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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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(c)(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]

- 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.

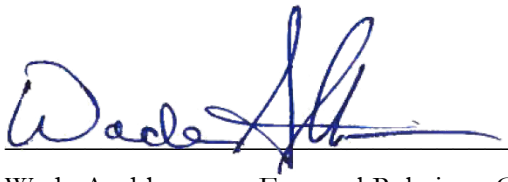
- The Charter School shall comply with the Family Educational Rights and Privacy Act.

- 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 Unifed 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 Unifed 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 re-directed 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 Unifed 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 Unifed 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.

<u>Academic Indicator – Smarter Balanced Assessments ELA Distance From Standard</u>

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 DASS Avg	n/a	-102.6	-89.9
State DASS Avg	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 DASS Avg	n/a	-117.2	-105.6
State DASS Avg	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 DASS Avg	n/a	-109.6	-98.9
State DASS Avg	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 DASS Avg	n/a	-184.3	-174.5
State DASS Avg	n/a	-193.0	-179.5

Figure 4. Academic Indicator Math (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 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 DASS Avg	n/a	-194.7	-189.4
State DASS Avg	n/a	-199.3	-184.7

Figure 5. Academic Indicator Math (Hispanic) Distance from Standard
Source: California Dashboard Data Files (2019); https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp.

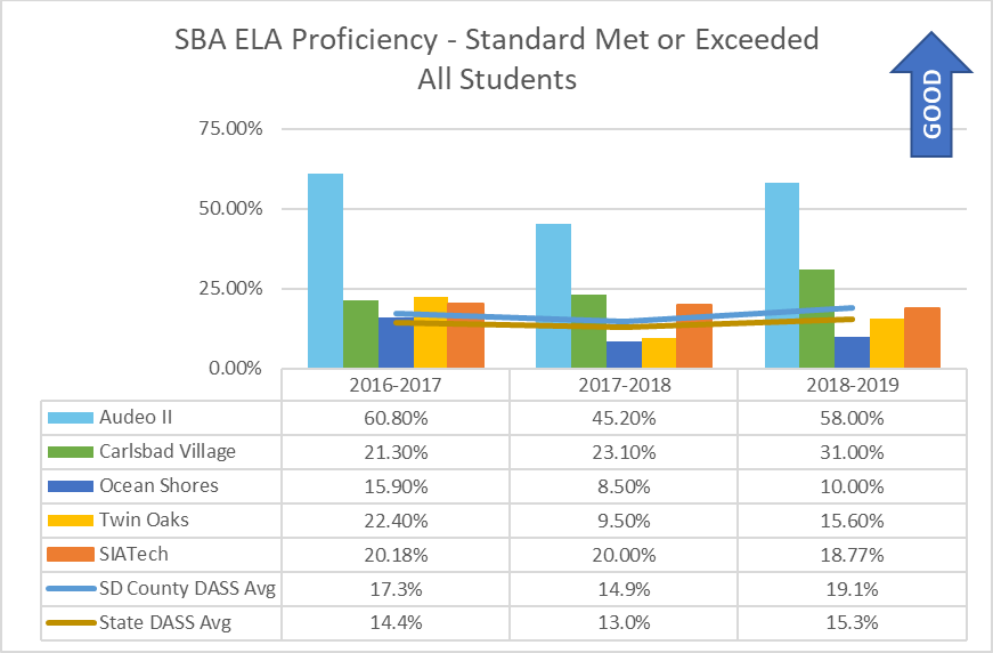
Dashboard Indicator - Academic Indicator Math Socioeconomically Disadvantaged			
School	**2016-2017**	**2017-2018**	**2018-2019**
Audeo II	-88.0	-80.6	-91.8
Carlsbad Village Academy	-129.5	*	-186.1
Ocean Shores High	-229.3	-225.7	-234.1
Twin Oaks High	-177.8	-220.1	-215.8
SIATech	-180.0	-176.3	-209.8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

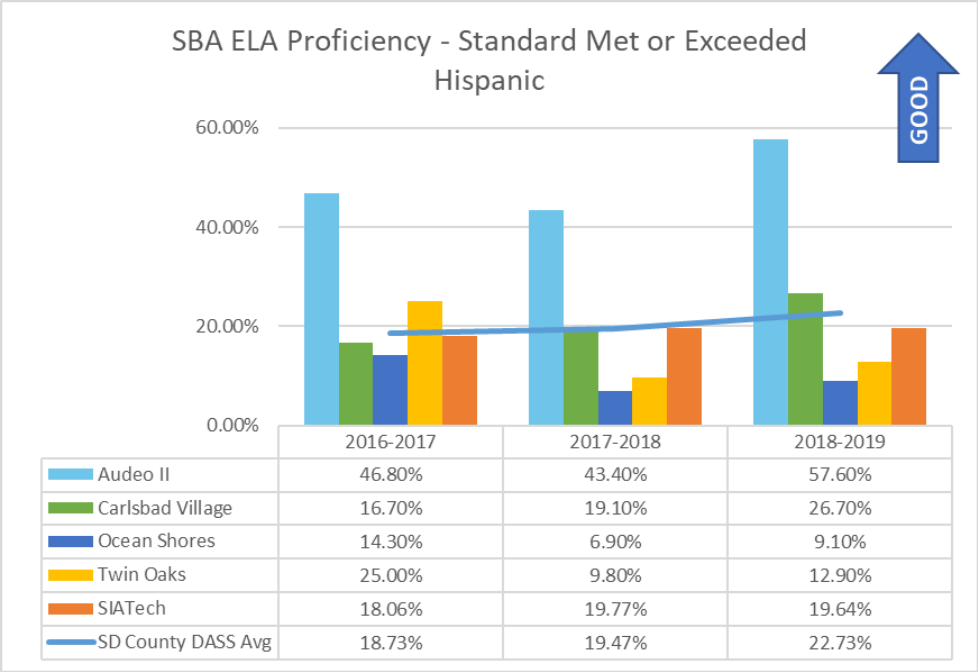
Smarter Balanced Assessment results are published by the CDE on the California Assessment of Student Performance and Progress ("CAASPP") results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance 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***).



	2016-2017	2017-2018	2018-2019
Audeo II	60.80%	45.20%	58.00%
Carlsbad Village	21.30%	23.10%	31.00%
Ocean Shores	15.90%	8.50%	10.00%
Twin Oaks	22.40%	9.50%	15.60%
SIATech	20.18%	20.00%	18.77%
SD County DASS Avg	17.3%	14.9%	19.1%
State DASS Avg	14.4%	13.0%	15.3%

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



	2016-2017	2017-2018	2018-2019
Audeo II	46.80%	43.40%	57.60%
Carlsbad Village	16.70%	19.10%	26.70%
Ocean Shores	14.30%	6.90%	9.10%
Twin Oaks	25.00%	9.80%	12.90%
SIATech	18.06%	19.77%	19.64%
SD County DASS Avg	18.73%	19.47%	22.73%

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

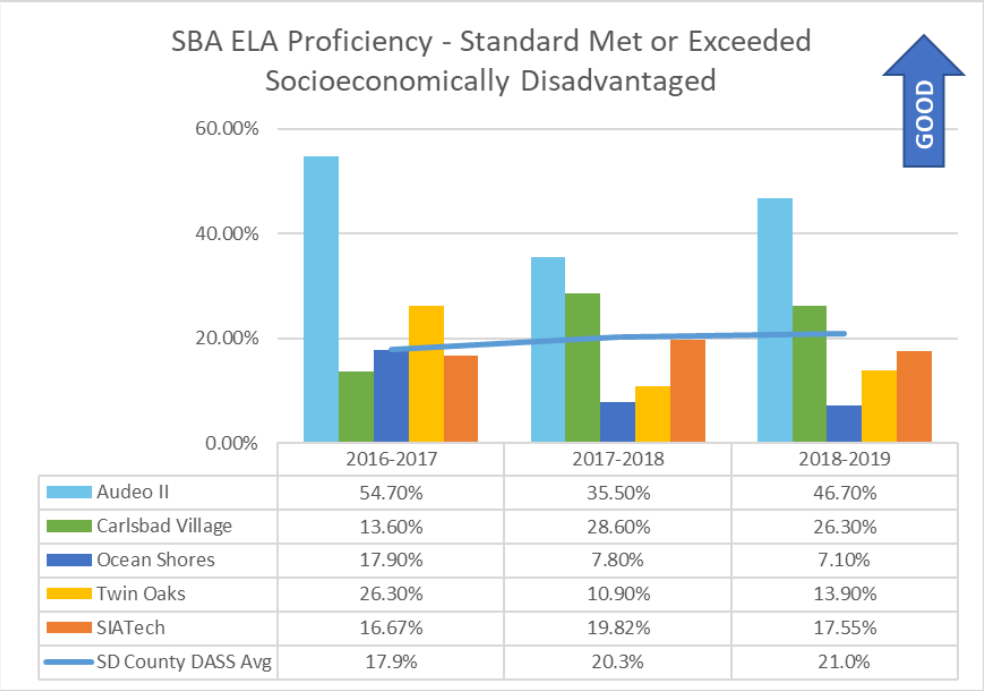
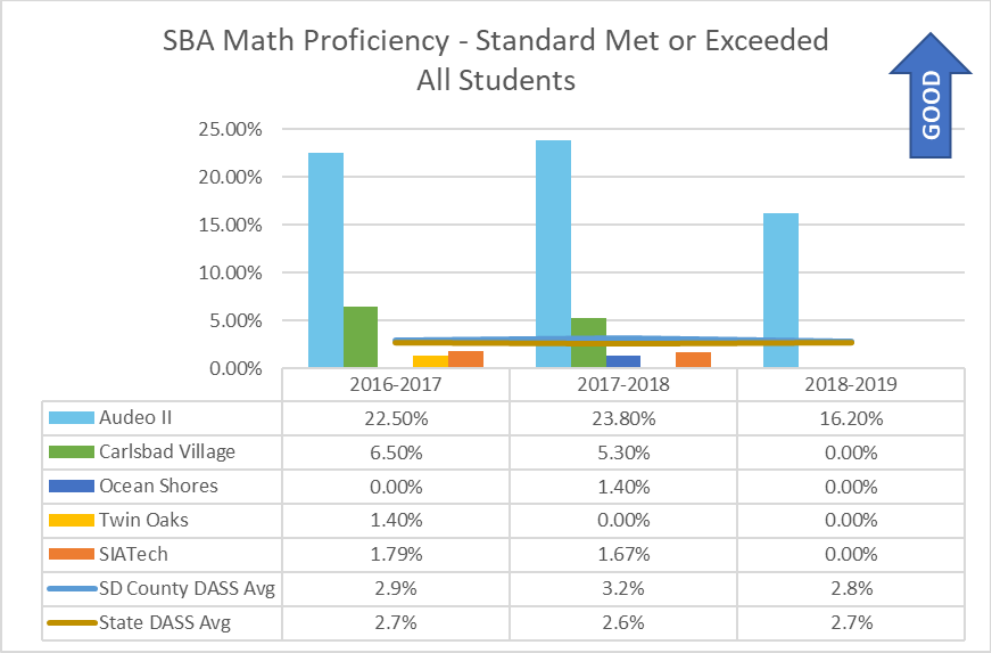


Figure 9. SBA ELA Proficiency – Standard Met or Exceeded (Socioeconomically Disadvantaged Students)
Source: CDE CAASPP Results (2018-2019); https://caaspp-elpac.cde.ca.gov/caaspp/.

Smarter Balanced Assessments Math Proficiency Rate

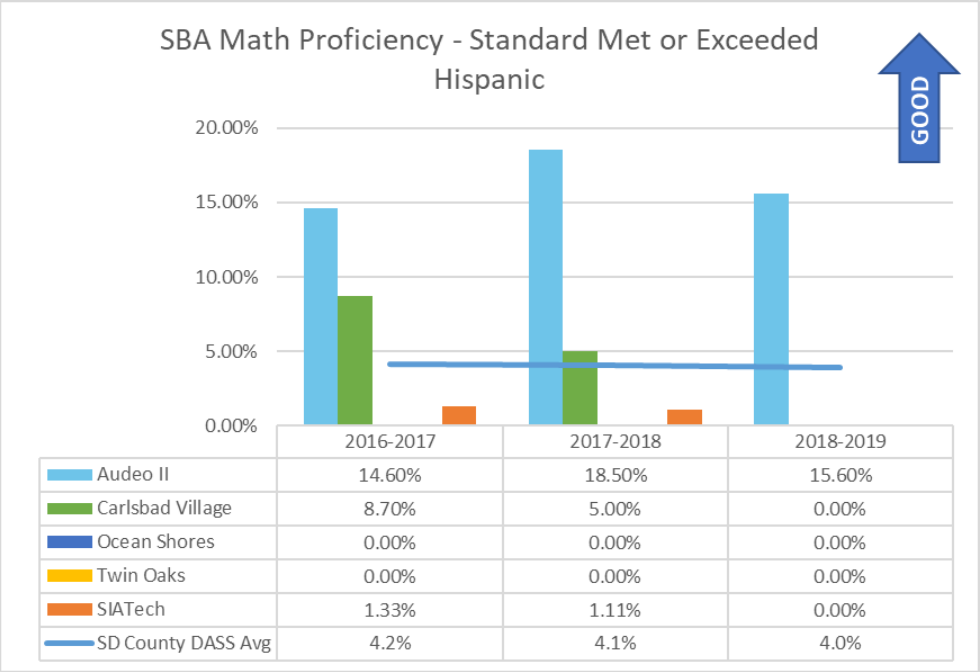
Smarter Balanced Assessment results are published by the CDE on the CAASPP Results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance From Standard calculations. Students are proficient if they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



	2016-2017	2017-2018	2018-2019
Audeo II	22.50%	23.80%	16.20%
Carlsbad Village	6.50%	5.30%	0.00%
Ocean Shores	0.00%	1.40%	0.00%
Twin Oaks	1.40%	0.00%	0.00%
SIATech	1.79%	1.67%	0.00%
SD County DASS Avg	2.9%	3.2%	2.8%
State DASS Avg	2.7%	2.6%	2.7%

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



	2016-2017	2017-2018	2018-2019
Audeo II	14.60%	18.50%	15.60%
Carlsbad Village	8.70%	5.00%	0.00%
Ocean Shores	0.00%	0.00%	0.00%
Twin Oaks	0.00%	0.00%	0.00%
SIATech	1.33%	1.11%	0.00%
SD County DASS Avg	4.2%	4.1%	4.0%

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

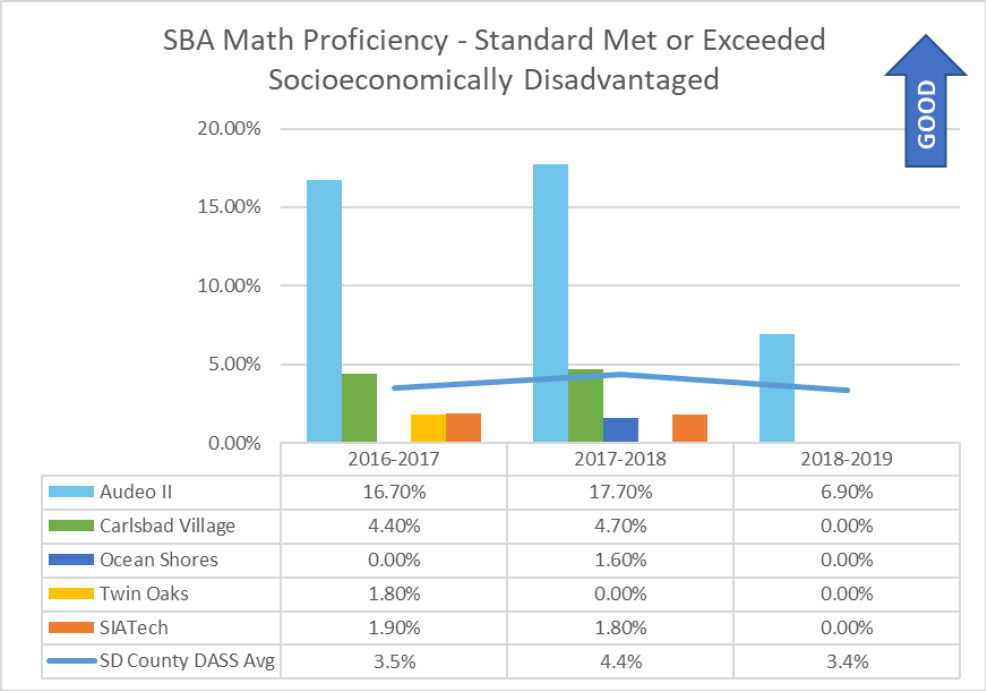


Figure 12. SBA Math Proficiency – Standard Met or Exceeded (Socioeconomically Disadvantaged Students)
Source: CDE CAASPP Results (2018-2019); https://caaspp-elpac.cde.ca.gov/caaspp/.

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***).

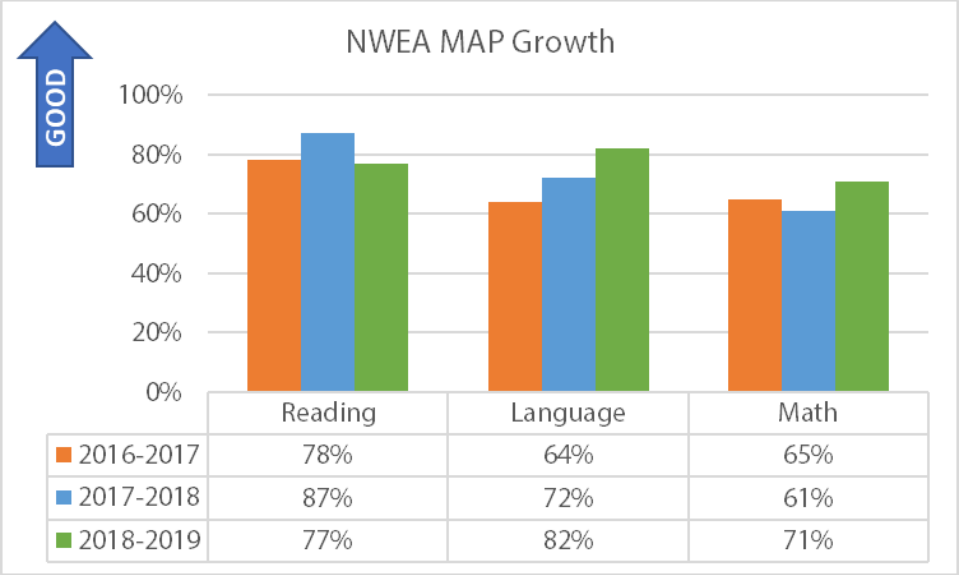


Figure 13. NWEA MAP Growth (Reading, Language Usage, and Mathematics
Source: NWEA MAP Growth Reports (2019)

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***).

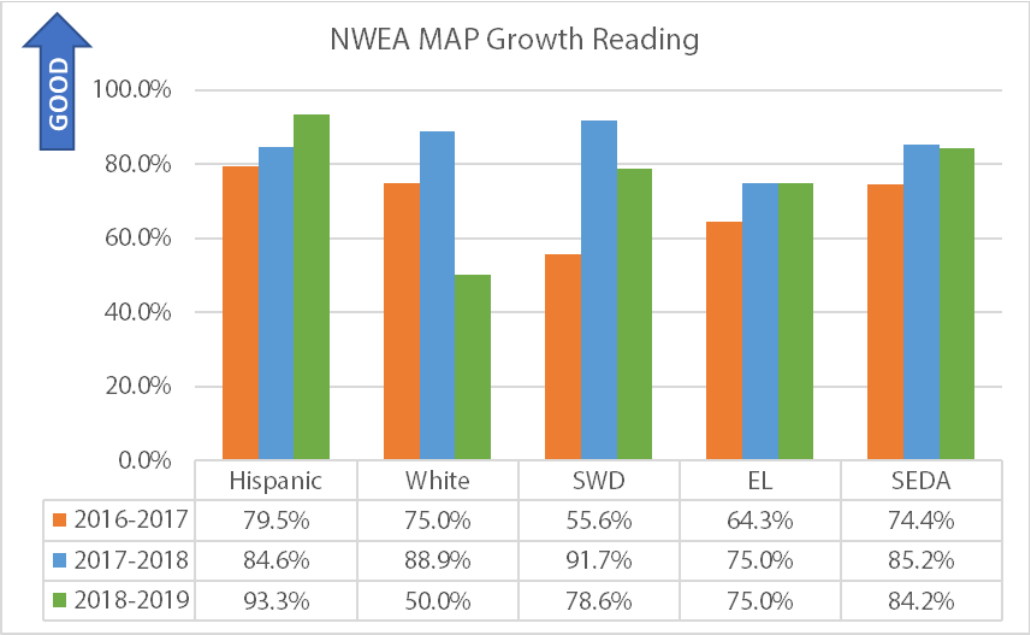


Figure 14. NWEA MAP Growth by Student Group (Reading)
Source: NWEA MAP Growth Reports (2019)

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***).

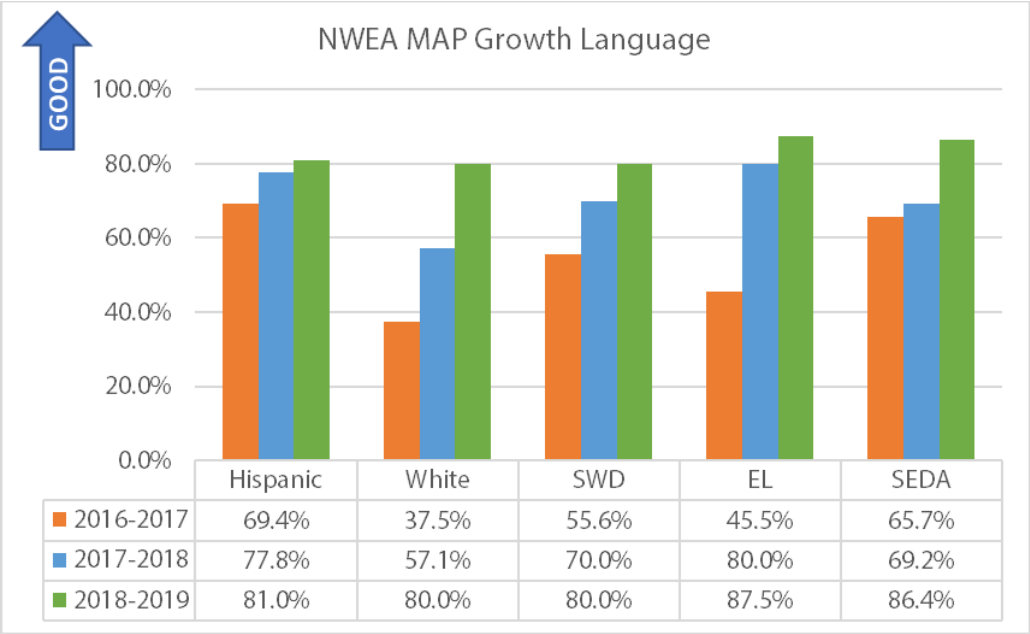


Figure 15. NWEA MAP Growth by Student Group (Language)
Source: NWEA MAP Growth Reports (2019)

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.

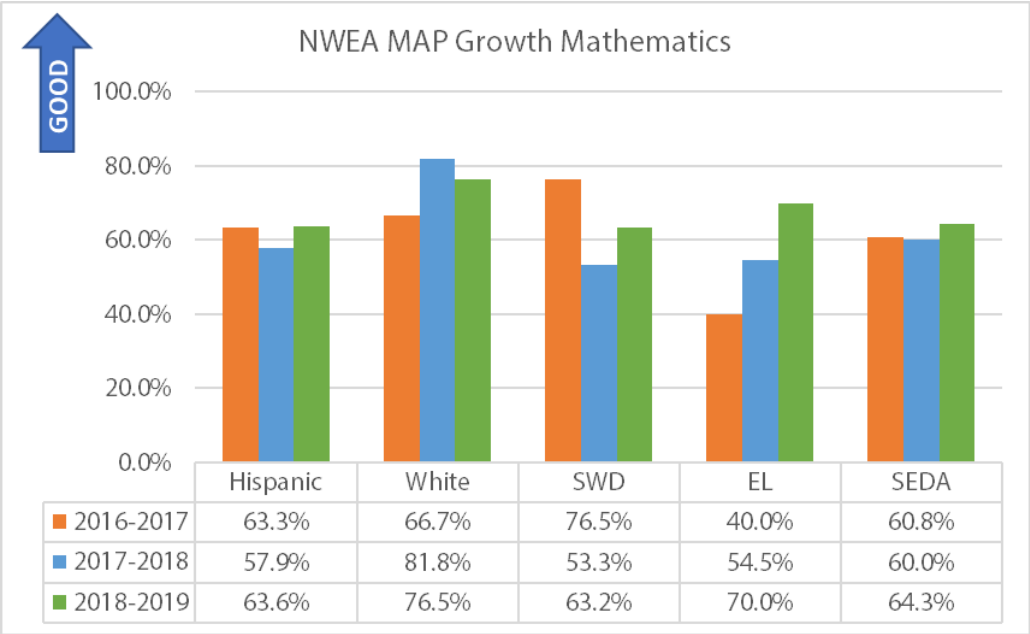


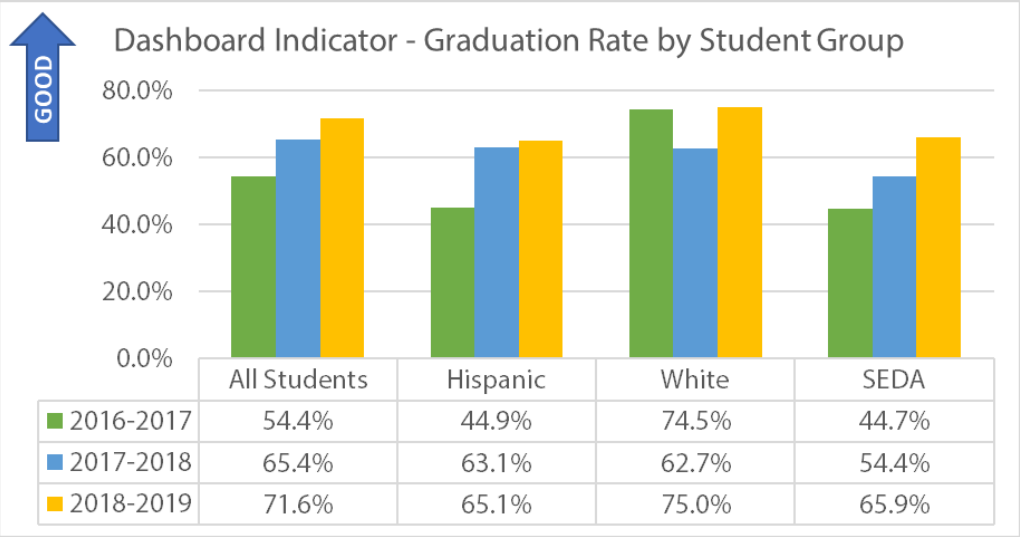
Figure 16. NWEA MAP Growth by Student Group (Mathematics)
Source: NWEA MAP Growth Reports (2019)

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.



	All Students	Hispanic	White	SEDA
2016-2017	54.4%	44.9%	74.5%	44.7%
2017-2018	65.4%	63.1%	62.7%	54.4%
2018-2019	71.6%	65.1%	75.0%	65.9%

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).

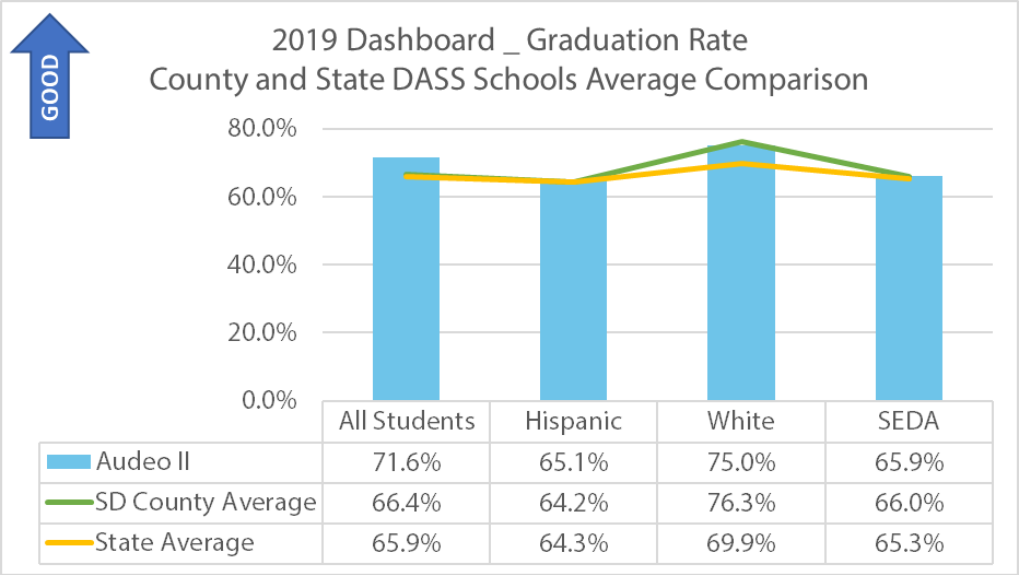


Figure 18. 2019 Dashboard Graduation Rate – San Diego County DASS Schools Average and State DASS Schools Average Comparison

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***).

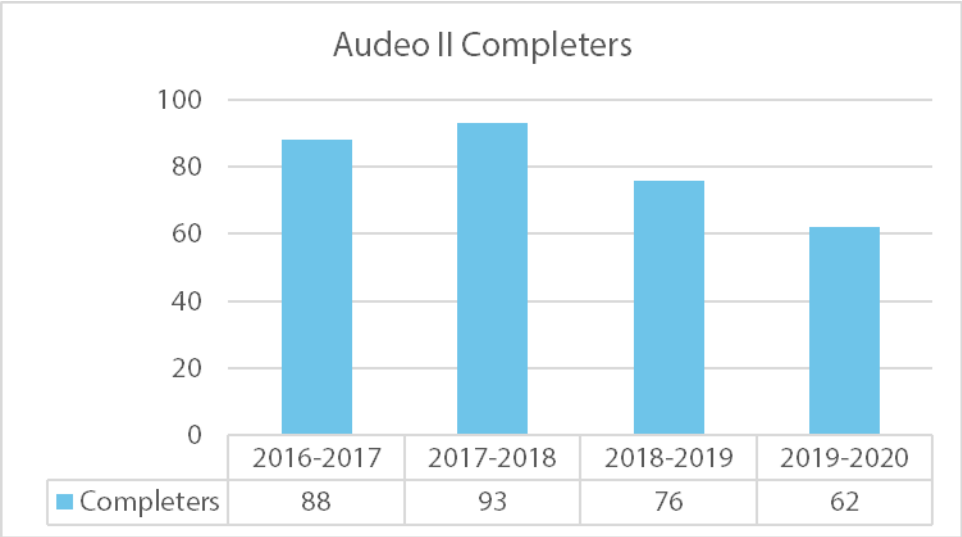
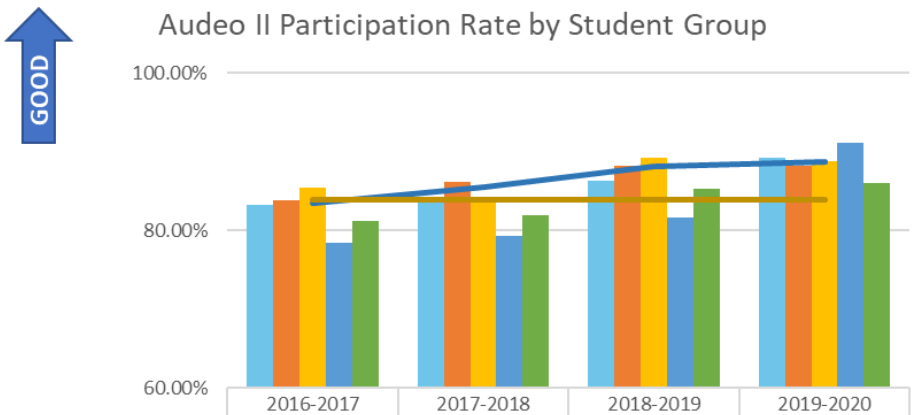


Figure 19. Audeo High School Completers

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***).



	2016-2017	2017-2018	2018-2019	2019-2020
Hispanic	83.30%	84.00%	86.40%	89.30%
White	83.90%	86.20%	88.30%	88.20%
SWD	85.40%	83.50%	89.20%	88.80%
English Learner	78.50%	79.30%	81.70%	91.20%
SEDA	81.30%	82.00%	85.30%	86.00%
All	83.50%	85.60%	88.10%	88.70%
Target	84.0%	84.0%	84.0%	84.0%

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***).

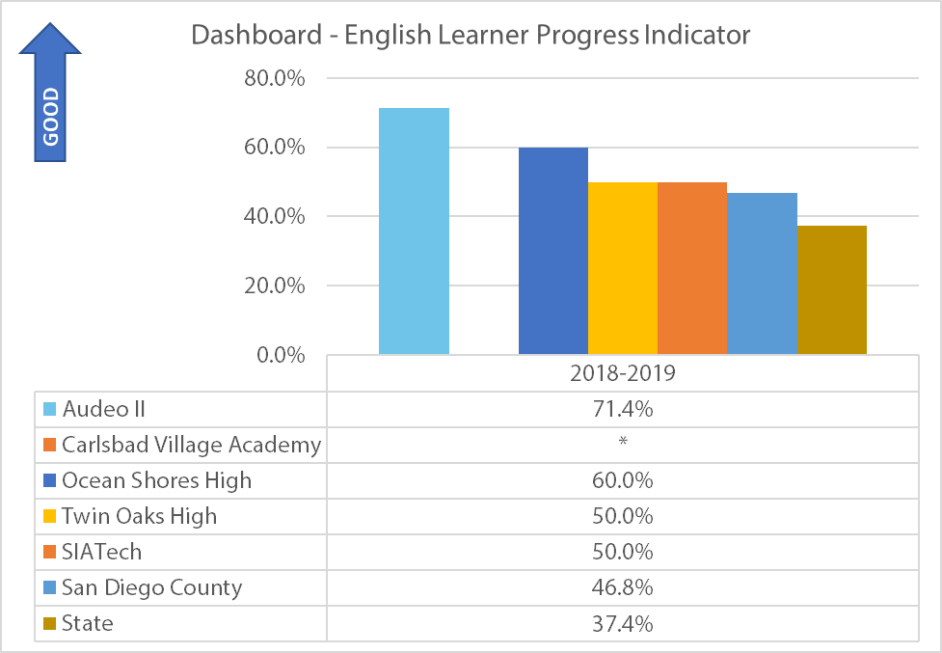


Figure 21. 2019 Dashboard -English Learner Progress Indicator
Source: California Dashboard Data Files (2019); https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp.

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 Expulstion 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%

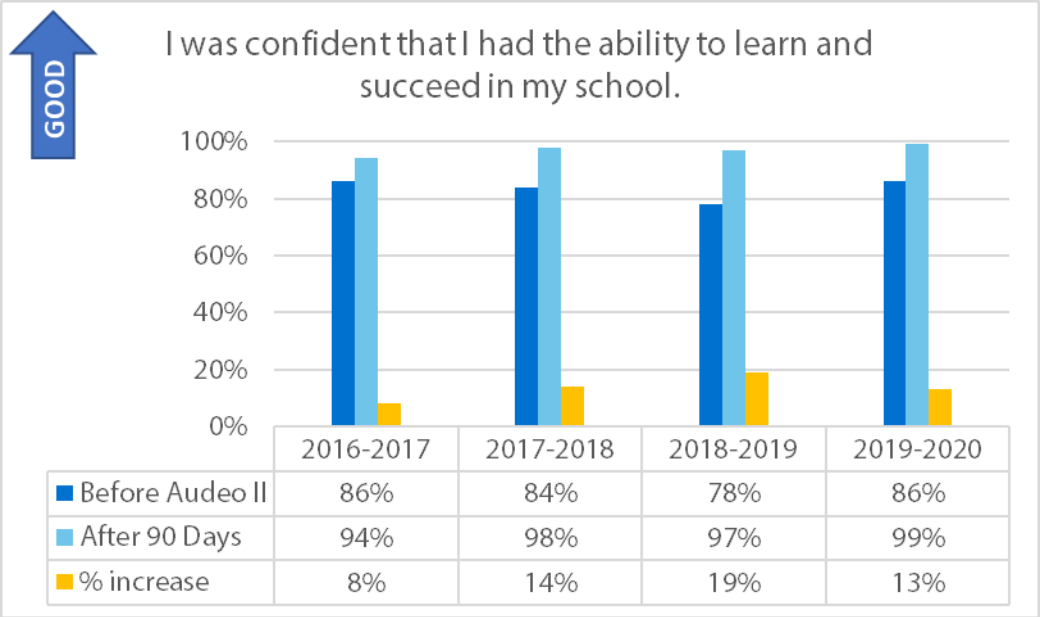
Figure 24. Dashboard Indicator – Suspension Rate (Hispanic Students)
Source: California Dashboard Data Files (2019); https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp.

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***).



	2016-2017	2017-2018	2018-2019	2019-2020
Before Audeo II	86%	84%	78%	86%
After 90 Days	94%	98%	97%	99%
% increase	8%	14%	19%	13%

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

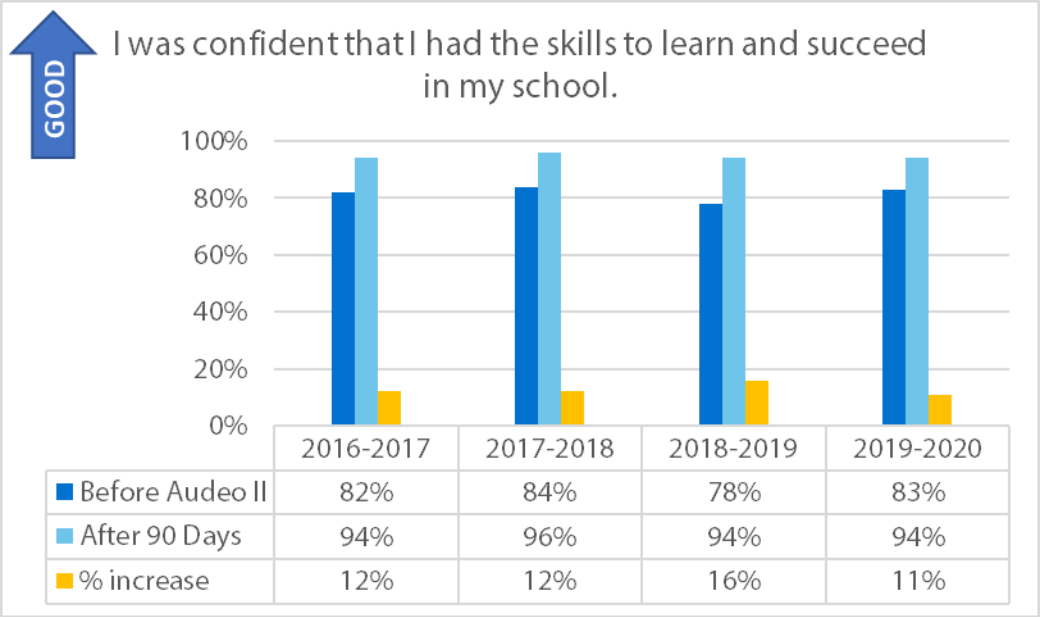


Figure 27. Audeo II Confidence Survey – Skills to Learn and Succeed
Source: Naviance (2019-2020)

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.

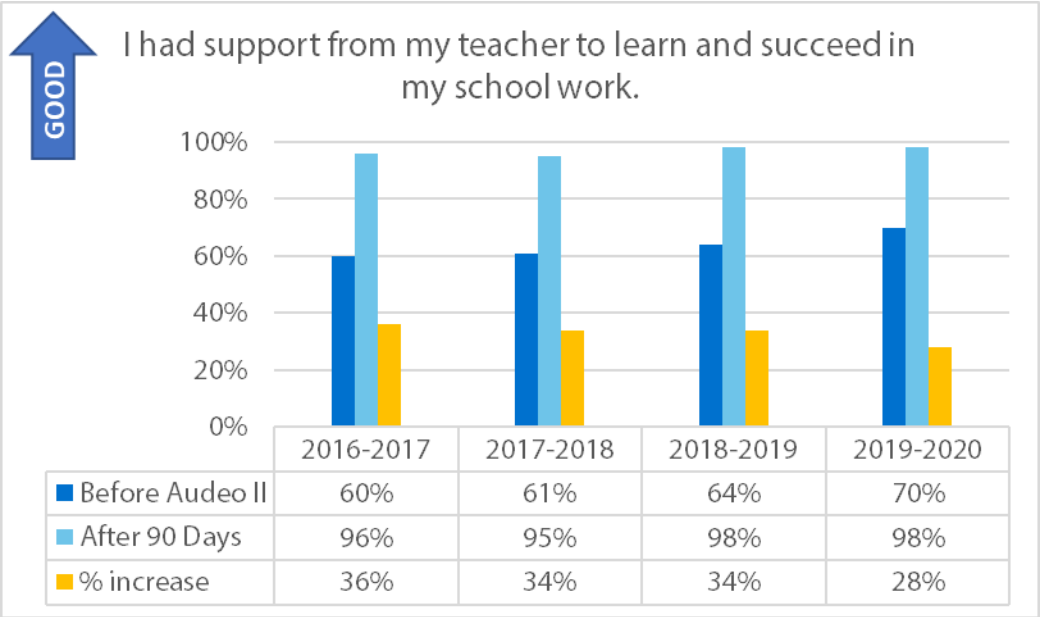


Figure 28. Audeo II Confidence Survey – Support from Teacher
Source: Naviance (2019-2020)

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***).

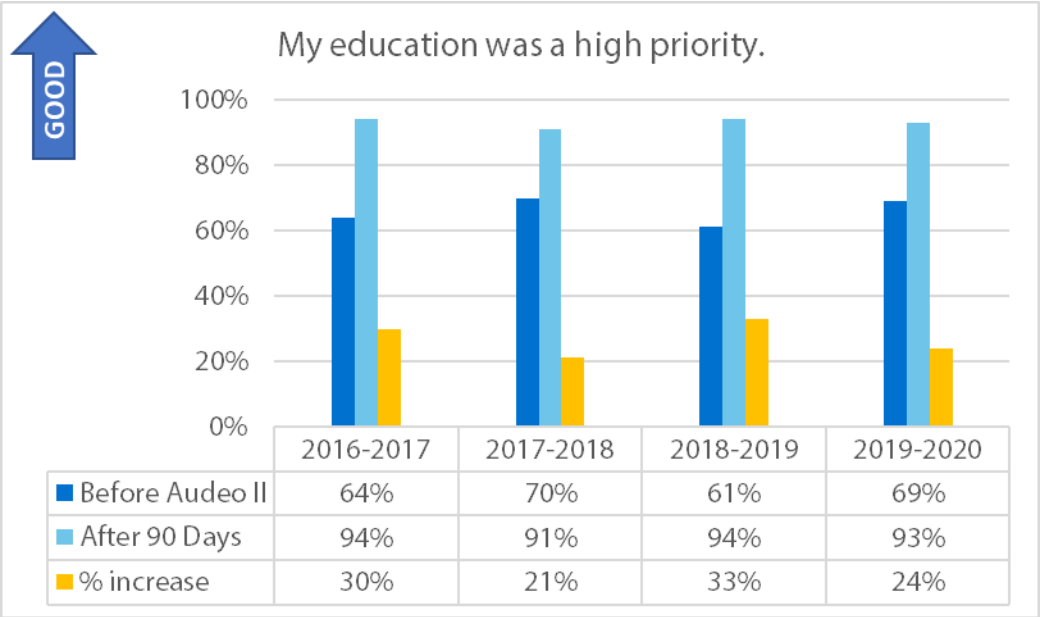


Figure 29. Audeo II Confidence Survey – Education a High Priority
Source: Naviance (2019-2020)

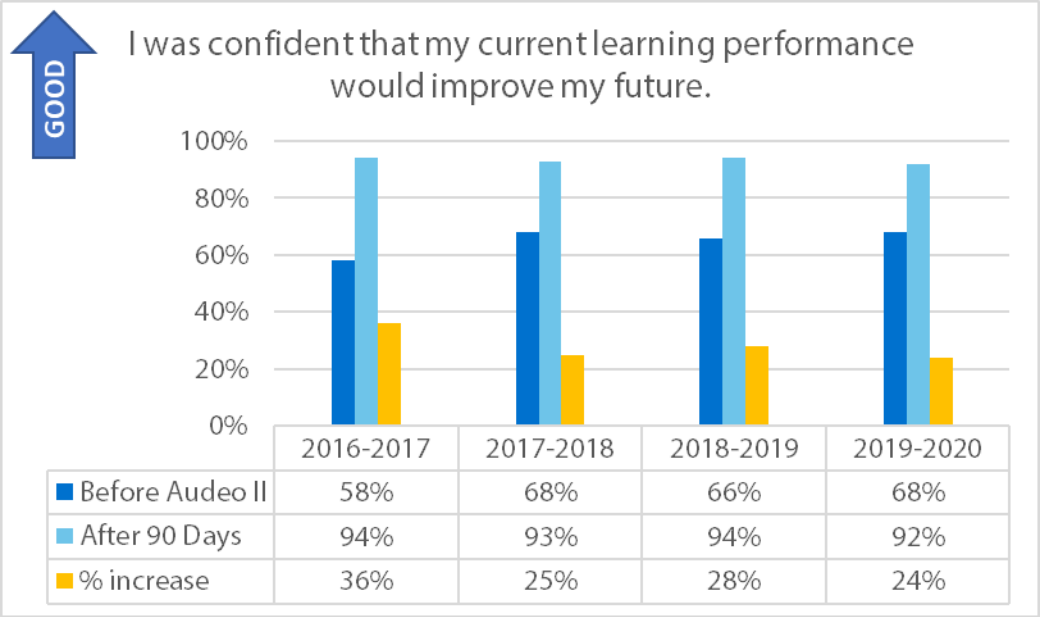


Figure 30. Audeo II Confidence Survey – Learning Performance
Source: Naviance (2019-2020)

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.

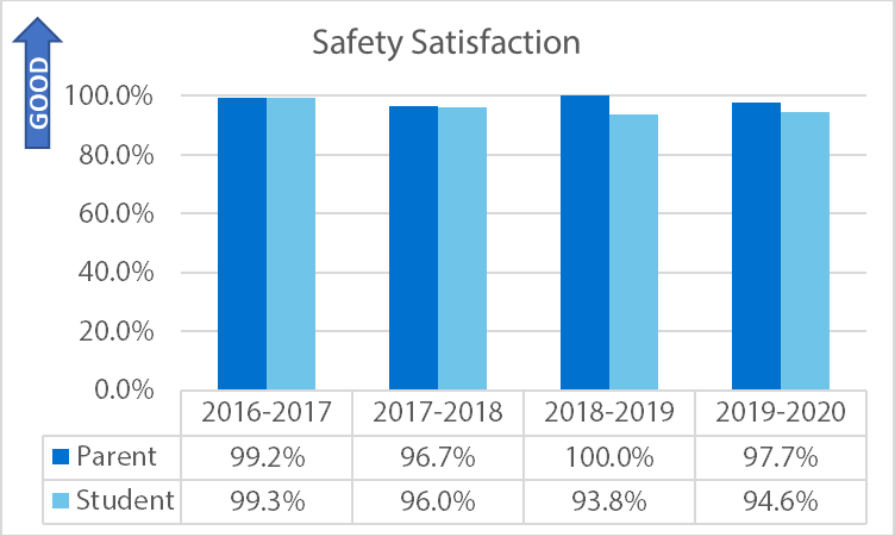


Figure 31. Engagement Survey – Safety
Source: Survey Monkey (2019-2020)

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***).

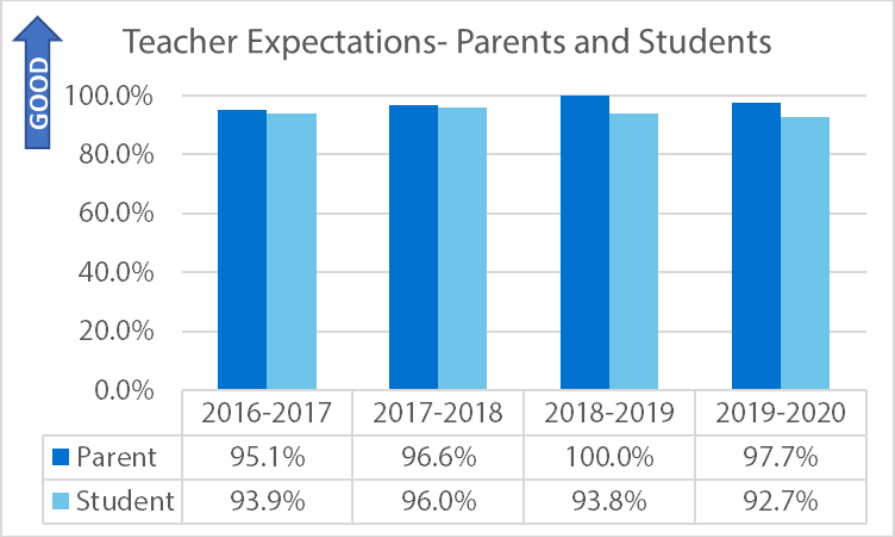


Figure 32. Engagement Survey – Teacher Expectation
Source: Survey Monkey (2019-2020)

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***).

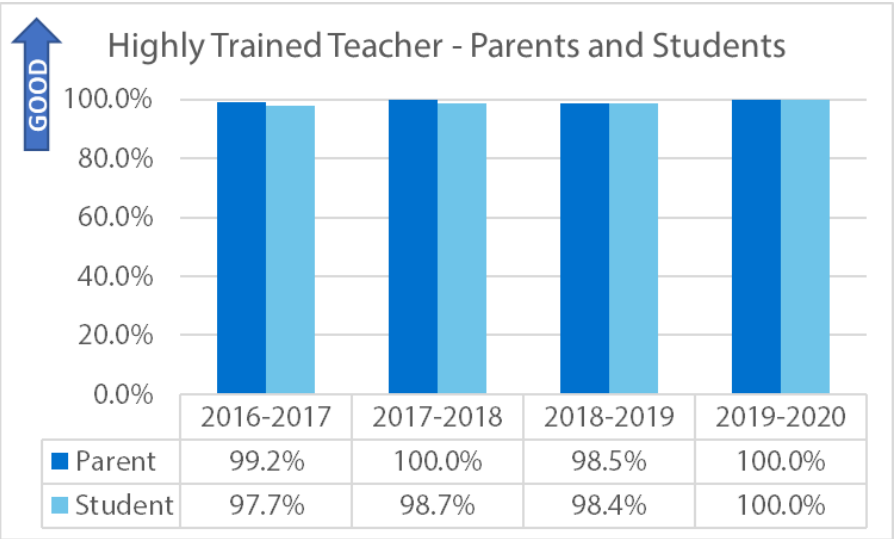


Figure 33. Engagement Survey – Highly Trained Teacher
Source: Survey Monkey (2019-2020)

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***).

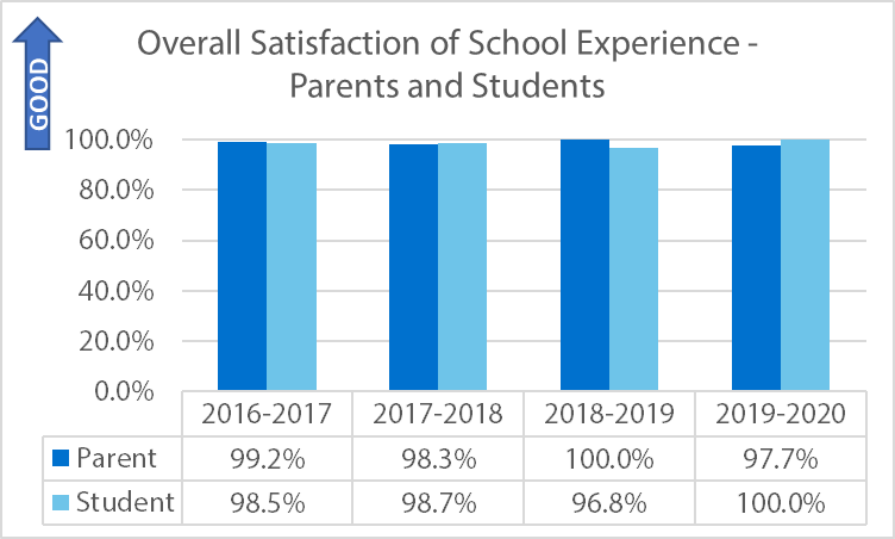


Figure 34. Engagement Survey – Overall Satisfaction
Source: Survey Monkey (2019-2020)

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***).

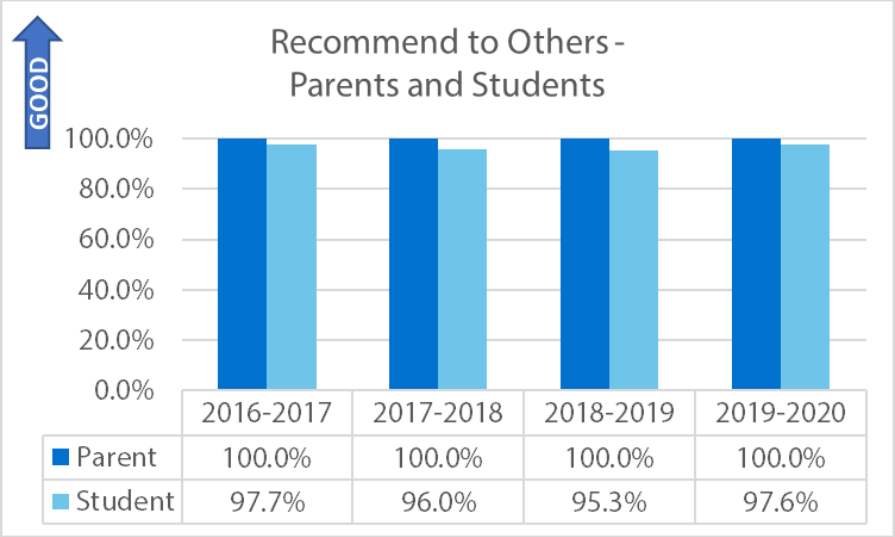


Figure 35. Engagement Survey – Recommend to Others
Source: Survey Monkey (2019-2020)

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:

- 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.

- 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 Unifed 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 PREFORMING 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 – • English 1-4	**2 credits** – • Integrated Math 1 or • Algebra
2 credits – • American Literature, or • Honors American Literature or • AP English Language and Composition or • AP English Literature and Composition	**2 credits** – • Integrated Math 2 or • Geometry
2 credits – • World Literature or • Contemporary Voices in Literature or • English Literature or • AP English Language and Composition or • AP English Literature and Composition	**2 credits** – • Integrated Math 3 or • Intermediate Algebra
	Optional 4th Year Credits – • 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 • Earth and Space Science or • Physics or • Chemistry	**2 credits** – • World History, Geography & Economics or • AP World History Modern
2 credits – Life Science • Biology	**2 credits** – • US History or • Honors US History or • AP US History
Optional 3rd Year Credits – • Honors Chemistry or • AP Environmental Science	**1 credit** – • Government or • AP US Government and Politics
	1 credit – • Economics

Physical Education - 4 semester credits	**Pathways Portfolio -** 1 semester credit
• Physical Education 1-4	• Pathways Portfolio or • Career Explorations 1-2 or • Completed Career Pathway with Capstone Course or • Approved college credit course
Electives Credits **-** 9 semester credits	
• 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	
Option 1: **2 credits –** • World Language electives (same language)	Option 2: **2 credits –** • VAPA electives
UC/CSU Option: **4 credits –** • World Language electives (all semesters same language; 2 years required, 3 recommended) **2 credits –** • 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		
Option 1: **2 credits –** Career and Technical Education	Option 2: **2 credits –** Service Learning (120 hours total of community service)	Option 3: **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 ("OPTEL")

- 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 educations 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 polices 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

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 though "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 though 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

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 results[1]
- 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)(J).

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 alterative 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(h).*

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 supervisorial oversight fees collected pursuant to Section 47613.

In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial 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(h).*

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.