting evidence) that the closure of the charter school is in the best interest of pupils. Not only has the District not met this legal threshold, the California Department of Education’s most recent summary findings from its oversight visit demonstrate that keeping Audeo II open is certainly in the best interest of the students:

From: Craig Heimbichner <CHeimbichner@cde.ca.gov>
Sent: Friday, February 14, 2020 10:32 AM
To: Veronica Ballman <vballman@audeo2.com>
Cc: Tim Tuter <ttuter@altussschools.net>
Subject: Summary of Site Visit

Dear Veronica,

Thank you for the professional preparation and support that you, your team, and all of Audeo Charter II (ACII) gave to the annual monitoring visit from the California Department of Education (CDE) that occurred on February 6-7, 2020. The visit was a pleasure and in many respects, impressive. In addition, the full presentation in the morning by you and other members of both Audeo II and the Charter School of San Diego was exceptionally informative, detailed, and comprehensive.

As noted in the exit meeting, ACII was found to be compliant in all areas under CDE oversight, in accordance with the Memorandum of Understanding and the ACII Charter Petition. A formal letter will be forthcoming from the CDE to state this finding as well.

In addition, I once again wish to congratulate ACII in providing an exemplary implementation of the nonclassroom based charter school model. Staff members and teachers continue to exhibit high qualifications, high standards, and passion in delivering data-driven, personalized instruction to the students. Social-emotional learning and support for the students, including intervention, is also exceptional. The review of data and modification of instructional practice was notable in the changes to the math assessments as well as the daily practices of you and your teachers. I encourage this continuous review and monitoring of data and daily instruction as you continue to raise student achievement. Your leadership, and the organization, planning, teamwork, communication, transparency, and dedication to a continuous improvement model made it clear that the vision of the ACII charter petition is being implemented throughout the school.

Once again, congratulations, and best wishes in working with the students and families of ACII in the years ahead.

Sincerely,

Craig Heimbichner
Education Programs Consultant
Charter Schools Division, State Board of Education Charter Schools Oversight Unit
California Department of Education
1430 N Street, Suite 5410
Sacramento CA 95814
916-323-5759
CHeimbichner@cde.ca.gov

The Findings are not valid grounds on which approval for the Audeo II Charter Petition may be denied. As demonstrated herein, the Findings are based on inaccurate facts, inaccurate legal interpretation, or go beyond the requirements set forth in law, and therefore the findings constitute an impermissible basis for denial of the Charter. Moreover, many of the Findings concern matters that could have been resolved by a collaborative discussion with District staff, or through a separate memorandum of understanding with the District. We were disappointed that neither of these options were presented by the District.

In summary, given the overall strength of Audeo II's charter petition, the team of professionals behind the Charter School, the support of interested teachers and students, and the value of and need for the Charter School's highly successful program within the community, the charter petition merits approval. The Findings in the Staff Report do not support denial in these circumstances.

Response to Findings

Below, please find excerpts of the findings, in the order in which they were presented (in *italicized* text), immediately followed by the Charter School's response (in plain text).

Address: 6965 El Camino Real Spc. 202, Carlsbad, CA 92009

Website: www.audeo2.com

Phone: (858) 678-2050 Fax: (858) 552-9394

I. The Charter Does Not Contain Reasonably Comprehensive Descriptions of All Required Elements.

A. Educational Program

1. Academic Performance

District Finding: District staff noted that between 2018 and 2019, Audeo II's performance on the CA School Dashboard declined in Mathematics by 15.4 points, and its rate of chronic absenteeism increased by 4.4%. Under its alternative metrics, the Petition states that Audeo II "is a high-performing DASS school compared to similar DASS schools in the district and communities it serves," and that it "outperforms the majority of DASS schools in serving its English Learners." ...

This context is relevant for concluding that these and other factual findings described below far outweigh Audeo II's reported academic increases and justify nonrenewal.

Audeo II Response: This finding is an inaccurate basis for denial of the charter renewal petition. As stated in the charter, Audeo II is categorized as a DASS school and thus its renewal is must be considered only through the limited lens of the academic criteria in Education Code Section 47607(c)(7). In accordance with Education Code Section 47607(c)(7), the default outcome is for the chartering authority to approve a charter renewal petition for a DASS school. The chartering authority can only deny a charter renewal if it makes written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

Audeo II included a detailed description of its students' performance during the course of the current charter term, on both standardized and internal assessments, along with non-academic data and survey results, to provide a comprehensive overview of Audeo II's successes from the last charter term. Comparison data was included to show Audeo II's performance against other similar schools in the District for contextual purposes only; such comparison data is not a legal requirement for purposes of renewing a DASS school under Section 47607(c)(7).

The District did not make any written findings that the closure of Audeo II is in the best interest of pupils, and did not include any specific facts to support such a finding for denial of the renewal petition.

Audeo II included a detailed description of its students' performance during the course of the current

charter term, on both standardized and internal assessments, along with non-academic data and survey results, to provide a comprehensive overview of Audeo II's successes from the last charter term. Comparison data was included to show Audeo II's performance against other similar schools in the District and surrounding areas for contextual purposes only; such comparison data is not a legal requirement for purposes of renewing a DASS school under Section 47607(c)(7). Furthermore, when Audeo II compares its Dashboard outcomes to other local DASS schools, the San Diego County DASS schools' averages, and the state DASS schools averages, its overall performance is significantly higher in the majority of areas. For example, District staff noted Audeo II's performance on the California School Dashboard declined in Mathematics by 15.4 points. Figure 4 in the petition (pg. 16 of 706 in the Combined File) demonstrates many of the surrounding DASS schools also decreased in Math between 2018 and 2019. However, Audeo II students were much closer to meeting the standard in Math than any of the comparison schools were. In fact, Audeo II's distance from standard far exceeds the comparison schools, by 81.2-142.2 points. Audeo II's distance from standard exceeds the San Diego County DASS school's average by 91.9 points and exceeds the state DASS school's average by 96.9 points.

2. *Requirements for High School Students*

District Finding: Renewal charters must describe applicable new laws. (§ 47607(b).) District staff did not find evidence in the Petition of whether, commencing with the 2020-21 school year, Audeo II will ensure that each of its pupils receives information on how to complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once before the pupil enters grade 12, in the manner described in new Section 51225.8

Audeo II Response: Education Code Section 47607(b) requires renewal petitions to include “a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.” (Emphasis added.) There is no requirement that every single legal requirement applicable to charter schools must be recited in a charter petition. Thus, this finding is insufficient grounds for denial of the renewal petition.

Audeo II clearly states in the “Affirmations and Declaration” section of the charter, “the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School.” Audeo II in no way suggests that it would not comply with the above-referenced requirement.

3. *Independent study; learning environments.*

District Finding: The Petition's discipline procedures raise concern that petitioners are unfamiliar

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with applicable law where it states that students may be “involuntarily removed” from Audeo II for failing to comply with their Master Agreement.

Further, District staff noted that Audeo II offers several learning opportunities, including independent study, home study, blended (independent study/online), and online learning. However, the Petition is unclear as to the extent to which all these settings are offered, if they are assigned based on family request and/or student need, if they are available for all grade spans or specific to a course request.

Audeo II Response: This Finding is based on both inaccurate facts and inaccurate legal interpretations. Education Code Section 51747(c) does not prohibit students from being involuntarily removed in accordance with the procedures outlined in Section 47605(c)(5)(J)(iii). The charter in no way suggests that Audeo II would not comply with the provisions of Section 51747(c)(4); where necessary, Audeo II will conduct an evaluation of whether or not the pupil should be allowed to continue in independent study as written in the Independent Study Board Policy. However, should situations arise where it is determined that independent study is no longer in the best interest of the student, Audeo II may exercise involuntary removal procedures in accordance with all due process procedures mandated by Education Code Section 47605(c)(5)(J)(iii) to remove a student from the Charter School. Education Code Section 51747 applies to school districts and charter schools alike; most nonclassroom-based charter schools, including Audeo II, do not operate a “regular school program” that an independent study student could simply be moved into. The charter in no way violates provisions allowed under law.

California Code of Regulations, Title 5, Section 11967.5.1 is applicable for charter petitions submitted to the State Board of Education for review. As such, the District’s reliance on it is an impermissible ground for denial of Audeo II’s renewal petition by CUSD. Nonetheless, and consistent with Section 11967.5.1(f)(1), students and their parent or guardian, in consultation with their teacher, will decide which is the best learning option for student. Students in Grades 6-12 will have the learning options of independent study, blended (independent study/online), and online learning, while students in grades TK-5 have the option of home study. Students in grades 6-12 may incorporate all available learning options throughout their enrollment to maximize engagement and academic success.

4. Special Education

District Finding: 20% of Audeo II’s pupil population qualifies for special education/504 services; however, the Petition’s financial documents (Appendices A and B) fail to detail whether any salaries are budgeted for instructional aides. District staff also found no affirmation or evidence in the Petition that Audeo II would provide special education services regardless of a student’s district of residence,

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or that it would notify the student's district of residence when a student enters, leaves, or becomes eligible for special education services.

Audeo II Response: It is puzzling that, instead of offering praise to a nonclassroom-based charter school serving a student population that is 20% students with disabilities, the District has elected to highlight a truly picayune budgetary item to take issue with. Aside from being inaccurate, this finding strays far from any accepted definition of "reasonably comprehensive." Moreover, Audeo II provided the corresponding Full-Time Equivalent ("FTE") for fiscal years 2021-22 to 2024-25. See Table 3 on page 152 of 692. As indicated in Table 3, Audeo II budgeted for object code 1100 and object code 1900. Object Code 1900 is for Other Certificated Teacher Resource ("CTR"). CTR are instructional support staff that are certificated employees with credentials who provide instructional support to general education teachers and special education teachers. We comply with regulations and we ensure that the special education teachers, Education Specialists, or Special Education Resource Specialists have a caseload of 28:1.

Audeo II does not suggest or indicate that it would not provide special education services based on a student's district of residence. As stated in the charter, "Audeo Charter School II is strongly committed to serving the needs of all students enrolled in its program. Students with an IEP are welcomed and supported." (Charter, p. 66.)

As to serving all students with disabilities, regardless of their district of residence, the charter states: "Audeo Charter School II shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ('Section 504'), the Americans with Disabilities Act ('ADA') and the Individuals with Disabilities Education Improvement Act ('IDEA')." (Charter, p. 66.) Audeo II affirms compliance with all applicable legal requirements, including any applicable requirements to provide notice to the student's district of residence.

B. Governance Structure

1. Potential Conflicts of Interest

District Finding: *The Petition raises potential conflicts of interest given the close affiliation among Audeo Charter School and two other nonprofit public benefits corporations, Altus Institute and Student Success Programs. Audeo Charter School corporation operates: (1) Audeo Charter School II (in Carlsbad Unified School District); (2) Audeo Charter School III (in Escondido Union School District); (3) Grossmont Secondary School (in Grossmont Union School District); and (4) Sweetwater Secondary*

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School (in Sweetwater Union School District). All four charter schools share the same three-member board of directors. Mary Bixby is the CEO of both Audeo Charter School corporation and Student Success Programs corporation. Audeo II's bylaws state that upon dissolution the corporation's assets shall be distributed to Student Success Programs, Inc. Mary Bixby is the former CEO of Altus Institute.

Audeo II petitioners do not transparently describe the affiliations of these inter-related corporations, making it difficult to identify related party transactions and conduct oversight.

Further, there is no provision in the Audeo II's Bylaws or in the Petition prohibiting contracts with a non-director designated employee who has a financial interest. This is necessary given that Audeo II's officers cover multiple schools with affiliated corporations, as explained above.

Audeo II Response: This finding is purely speculative, based upon outdated or factually incorrect information, and is therefore unsupported and not a permissible basis to justify nonrenewal.

The District suggests that there may be a potential conflict of interest but does not actually identify facts to support such a conclusion.

First, as the legal counsel for the District is fully aware, there is nothing unlawful about a single nonprofit operating multiple charter schools. To imply otherwise is an effort to create a finding where none exists.

Second, there is nothing unlawful about a person splitting their time in an administrative role between two separate organizations that operate separate charter schools.

Third, as the District notes the Audeo Charter School corporation removed Altus Institute, Inc. as the sole statutory member of the corporation to ensure that Audeo Charter School corporation is solely responsible for the operations of its own charter schools (this was completed in Sept. 2016). The fact that Mary Bixby used to be listed as the former officer of Altus Institute means nothing; the current documents publicly available clearly indicate that the CEO of Altus Institute is Jamie Hernandez and Alfred Ferris is the secretary and treasurer.

Fourth, there is nothing unlawful about one nonprofit corporation indicating that, upon dissolution, it would distribute its assets (upon approval by the Atty. Gen.) to another nonprofit that operates California public charter schools. In fact, the distribution of public assets from one corporation to another corporation operating public schools should be encouraged.

The Board Resolution argues that the Audeo II petitioners do not transparently describe the affiliations of these interrelated corporations -- which makes the assumption that they are interrelated when they are not. There are no fee sharing arrangements between Audeo Charter School and Student Success Programs corporations. Nor are there any overlapping board members between the two corporations.

Finally, as to the Bylaws, there is no legal requirement for the corporate bylaws to include a section addressing non-Board member conflicts of interest, and this does not in any way indicate that Audeo II would not comply with applicable law. Audeo II affirms that any non-Board member conflicts would be addressed by applicable law and the charter school's conflict of interest policies which fully comply with the Political Reform Act and Govt. Code 1090.

Accordingly, this finding is an impermissible basis for denial of the charter renewal petition.

2. Failure to include new law banning for-profit operation

District Finding: The Petition does not describe or affirm anywhere that Audeo II will comply with new prohibitions in Section 47604(b) (eff. July 1, 2019) on for-profit operations and certain services provided by a for-profit entity.

Audeo II Response: This Finding is unsupported. The charter affirms compliance with all applicable legal requirements, which necessarily includes Education Code Section 47604(b). Audeo II in no way suggests that it will procure services from contractors in violation of existing law. Again, 5 CCR 11967.5.1 is criteria applicable for review of petitions by the SBE, and is insufficient grounds for findings by CUSD.

3. Lack of board member qualifications

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District Finding: Neither the petition nor its Appendix M describe the “relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school” as required in Section 47605(h).

Audeo II Response: Education Code Section 47605(h) applies to new charter petitions, and not renewals. This is because it seeks bios of Board members whom the “petitioner” nominated to serve on the corporate Board. Mr. Aschbrenner is the petitioner of Audeo II. Audeo Charter School was incorporated in 2000. Mr. Aschbrenner was not a representative of the corporation at that time, and thus could not have nominated Board members.

In Appendix M, page 375 of 692 of the charter, Audeo II provided the names, contact information, and terms of Board members.

4. Parental Involvement

District Finding: A charter’s governance structure must ensure parental involvement. (§ 47605(c)(5)(D).) District staff found no assurances that local parents in the District would be afforded effective participation in Audeo II operations.

Audeo II Response: This Finding is unsupported by fact or law. While Education Code Section 47605(c)(5)(D) requires a reasonably comprehensive description of parental involvement in the governance of the charter school, there is no additional requirements on how the scope of that parental involvement should look. Audeo II is committed to ensuring parental involvement in the governance of the Charter School through several different capacities, one of which includes parents the opportunity to serve directly on the Board of Directors. Parents are also encouraged to attend the Board meetings and share input directly with the Board of Directors. They’re given opportunities to participate in the ELAC, and are directly involved in their students’ education. Parents are surveyed regular for their input on the Charter School’s academic program, learning environment, student support services and safety.

5. Number of Board Meetings; potential Brown Act violation

District Finding: Audeo II’s Bylaws (Article VII, Sec. 17) state it will hold regular board meetings “at least three (3) times per year.” Audeo II’s website shows that in 2020, it had regular meetings (not

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special board meetings or workshops) in January 2020, June 2020, and October 2020. Petitioners were on notice of this District Board's finding in 2016 that evidence of Audeo II's minimal public governance practices raises substantial questions about the Charter's commitment to openness, or its ability to ensure parental involvement in operation of its schools.

Further, Audeo II's Bylaws (Article VII, Sec. 23) do not prohibit its board committees from taking final action on items requiring the approval of a board majority. If a committee has the power of the board, this raises potential Brown Act violations since "action taken" can only be by a board majority. (See Government Code, § 54952.6.)

Audeo II Response: The first part of this Finding is an impermissible basis for denial of a charter, as there is no legal requirement imposing a specific number of Board meetings on a charter school's board of directors.

The second part of this Finding is inaccurate. In accordance with Corporations Code Section 5212(a), committees shall have "all the authority of the board" except with respect to the specific instances outlined in law. Further, Section 5212(b) further clarifies, "A committee exercising the authority of the board shall not include as members persons who are not directors. However, the Board may create other committees that do not exercise the authority of the board and these other committees may include persons regardless of whether they are directors." As such, provided that a committee is comprised solely of directors and no non-directors, that committee can exercise the authority of the board.

C. Financial Statements; Audits

District Finding: *District staff could not analyze key areas of Audeo II's operation due to the lack of detail in the Petition's financial statements. ... Audeo II employees 4 full-time "other certificated positions" and .2 FTE "other classified" positions, but nowhere does the Petition indicate what those other positions are. As stated above, the Petition does not account for instructional aides necessary to support the 20% of Audeo II's pupil population that qualifies for special education/504 services. Neither does the Petition include any lease agreement, so it is unclear if the budgeted amount of \$268,900 "for lease of its resource center" is adequate to cover Audeo II's resource centers in North (3821 Plaza Drive) and South Carlsbad (6965 El Camino Real), and its administrative office (10170 Huennekens Street).*

Audeo II Response: Audeo Charter School II takes a very conservative approach in developing its financial planning. With the projected enrollment and projected Average Daily Attendance shown on

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Table 2 of the Budget Assumptions in *Appendix A, page 151 of 692*, Audeo II provided the corresponding Full-Time Equivalent (“FTE”) for fiscal years 2021-22 to 2024-25. See Table 3 on page *152 of 692*. As indicated below in Table 3, Audeo II budgeted for object code 1100 and object code 1900. Object Code 1900 is for Other Certificated Teacher Resource (“CTR”). CTR are instructional support staff that are certificated employees with credentials who provide instructional support to general education teachers and special education teachers. We comply with regulations and we ensure that the special education teachers, Education Specialists, or Special Education Resource Specialists have a caseload of 28:1.

Table #3: FULL-TIME EQUIVALENT (FTE) FACULTY for 2021-22 to 2024-25

POSITIONS	OBJECT CODE	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
Teachers (Gen. Ed & Special Ed)*	1100	12.00	12.00	12.00	12.00
Cert Pupil Support (Counselors/Nurse/Psych)	1200	0.98	0.98	0.98	0.98
Cert. Supervisor & Administrator	1300	0.43	0.43	0.43	0.43
Other Certificated (CTR)	1900	4.00	4.00	5.00	5.00
Classified Supervisor/Admin	2300	0.25	0.25	0.25	0.25
Clerical, Technical & Office Staff	2400	2.50	2.50	2.50	2.50
Other Classified (Administrative Support)	2900	0.20	0.20	0.20	0.20
TOTAL FTE POSITIONS BUDGETED		20.36	20.36	21.36	21.36

Moreover, facility lease costs reflected on the budgets are based on the actual costs of the lease per the Lease Agreements. Audeo II provided the exact addresses of the facilities, which directly meets the legal requirements. There is no legal requirement to provide a lease agreement, and Audeo II would have done so, if the District had simply asked for it. Additionally, an “E” Occupancy has been obtained from the City for these sites. Although Audeo II is a Non-Classroom Based Program, we adhere to the requirements of the State Board of Education that an “E” Occupancy must be obtained for resource centers.

District Finding: The Petition states that in “the event that there is an audit finding or exception,” an audit committee will communicate with the chartering authority until “the Charter School has sufficiently responded to the exception... .” Charters must state “the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Cal. Code of Regs., tit. 5 § 11967.5.1(f)(9).)

Audeo II Response: This Finding is inaccurate. The District again only references an excerpt from the Charter, and fails to consider the whole description outlined in Element I. Specifically, the Charter states: “In the event that there is an audit finding or exception, the audit committee will develop a specific remediation plan which focuses on the issue(s) identified and presents a timeline for rectifying the concern, which shall be submitted to the Audeo Charter School Board of Directors with recommendations on how to address the concern. A remediation plan shall be developed that identifies the specific use of funds/resources and/or policies/procedures needed for improvement. This plan shall be submitted to the District. Open communication with all parties involved in the resolution will be maintained until it is determined that the Charter School has sufficiently responded to the exception and has met the requirements as applicable under state law.” (Charter, p.112.)

As indicated in the charter, Audeo II intends to communicate with all parties involved in the resolution of any audit findings or exceptions, including the District, until Audeo II has sufficiently responded and met requirements as applicable under state law.

D. Insurance

District Finding: The Petition thinly states that “insurance amounts shall be determined by recommendation of the District and the Charter School’s insurance company”; and that Audeo II intends to enter into a MOU with the District, “wherein the Charter School shall indemnify the District for the actions of the Charter School.” ... Without budgeting or proof of policy limits, or an actual indemnification clause, the Petition is not specific or substantive, and does not propose to protect Audeo II or its authorizer from potential liability for Audeo II’s acts or omissions, even if Audeo II will be operated by a nonprofit public benefit corporation.

Audeo II Response: Audeo Charter School II belongs to the San Diego County Schools Risk Management Joint Powers Authority, with coverages for real and personal property, cyber liability,

commercial general liability, auto liability, employment practices liability, auto physical damage and workers' compensation. Moreover, Audeo II has coverage with the Schools Excess Liability Fund – SELF with limits of \$50,000,000. Liability insurance is budgeted under the object code of 5400.

In addition to protections from liability codified in the Education Code, the charter also affirms Audeo II's intent to protect the chartering authority from potential liability. Audeo II clearly states in the charter: "The District Board of Education shall be named as an additional insured on all policies of the Charter School" (Charter, p.139), and "the Charter School shall indemnify the District for the actions of the Charter School under this charter." (Charter, p. 141.)

Further, Audeo II also acknowledges the indemnification for its own Board, officers, agents, and employees: "The corporate bylaws of Audeo Charter School shall provide for indemnification of the Board, officers, agents, and employees, and Audeo Charter School shall purchase and maintain general liability insurance, Board Members' and Officers' insurance, and fidelity bonding to secure against financial risks." (Charter, p. 141.)

E. Health and Safety

District Finding: The Petition does not address new Section 234.6 (eff. Jan. 1, 2020), to ensure that specified information, including a link to the CDE's resources on bullying and harassment prevention, is readily accessible in a prominent location on Audeo II's internet website. Nor does it address new Sections 49557.5 (eff. Oct. 12, 2019) or 49014 (eff. Jan. 1, 2019) regarding protections for students with unpaid school meal fees or any debts owed to the charter school.

Audeo II Response: The charter plainly states that Audeo II will adopt procedures for preventing acts of bullying, and make specific reference to the CDE's resource documents. This finding is unfounded. Education Code Section 234.6 outlines a list of information that should be posted on an LEA's existing internet website, but there is no legal requirement that charter schools must affirm compliance with each of the specific requirements outlined in Section 234.6 in its charter petition.

Further, as stated above, Audeo II clearly states in the "Affirmations and Declaration" section of the charter, "the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School" including, but not limited to the list of affirmations included in the petition. Audeo II in no way suggests that it would not comply with the above-referenced requirements.

District Finding: The Petition does not address or indicate that Audeo II has complied with new Section 234.7 (eff. Jan. 1, 2018) which requires a charter to adopt the model policy of the California Attorney General addressing the charter's response to immigration enforcement, notification to parents/guardians, prohibition on the collection of information on the immigration status of students or their family members, and other requirements by July 1, 2018.

Audeo II Response: As stated above, Audeo II affirms “the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School.” Audeo II’s Board Policy # 6020, Resource Center and School Volunteer, Visitation, and Removal Policy, incorporates all elements of the California Attorney General’s model policy regarding response to immigration enforcement, notification to parents/guardians, and prohibition on collection of certain kinds of information. The Charter School gladly would have shared this policy, if requested.

District Finding: The Petition does not address or indicate that Audeo II has complied with new Sections 222.5 and 46015 (eff. Jan. 1, 2019) to notify its pregnant and parenting pupils (of particular relevance to DASS schools serving this high risk group) of their rights and options available under the law through annual school year welcome packets and through independent study packets.

Audeo II Response: Audeo II affirms “the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School.” As part of the process to notify and support pregnant and parenting pupils, the School Nurse is assigned to provide the necessary information and guidance. A Pregnant and Parenting Resource Guide is given to, and reviewed with, all pregnant and parenting pupils to notifying them of their rights, along with information on a variety of supports that include; 211 Resource, Lamaze, Breastfeeding & Parenting Classes, Immunizations, WIC, Medi-Cal, Mental Health/Postpartum Depression, Shaken Baby Syndrome, Child Abuse Prevention Education Flyer, etc. This resource guide also includes an MD form to indicate student’s access to prenatal care and if there are any specific instructions to support the student through school.

The School Nurse continues to provide support to each pregnant and parenting pupil during prenatal, delivery, post-partum and parenting. The School Nurses’ case management of these students also includes: Prenatal Care, Accommodations and Leave Options, Family Support, Self-Care and Symptom Check & Education, Public Health Nurse Referral, Lamaze, Breastfeeding & Parenting Classes, WIC, Health Coverage, School Progress/Options, No Academic Penalty, Uniform Compliant Policy, etc. Pregnant and parenting pupils at Audeo II choose the school because they benefit from individual support, flexible scheduling options, and a variety of resources to help them meet all their needs.

F. Admission Preferences

District Finding: *In 2016, as a condition of approval, the CDE requested that Audeo II “change the proposed order of admission preferences” to align with Section 47605(e)(2)(B) “to state preferences in the following order: (1) pupils currently attending ACS II, and (2) pupils who reside within the boundaries of the Carlsbad Unified School District.” Petitioners were also on notice of a similar finding by this District Board in 2016.*

Audeo II Response: This finding is based on inaccurate legal interpretation. And, importantly, the CDE has reversed its position on this issue, as demonstrated by the charter petitions approved by the State Board of Education in the intervening years.

The Charter does comply with applicable law. Consistent with Education Code Section 47605(e)(2)(B), Audeo II ensures that in the event of a public random drawing, existing students of Audeo II are exempt from the lottery, as they are guaranteed enrollment in the following school year. Thereafter, admission preferences are provided to siblings of students admitted to or attending Audeo II, to residents of the District, and to all other students, which is also consistent with the admission preferences outlined in Section 47605(e)(2)(B). Education Code Section 47605(e)(2)(B) does not specify *how much* preference must be given to District residents. Audeo II agrees to “adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).” (Charter, page 110.)

G. Suspension/Expulsion Procedures

District Finding: *As stated above, the Petition states that students may be “involuntarily removed” from Audeo II for failing to comply with their Master Agreement.*

Audeo II Response: See Response to Finding I.A.3 above.

District Finding: *The Petition states its suspension and expulsion procedures “may be amended from time to time without the need to seek a material revision.” It is inconsistent with sound educational practice if the Petition does not provide for authorizer input on what warrants material revision for discipline procedures, given that substantiated complaints of noncompliance with student discipline*

procedures is now a basis for nonrenewal in Section 47607(d).

Audeo II Response: This finding is inaccurate and takes a portion of the Charter out of context in order to speculate about some imagined wrongdoing. The Charter states: “This shall serve as the Charter School’s policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.” (Charter, p. 111.) The Charter narrowly states that the Charter School may amend its Suspension and Expulsion Policy and Procedures as required to comply with applicable updates to the law. The Charter does not indicate that Audeo II would be making any type of amendments to the Policy and Procedures without seeking a material revision.

H. Dispute Resolution

District Finding: *The Petition states that in the event of a dispute, costs of the mediator shall be split equally between the District and Audeo II.” This hampers the District’s legal options for resolving disputes. To the extent this process applies to the SBE as authorizer, in 2016 as a condition for approval, the CDE requested that Audeo II revise the Petition “to recognize that the SBE cannot be pre-bound to a contractual obligation to split the costs of mediation.” The Petition raises further liability concerns where it requires the District to refer any student and parent complaints to Audeo II, without any assurances that the Charter will update the District of timely investigation and resolution of such a complaint. Petitioners were on notice of a similar finding by this District Board back in 2016.*

Audeo II Response: This finding is inaccurate and unsupported. Element N of the Charter clearly states at the beginning: “Audeo II recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.” (Charter, p. 134.) Thus, the dispute resolution process outlined in the charter is not the final procedures that the District is bound to comply with. As such, any suggestion that this proposed policy “hampers the District’s legal options for resolving disputes” is unsupported by the language in the charter. As indicated in the charter, Audeo II remains committed to engage in a good faith discussion with the District to identify a dispute resolution process that is agreeable to both parties.

Further, the Charter specifically states that “any complaints or reports regarding such disputes not related to a possible violation of the charter or law” shall be referred to the Charter School by the District, in order for Audeo II to resolve such matters in accordance with its internal dispute resolution procedures, as these are internal matters. (Charter, p.135.) Audeo II also recognizes the District’s

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oversight rights and responsibilities as an authorizer and shall ensure all legally required information is provided to the District.

II. Petitioners are Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Charter Petition.

District Finding: *The specific findings of fact set forth above in paragraphs I.A. through H and II.A are re-alleged and incorporated herein by reference. Said specific facts evidence that Petitioner is demonstrably unlikely to successfully implement the program set forth in the Petition..*

Audeo II Response: See responses above to Findings I.A through H and II.A.

III. The Charter Presents an Unsound Educational Program.

District Finding: *The specific findings of fact set forth above in paragraphs I.A. through H and II.A are re-alleged and incorporated herein by reference. Said specific facts evidence that Petitioner presents an unsound educational program.*

Audeo II Response: See responses above to Findings I.A through H and II.A.

* * *

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Audeo II Charter School looks forward to any additional questions from the District or its Board of Education, and collaboration with your office regarding its charter petition. Should you wish to discuss our responses to any of the above findings or require additional information, please do not hesitate to contact me at waschbrenner@altuschools.net or (760) 473-6075 anytime.

Sincerely,

A handwritten signature in blue ink, appearing to read "Wade Aschbrenner", with a long horizontal flourish extending to the right.

Wade Aschbrenner
Lead Petitioner