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April 26, 2018

Re: Annual State Board of Education Academic Memo Request

Audeo Charter School II (Audeo II) is in its third year of operation and currently serving approximately 300 students with two resource centers, one located within the Carlsbad Unified School District in San Diego County and one adjacent county resource center in Westminster, Orange County. The vast majority of students are in grades 9-12. Audeo II is an academic intervention program with over 60% of new students enrolling credit deficient and 2-3 grade levels behind in Reading and Math.

In October of 2017, Audeo II was approved by the California Department of Education (CDE) as a Dashboard Alternative School Status (DASS) school. The DASS criteria requires the school to have an unduplicated count of at least 70 percent of the schools' total enrollment composed of the following high-risk student groups: Expelled, Suspended, Wards of the Court, Pregnant and/or Parenting, Recovered Dropouts, Habitually Truant or Habitually Insubordinate and Disorderly, Retained More Than Once in Kindergarten through Grade Eight, Credit Deficient, Gap in Enrollment, High Level of Transiency, Foster Youth, and/or Homeless Youth.

Audeo II annually addresses improving performance schoolwide, and for low-performing student groups, within the Local Control and Accountability Plan (LCAP). The 2019-2020 LCAP goals, actions & services, and metrics have been developed based on a comprehensive Needs Assessment, analysis of student achievement data and trends, and stakeholder input. Audeo II has identified areas of focus to ensure student achievement rates in math maintain or improve and student achievement rates in ELA improve for all student groups. Due to its' high-risk population, Audeo II's LCAP takes into account student enrollment trends. Students can enroll any day throughout the school year and on-average are enrolled for a duration of 12 months. Between the months of January and May, during the 2016-2017 school year, Audeo II enrolled 109 new students and during the 2017-2018 school year, Audeo II enrolled 119 new students between the months of January and May; consequently, Audeo II serves a population of students who participate in CAASPP testing having spent little time enrolled at Audeo II prior to the testing window.

Audeo II will fully integrate its Comprehensive Schoolwide Improvement (CSI) Plan into the 2019-2020 LCAP. The school is specifically focused on improving graduation rates through high-leverage, research-based actions and services.

LCAP Goal 1: Increase Student Achievement Appropriate for DASS Program		
Actions & Services	Targeted Student Group(s)	19-20 Metric Goal
Refine the Data Integration System to inform Curriculum, Instruction, and Professional Learning systems.	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	NWEA Measures of Academic Performance (MAP) Progress results will maintain at 60% or the lowest performing student group will increase by 2%

CSI: Develop and update student information systems to increase ability to monitor student progress towards graduation.	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	Increase 1- year graduation rate by at least 2%
CSI: Implement systems of support for grade 12 students to meet academic goals towards high school diploma.	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	Increase 1- year graduation rate by at least 2%
Provide targeted math tutoring to qualifying students to close the achievement gap.	Socioeconomically Disadvantaged	Grades 3-8, 11 SBA in math DTS overall and unduplicated student groups will maintain status or increase by 3 points
Provide targeted literacy instruction to qualifying students to close the achievement gap.	Socioeconomically Disadvantaged, English Learners	Grades 3-8, 11 SBA in ELA DTS overall and unduplicated student groups will maintain status or increase by 3 points
LCAP Goal 2: Provide a Broad and Rigorous Course of Study that is Accessible to All Students.		
Actions & Services	Targeted Student Group(s)	19-20 Metric Goal
Review, update, and monitor course of study 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.	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	-Percent of CCSS, ELD, NGSS course alignment will maintain at 100% -UC a-g and NCAA approval rate will be maintained at 100% for core courses
Provide access to advanced courses and learning opportunities (AP courses, Honors courses, Accelerated courses).	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	Maintain AP and Honors course offerings
Provide customized course curriculum based on Universal Design for Learning (UDL) to increase access to learning for students with disabilities and students with multiple learning styles.	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	100% of new courses developed will meet the UDL Framework.
Provide curriculum enhancements for struggling readers and EL students: MyPath skill building courses, Achieve 3000, BrainPOP, Write Institute	Socioeconomically Disadvantaged, English Learners, Students with Disabilities	NWEA Measures of Academic Performance (MAP) Progress results will maintain at 60% or the lowest performing student group will increase by 2%
Increase student access to online curriculum and resources through technology devices and internet connection.	Socioeconomically Disadvantaged,	Student participation rate will meet or exceed 84%

LCAP Goal 3: Provide a Targeted and Data Informed Professional Learning System		
Actions & Services	Targeted Student Group(s)	19-20 Metric Goal
Altus University course offerings and teacher trainings provided to increase teacher effectiveness in implementing CCSS, ELD, NGSS standards.	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	100% of teachers will participate in a minimum of 60 hours of professional learning
Increase teacher subject matter competency in ELA and math through the Verification Process for Specialized Settings (VPSS).	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	100% of teachers (employed for 3+years) will demonstrate subject matter competency in ELA and math
Math Specialist to provide additional support and professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups.	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities, English Learners	Grades 3-8, 11 SBA in math DTS overall and unduplicated student groups will maintain status or increase by 3 points
LCAP Goal 4: Provide a Safe Environment and Supportive School Culture		
Actions & Services	Targeted Student Group(s)	19-20 Metric Goal
Provide School Social Work services and School Counselor services to coordinate agencies, provide services, and facilitate referrals to support student academic and social-emotional goals.	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	Student participation rate will meet or exceed 84%
Provide a Nutrition Program, partnering with the San Diego Food Bank, that includes healthy snacks, education, and outreach.	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	Student participation rate will meet or exceed 84%
LCAP Goal 5: Provide Innovative and Engaging, Community-based Resource Centers		
Actions & Services	Targeted Student Group(s)	19-20 Metric Goal
Increase access to Resource Center Supports and services by providing bus passes to qualifying students.	Schoolwide, Socioeconomically Disadvantaged, Students with Disabilities	Student participation rate will meet or exceed 84%

In response to the renewal criteria notice, we respectfully request that CDE and SBE adopt the practice of evaluating success of SBE authorized charter DASS schools to other DASS schools. As indicated on the CDE website (<https://www.cde.ca.gov/ta/ac/dass.asp>), the SBE's rationale for establishing the DASS program is, "In 2013, California's accountability system significantly changed with the adoption of the Local Control Funding Formula (LCFF). This new accountability system, the *California School Dashboard* (Dashboard), contains state indicators and standards to help identify a school's strengths, weaknesses, and areas in need of improvement. Because these state indicators and standards were developed for traditional (non-alternative) schools, **the State Board of Education (SBE) and stakeholders raised**

concerns that the state indicators and standards did not fairly evaluate the success or progress of alternative schools that serve high-risk students.” Based upon this rationale, it would be most appropriate to compare DASS schools to other DASS schools when determining success.

In reviewing the list of *potential* comparison schools provided by CDE staff for Audeo II renewal purposes, Audeo II believes it would be inappropriate to compare Audeo II to non-DASS Schools. Carlsbad High School, Valley Middle, Kelly Elementary are all traditional non-DASS schools with very different composition of pupil populations. One of the most appropriate comparisons for Audeo II would be Carlsbad Village Academy (CVA). CVA is a DASS school, operated by the Carlsbad Unified School District, serving a similar pupil population. This would be an *apple vs. apples* comparison. In addition, CVA’s physical address is approximately 4.3 miles away by driving and approximately 2.4 miles away by “as the crow flies” from Audeo II’s main school address. A detailed comparison of Audeo II versus other DASS schools located in the area is regularly analyzed by Audeo II staff and can be provided upon request.