

SDCOE Charter Renewal Petition Staff Report

**Regarding the Renewal Petition
Presented to the San Diego County
Board of Education by
Altus Schools Coastal**

**Presented to the San Diego County
Board of Education on
November 4, 2026**

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BACKGROUND INFORMATION

On Aug. 7, 2026, the San Diego County Board of Education (“Board” or “County Board”) received a renewal petition (“Charter Renewal Petition” or “Renewal Petition”) for the renewal of Altus Schools Coastal (“Charter School”) for a five (5) year term beginning July 1, 2027 through June 30, 2032.

Altus Schools Coastal is a transitional kindergarten through twelfth grade, Dashboard Alternative School Status (DASS) charter school that primarily serves grades seven through 12. Students enrolled at the Charter School have needs that are not typically met in traditional school settings, including students who are credit deficient, significantly below grade level, or experiencing barriers to school success. Through an independent study model paired with physical resource centers, the Charter School provides individualized academic support, positive and supportive relationships between students and school personnel, and comprehensive services designed to help students earn a high school diploma and develop a clear postsecondary pathway.

The Charter School’s mission is grounded in providing a personalized and rigorous educational experience that empowers students to become self-motivated, competent, and lifelong learners. Altus Schools Coastal is committed to developing innovative instruction, service, and organizational models that serve as prototypes for educational reform while improving the quality of life for students, families, staff, and the broader community. Central to the Charter School’s beliefs is that all students can succeed when provided with meaningful relationships, individualized learning opportunities, flexibility, and the support necessary to overcome challenges and achieve their goals.

The County Board held a public hearing on Oct. 8, 2026, to consider the terms of the Charter Renewal Petition and the level of support for the proposed Charter School by teachers employed by the school district, other employees of the school district, and parents. The Board is required to grant, deny, or take no action on the Charter Renewal Petition within ninety (90) days of receipt of the Renewal Petition, unless the parties agree to a 30-day extension. Board action is scheduled to take place at the County Board meeting on Nov. 4, 2026. San Diego County Superintendent of School’s (SDCOE) staff and legal counsel (“Review Team”) reviewed the Charter Renewal Petition and developed proposed findings of fact for consideration by the County Board.

LEGAL STANDARDS AND CRITERIA FOR EVALUATION

A charter school authorized by the County Board of Education may submit a charter renewal petition prior to the end of its approved charter term. The legal standards and criteria that apply to a renewal petition are set forth in Education Code (EC) sections 47605, and 47607. Renewal is determined by the following:

1. Has the Charter School presented a sound educational program?
2. Is the Charter School demonstrably likely to successfully implement the proposed education program?
3. Is the Renewal Petition reasonably comprehensive?

4. Is the Charter School serving all students who wish to attend?

Renewal Tier Analysis

EC sections 47607 and 47607.2 identify three performance categories for charter school renewals: Low Performing, Middle Performing and High Performing. Charter schools who are Dashboard Alternative Schools Status (DASS), are not assigned a performance category.

As a DASS charter school, Altus Schools Coastal is not assigned a charter school performance category.

Additional Guidance for DASS Charter Schools

Renewal Charter Term	May only be renewed for a five-year term
Petition Updates	The Charter Renewal Petition must contain a reasonably comprehensive description of any new requirement enacted into law after the charter was originally granted or last renewed
Review Criteria	The chartering authority shall consider: 1. The school's performance on the California School Dashboard ("Dashboard"), AND 2. Agreed upon alternative metrics applicable to the student population that the Charter School serves, and were agreed upon in the first year of the charter term
Additional Renewal Conditions	DASS charter schools may only be denied upon making written findings that: 1. The closure is in the best interest of pupils May also be denied with a written finding that the school is demonstrably unlikely to successfully implement the program set forth in the Renewal Petition due to a finding which demonstrates either: 1. Substantial fiscal or governance concerns; or 2. The Charter School is not serving all pupils who wish to attend, as documented by data provided by the California Department of Education (CDE) or by substantiated complaints that the Charter School has not complied with suspension and/or expulsion procedures A chartering authority may only deny for either of the two reasons listed above only after it has provided at least 30 days' notice to the Charter School of the alleged violation and provided the Charter School with a reasonable opportunity to cure the violation, including a corrective action plan proposed

	by the Charter School. The chartering authority may deny renewal only by making either of the following findings: 1. The corrective action proposed by the Charter School has been unsuccessful; or The violations are sufficiently severe and pervasive as to render a corrective action plan unviable
Alternative Metrics	California School Dashboard 1. English Language Arts (ELA) The Charter School will either: a. Exceed the San Diego County (County) DASS schools average (charter school and non-charter school), or b. Exceed the state DASS schools average (charter school and non-charter school) 2. Math The Charter School will either: a. Exceed the County DASS schools average (charter school and non-charter school), or b. Exceed the state DASS schools average (charter school and non-charter school) 3. Meet all Local Indicators on the Dashboard 4. DASS Graduation Rate – the Charter School will either: a. Exceed the County DASS schools average (charter school and non-charter school), or b. Exceed the state DASS schools average (charter school and non-charter school) 5. The Charter School will achieve a schoolwide suspension rate of 1.5% or less as reported on the Dashboard 6. English Learner Progress Indicator (ELPI) – the Charter School will either: a. Exceed the County DASS schools average (charter school and non-charter school), or b. Exceed the state DASS schools average (charter school and non-charter school)

	California Assessments of Student Performance and Progress (CAASPP) 1. ELA Progress The Charter School will meet this in one of two ways: a. Exceed the County DASS schools average (charter school and non-charter school), or b. Exceed the state DASS schools average (charter school and non-charter school) 2. Math Progress The Charter School will meet this in one of two ways: a. Exceed the County DASS schools average (charter school and non-charter school), or b. Exceed the state DASS schools average (charter school and non-charter school) Northwest Evaluation Association (NWEA) 1. The Charter School will meet this with an average of 60% or higher in reading, language usage, and math, schoolwide, and by all significant student groups CDE DataQuest 1. The Charter School will maintain a one-year dropout rate as reported through CDE DataQuest of 5% or less 2. The Charter School will achieve a schoolwide expulsion rate of 1% or less as reported through CDE DataQuest Local Data 1. The Charter School will achieve an 84% student participation rate (attendance) schoolwide and by significant student group 2. The Charter School will achieve a 90% or higher on the Student Confidence Survey of new students 3. The Charter School will achieve a 90% or higher on the Student Safety Survey 4. The Charter School will achieve a 90% or higher on the Parent Safety Survey
Verified Data (optional)	If the Charter School chooses to submit verified data, the authorizing entity shall also consider clear and convincing evidence, demonstrated by verified data, showing either:

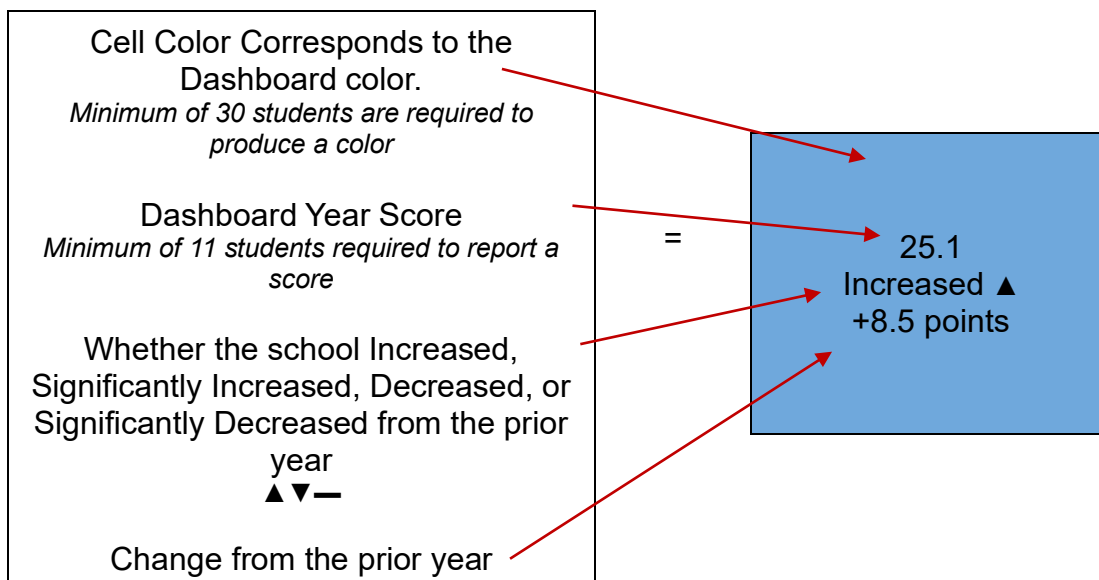
	1. The Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or 2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers
Oversight Agency and Appeal	If the County Board of Education grants the renewal of a charter school, the County Board continues as the chartering authority and oversight agency If the County Board of Education denies renewal of a charter school, petitioners may file an appeal of the decision to the State Board of Education (EC § 47605(k)(2); 5 California Code of Regulations (CCR) § 11966.6(a))

REVIEW AND ANALYSIS

SDCOE staff have reviewed the Charter School's performance on the Dashboard, alternative metrics, and the Charter Renewal Petition in the areas below. These analysis and findings are not intended to be exhaustive and should not be interpreted to suggest or imply approval of any aspect of the Renewal Petition not specifically addressed.

California School Dashboard Summary

Below provides a summary of the Charter School's performance schoolwide on the Dashboard over the charter term. The data below is displayed in the following format:



The most recent Dashboard available is 2025, representing performance from the 2024-25 school year.

Dashboard Indicator	2021-22 [†]	2022-23	2023-24	2024-25	Δ 2021-22 to 2024-25 [‡]
English Language Arts	16.3 No Change Level	-9.5 Decreased Significantly ▼ -25.8 Points	-24.1 Decreased ▼ -14.6 Points	11.2 Increased Significantly ▲ +35.2 Points	-5.1 Decreased ▼
Math	-95.8 No Change Level	-85.6 Increased ▲ +10.2 Points	-93.9 Decreased ▼ -8.3 Points	-86.2 Increased ▲ +7.7 Points	+9.6 Increased ▲
English Learner Progress	No Data	50.0% No Change Level	58.3% Increased ▲ +8.3%	56.0% Decreased ▼ -2.3%	+6.0% Increased ▲
College / Career Readiness	No Data	16.3% No Change Level	19.2% Increased ▲ +2.9%	21.1% Maintained — +1.9%	+4.8% Increased ▲
Chronic Absenteeism	11.1% No Change Level	1.9% Declined ▼ -9.2%	5.4% Increased ▲ +3.5%	1.8% Declined ▼ -3.7%	-9.3% Decreased ▼
Suspension Rate	0.0% No Change Level	0.0% Maintained — 0.0%	0.1% Maintained — +0.1%	0.0% Maintained — -0.1%	0.0% Maintained —
Graduation Rate	69.6% No Change Level	56.8% Decreased Significantly ▼ -12.7%	71.8% Increased Significantly ▲ +14.9%	75.5% Increased ▲ +3.7%	+5.9% Increased ▲
DASS Graduation Rate*	94.0%	90.8%	98.6%	97.7%	+3.7% Increased ▲

[†]No color or change level available in 2021-22 because of COVID-19 pandemic

[‡]College/Career Readiness was not reported until 2022-23. Change is based on 2022-23 to 2024-25.

*DASS Graduation Rate does not generate a color or status change on the dashboard.

No Data indicates no data was reported by CDE.

Has the Charter School Presented a Sound Educational Program?

When considering renewal of a DASS charter school, the chartering authority **shall**:

1. Consider the school's performance on the Dashboard; **and**
2. Alternative metrics applicable to the student population that the Charter School serves and were agreed upon in the first year of the charter term.

When evaluating Altus Schools Coastal's performance on the Dashboard and alternative metrics, it is important to note that the average student enrolls with the Charter School for a period of 18 months. Because of this, the student testing population may not contain the same students year over year.

Performance on the Dashboard and alternative metrics that were agreed upon between SDCOE and the Charter School are provided below.

California School Dashboard Performance

Overall, Altus Schools Coastal (ASC) demonstrated meaningful improvement across several Dashboard indicators in 2024-25, with the strongest gains in ELA and continued positive outcomes in English learner progress and chronic absenteeism. Schoolwide ELA performance increased 35.2 points to 11.2, surpassing the statewide result of -8.1, with particularly substantial gains among Hispanic or Latino and socioeconomically disadvantaged students. Mathematics also improved by 7.7 points, but student-group performance varied. The College and Career Indicator (CCI) continued a gradual upward trend, increasing to 21.1, although it remained below the statewide result of 51.7. English learner progress remained a relative strength at 56.0%, exceeding the statewide result by 9.6 percentage points despite a modest decline from the prior year.

Attendance outcomes were a notable strength, with schoolwide chronic absenteeism declining to 1.8% in 2024-25 compared with 17.1% statewide, and most reported student groups demonstrating similarly low rates. Overall, the results indicate positive momentum in schoolwide ELA achievement, English learner progress, and attendance, while mathematics achievement and college and career readiness remain areas for continued focus.

The following sections provide additional detail and analyses of the academic indicators on the Dashboard, and alternative metrics, including local data provided by the Charter School.

English Language Arts (ELA)

Dashboard performance in ELA is reflective of students who tested and were enrolled as of Census Day (first Wednesday in October). The Dashboard does not display data for indicators with fewer than 11 students and does not generate an indicator's color for fewer than 30 students. There is no color available in 2021-22 due to the COVID-19 pandemic.

Altus Schools Coastal's schoolwide ELA performance fluctuated over the four-year period but demonstrated substantial improvement in 2024-25. Performance declined from 16.3 in 2021-22 to -9.5 in 2022-23 and -24.1 in 2023-24, followed by a significant 35.2-point increase to 11.2 in 2024-25. This improvement was considerably greater than the statewide increase of 5.1 points during the same period. The Charter School's 2024-25 performance also exceeded the statewide result of -8.1, indicating a notable improvement in schoolwide ELA achievement.

Student-group results generally reflect the strong schoolwide improvement in 2024-25. socioeconomically disadvantaged students increased 31.6 points, from -43.5 to -11.9,

substantially exceeding the statewide increase of 5.5 points and Distance From Standard (DFS) of -35.3. Hispanic or Latino students demonstrated the largest gain, increasing 70.5 points from -55.6 to 14.9, compared with a 5.7 point statewide increase. White students also improved by 9.2 points to 22.4, although the gain was smaller than that of Hispanic or Latino students. Data for students with disabilities were not reported in 2024-25, and English learners, foster youth, and homeless youth did not have reportable results due to enrollment or minimum group-size requirements. Overall, the 2024-25 data demonstrate significant schoolwide improvement and substantial gains among the reported student groups, particularly Hispanic or Latino and socioeconomically disadvantaged students.

CA School Dashboard ELA Performance Schoolwide				
	2021-22	2022-23	2023-24	2024-25
Charter School	16.3 No Change Level	-9.5 Decreased Significantly ▼ -25.8 Points	-24.1 Decreased ▼ -14.6 Points	11.2 Increased Significantly ▲ +35.2 Points
State	-12.2 No Change Level	-13.6 Maintained — -1.4 Points	-13.2 Maintained — +0.4 Points	-8.1 Increased ▲ +5.1 Points

CA School Dashboard ELA Performance by Student Group				
	2021-22	2022-23	2023-24	2024-25
Students with Disabilities				
Charter School	No Data	No Data	-94.9 No Change Level	No Data
State	-97.3 No Change Level	-96.3 Maintained — +1.8 Points	-95.6 Maintained — +0.7 Points	-89.4 Increased ▲ +6.2 Points
Socioeconomically Disadvantaged				
Charter School	22.1 No Change Level	-29.4 Decreased Significantly ▼ -51.4 Points	-43.5 Decreased ▼ -14.1 Points	-11.9 Increased Significantly ▲ +31.6 Points
State	-41.4 No Change Level	-42.6 Maintained — -1.2 Points	-40.9 Maintained — +1.8 Points	-35.3 Increased ▲ +5.5 Points

English learners, foster youth, homeless youth data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

CA School Dashboard ELA Performance by Student Ethnicity				
	2021-22	2022-23	2023-24	2024-25
Hispanic or Latino				
Charter School	31.9 No Change Level	-37.3 Decreased Significantly ▼ -69.2 Points	-55.6 Decreased Significantly ▼ -18.4 Points	14.9 Increased Significantly ▲ +70.5 Points

CA School Dashboard ELA Performance by Student Ethnicity				
	2021-22	2022-23	2023-24	2024-25
State	-38.6 No Change Level	-40.2 Maintained — -1.7 Points	-39.3 Maintained — +0.9 Points	-33.7 Increased ▲ +5.7 Points
White				
Charter School	-5.9 No Change Level	13.7 Increased Significantly ▲ +19.6 Points	13.1 Maintained — -0.6 Points	22.4 Increased ▲ +9.2 Points
State	21.9 No Change Level	20.8 Maintained — -1.2 Points	19.2 Maintained — -1.6 Points	23.8 Increased ▲ +4.7 Points

African American, American Indian or Alaska Native, Asian, Filipino, Pacific Islander, and Two or More Races data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

Mathematics

Dashboard performance in mathematics is reflective of students who tested and were enrolled as of Census Day. The Dashboard does not display data for indicators with fewer than 11 students and does not generate an indicator's color for fewer than 30 students.

Altus Schools Coastal's schoolwide mathematics performance fluctuated over the four-year period but showed improvement in 2024-25. Performance increased from -95.8 in 2021-22 to -85.6 in 2022-23, declined to -93.9 in 2023-24, and then increased 7.7 points to -86.2 in 2024-25. This improvement was greater than the statewide increase of 5.2 points. However, the Charter School's 2024-25 performance remained below the statewide result of -42.4.

Student group results were mixed. Hispanic or Latino students demonstrated significant improvement, increasing 51.5 points from -123.5 in 2023-24 to -72.1 in 2024-25, which was substantially greater than the statewide increase of 5.6 points. In contrast, socioeconomically disadvantaged students declined 7.9 points to -118.7, while White students declined significantly by 32.4 points to -105.0. Students with disabilities did not have a reportable 2024-25 result, and several other student groups did not have reportable data due to enrollment or minimum group-size requirements. Overall, the 2024-25 results show schoolwide mathematics improvement, with a particularly strong gain among Hispanic or Latino students.

CA School Dashboard Math Performance Schoolwide				
	2021-22	2022-23	2023-24	2024-25
Charter School	-95.8 No Change Level	-85.6 Increased ▲ +10.2 Points	-93.9 Decreased ▼ -8.3 Points	-86.2 Increased ▲ +7.7 Points
State	-51.7 No Change Level	-49.1 Maintained — +2.6 Points	-47.6 Maintained — +1.5 Points	-42.4 Increased ▲ +5.2 Points

CA School Dashboard Math Performance by Student Group

	2021-22	2022-23	2023-24	2024-25
Students with Disabilities				
Charter School	No Data	No Data	-171.6 No Change Level	No Data
State	-130.8 No Change Level	-127.3 Increased ▲ +5.5 Points	-124.3 Maintained — +2.9 Points	-120.7 Increased ▲ +3.6 Points
Socioeconomically Disadvantaged				
Charter School	-115.1 No Change Level	-96.1 Increased Significantly ▲ +19.0 Points	-110.7 Decreased ▼ -14.6 Points	-118.7 Decreased ▼ -7.9 Points
State	-84.0 No Change Level	-80.8 Increased ▲ +3.2 Points	-78.2 Maintained — +2.6 Points	-72.9 Increased ▲ +5.3 Points

English learners, foster youth, homeless youth data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

	CA School Dashboard Math Performance by Student Ethnicity			
	2021-22	2022-23	2023-24	2024-25
Hispanic or Latino				
Charter School	-106.2 No Change Level	-112.8 Decreased ▼ -6.6 Points	-123.5 Decreased ▼ -10.7 Points	-72.1 Increased Significantly ▲ +51.5 Points
State	-83.4 No Change Level	-80.8 Maintained — +2.6 Points	-79.2 Maintained — +1.6 Points	-73.6 Increased ▲ +5.6 Points
White				
Charter School	-97.8 No Change Level	-71.0 Increased Significantly ▲ +26.8 Points	-72.6 Maintained — -1.6 Points	-105.0 Decreased Significantly ▼ -32.4 Points
State	-13.4 No Change Level	-11.1 Maintained — +2.3 Points	-10.3 Maintained — +0.7 Points	-6.2 Increased ▲ +4.2 Points

African American, American Indian or Alaska Native, Asian, Filipino, Pacific Islander and Two or More Races data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

Growth Model

The Growth Model is a way of measuring how students' academic scores change between the current year's assessment scores and the previous year's assessment scores. An individual growth score looks at the difference between the students' expected test score and their actual test score. The Growth Model looks at students in grades four through eight across California on ELA and Math assessments. While the Growth Model on the 2025 California School Dashboard is available for informational purposes, the State Board of Education has allowed its consideration during charter school renewal.

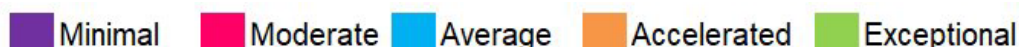
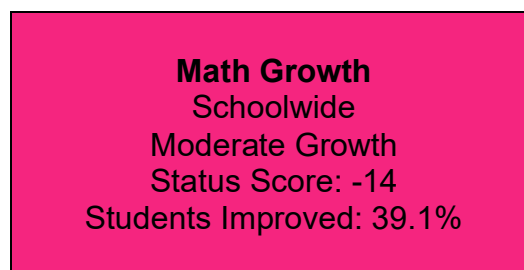
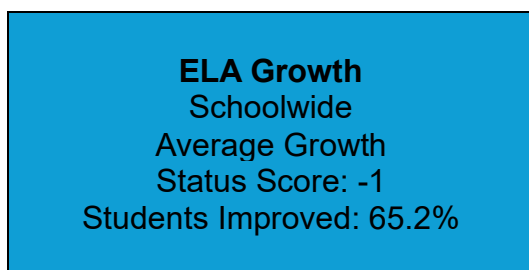
Growth Model Definitions:

1. **Growth Categories:** Measure the difference between the students' expected score and the students' actual score.

Status Level	Status Cut Score
1 – Minimal	-20.1 points or fewer
2 – Moderate	-20 points to -4.9 points
3 – Average	-5.0 points to 4.9 points
4 – Accelerated	5.0 points to 19.9 points
5 – Exceptional	20.0 points or greater

2. **Status Score:** Average growth among students
3. **Number of Students with Improved Scores:** Number of students who improved their score, by any amount, from 2023-24 to 2024-25
4. **Percentage of Students with Improved Scores:** Number of students with Improved Scores divided by the total number of students tested

Positive Status Score	Indicates that a schoolwide or a student group growth was more than their expected growth
Negative Status Score	Does not indicate a regression, rather it shows that schoolwide or a student group growth was lower their expected growth



In ELA, 65.2% of students at Altus Schools Coastal improved their scores from 2023-24 to 2024-25 by an average of 1 point lower than their expected growth.

In math, 39.1% of students at Altus Schools Coastal improved their scores from 2023-24 to 2024-25 by an average of 14 points lower than their expected growth.

Based on the Growth Categories this places the Charter School in average growth for ELA and moderate growth for Math. The charts below show growth for all major student groups.

English Language Arts Growth					
Student Group	Total Students Tested	Status Score	Growth Level	# Students Improved	% Students Improved
Socioeconomically Disadvantaged	17	0	Average Growth	12	70.6%

English learner, homeless youth, foster youth, and students with disabilities data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

Math Growth					
Student Group	Total Students Tested	Status Score	Growth Level	# Students Improved	% Students Improved
Socioeconomically Disadvantaged	17	-13	Moderate Growth	7	41.2%

English learner, homeless youth, foster youth, and students with disabilities data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

College and Career Readiness Measures (CCI)

College and Career Readiness Indicator (CCI) data is reflective of seventh through twelve grades only and did not report data in the 2021-22 school year due to the COVID-19 pandemic. The Dashboard does not display data for indicators with fewer than 11 students and does not generate an indicator color for fewer than 30 students.

Altus Schools Coastal's CCI performance has shown gradual improvement over the reporting period, although it remains below the statewide performance level. The Charter School's CCI increased from 16.3 in 2022-23 to 19.2 in 2023-24 and to 21.1 in 2024-25. The 2024-25 result increased by 1.9 points and was classified in the Orange performance level on the Dashboard. Despite this improvement, the Charter School's CCI remained below the statewide result of 51.7, which increased by 3.1 points in 2024-25.

Student-group results were generally stable, with some variation. Students with disabilities increased from 5.3 to 6.7, a 1.4-point improvement, while socioeconomically disadvantaged students increased slightly from 16.3 to 17.2. Hispanic or Latino students demonstrated the most notable improvement, increasing 17.7 points from 2.8 in 2023-24 to 20.5 in 2024-25. However, this result remained well below the statewide Hispanic or Latino result of 45.1. White students declined 4.5 points, from 26.1 to 21.6, and remained substantially below the statewide result of 58.6. Overall, the data indicate gradual schoolwide improvement in CCI, with a significant gain among Hispanic or Latino students.

CA School Dashboard CCI Schoolwide				
	2021-22	2022-23	2023-24	2024-25
Charter School	No Data	16.3%No Change Level	19.2% Increased ▲ +2.9%	21.1% Maintained — +1.9%
State	No Data	43.9% No Change Level	45.3% Maintained — +1.4%	51.7% Increased ▲ +3.1%

CA School Dashboard CCI by Student Group				
	2021-22	2022-23	2023-24	2024-25
Students with Disabilities				
Charter School	No Data	4.2% No Change Level	5.3% Maintained — +1.1%	6.7% Maintained — +1.4%
State	No Data	12.3% No Change Level	13.5% Maintained — +1.1%	18.7% Increased ▲ +3.3%
Socioeconomically Disadvantaged				
Charter School	No Data	17.9% No Change Level	16.3% Maintained — -1.5%	17.2% Maintained — +0.9%
State	No Data	35.4% No Change Level	37.4% Maintained — +1.9%	44.8% Increased ▲ +4.1%

English learners, foster youth, and homeless youth data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

CA School Dashboard CCI by Student Ethnicity				
	2021-22	2022-23	2023-24	2024-25
Hispanic or Latino				
Charter School	No Data	11.6% No Change Level	2.8% Decreased ▼ -8.9%	20.5% Increased ▲ +17.7%
State	No Data	35.5% No Change Level	37.4% Maintained — +1.8%	45.1% Increased ▲ +4.2%
White				
Charter School	No Data	20.0% No Change Level	26.1% Increased ▲ +6.1%	21.6% Decreased ▼ -4.5%
State	No Data	53.2% No Change Level	54.3% Maintained — +1.1%	58.6% Maintained — +1.3%

African American, American Indian or Alaska Native, Asian, Filipino, Pacific Islander and Two or More Races data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

Graduation Rate (Four-Year Cohort)

Graduation rate is reflective of grade twelve only and displays the percentage of students who received a high school diploma within four or five years of entering ninth grade. The Dashboard does not display data for indicators with fewer than 11 students and does not generate an indicator color for fewer than 30 students. Altus Schools Coastal also has a DASS Graduation Rate (one-year) reported on the California School Dashboard that closely aligns to the student population and can be found in the [Alternative Metrics](#) section further in this report.

CA School Dashboard Graduation Rate Schoolwide				
	2021-22	2022-23	2023-24	2024-25
Charter School	69.6% No Change Level	56.8% Decreased Significantly ▼ -12.7%	71.8% Increased Significantly ▲ +14.9%	75.5% Increased ▲ +3.7%
State	87.4% No Change Level	86.4% Decreased ▼ -1.0%	86.7% Maintained — +0.3%	87.8% Increased ▲ +1.0%

CA School Dashboard Graduation Rate by Student Group				
	2021-22	2022-23	2023-24	2024-25
Students with Disabilities				
Charter School	45.8% No Change Level	48.3% Increased ▲ +2.4%	71.4% Increased Significantly ▲ +23.2%	74.2% Increased ▲ +2.8%
State	75.2% No Change Level	72.7% Decreased ▼ -2.5%	74.4% Increased ▲ +1.7%	77.1 Increased ▲ +2.7%
Socioeconomically Disadvantaged				
Charter School	61.5% No Change Level	50.0% Decreased Significantly ▼ -11.5%	68.4% Increased Significantly ▲ +18.4%	75.7% Increased Significantly ▲ +7.3%
State	85.1% No Change Level	83.7% Decreased ▼ -1.4%	84.4% Maintained — +0.8%	86.2% Increased ▲ +1.8%

English learners, foster youth, and homeless youth data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

		CA School Dashboard Graduation Rate by Student Ethnicity			
		2021-22	2022-23	2023-24	2024-25
Hispanic or Latino					
Charter School	58.8% No Change Level	49.0% Decreased Significantly ▼ -9.8%	63.6% Increased Significantly ▲ +14.7%	65.2% Increased ▲ +1.6%	
State	85.3% No Change Level	84.2% Decreased ▼ -1.0%	85.3% Increased ▲ +1.1%	86.9% Increased ▲ +1.6%	
White					
Charter School	76.7% No Change Level	71.9% Decreased ▼ -4.9%	76.9% Increased Significantly ▲ +5.0%	92.3% Increased Significantly ▲ +15.4%	
State	90.8% No Change Level	89.8% Decreased ▼ -1.0%	89.2% Maintained — -0.6%	89.0% Maintained — -0.2%	
Two or More Races					
Charter School	No Data	No Data	No Data	54.5% No Change Level	
State	89.6% No Change Level	88.6% Decreased ▼ -1.0%	88.3% Maintained — -0.3%	87.9% Maintained — -0.4%	

African American, American Indian or Alaska Native, Asian, Filipino and Pacific Islander data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

English Learner Progress

Altus Schools Coastal has greater than 11, but fewer than 30 English learner students, and therefore the Dashboard displays the percentage of English learner students who progressed but does not have a performance color on the Dashboard.

The Charter School's English learner progress results demonstrate overall improvement over the four-year period, although performance declined slightly in 2024-25. The percentage of English learners making progress increased from 50.0% in 2022-23 to 58.3% in 2023-24. In 2024-25, performance decreased 2.3 percentage points to 56.0%. Despite this decline, the school's 2024-25 result remained higher than the statewide result of 46.4% and was 9.6 percentage points above the state average. Overall, the data indicate that Altus Schools Coastal has maintained a relatively strong level of English learner progress in recent years.

	CA School Dashboard English Learner Progress Schoolwide			
	2021-22	2022-23	2023-24	2024-25
Charter School	No Data	50.0% No Change Level	58.3% Increased ▲ +8.3%	56.0% Decreased ▼ -2.3%
State	50.3% No Change Level	48.7% Maintained — -1.6%	45.7% Decreased ▼ -3.0%	46.4% Maintained — +0.7%

Chronic Absenteeism

The chronic absenteeism rate is the percentage of students in transitional kindergarten through grade eight who are absent 10 percent or more of the instructional days they were enrolled. The Dashboard does not display data for indicators with fewer than 11 students and does not generate an indicator color for fewer than 30 students.

Altus Schools Coastal's chronic absenteeism rate has remained well below the statewide rate throughout the term of the charter and improved in 2024-25. The Charter School's schoolwide chronic absenteeism decreased from 5.4% in 2023-24 to 1.8% in 2024-25, a 3.7-point improvement. This compares favorably with the statewide rate of 17.1%, which declined by 1.5 points during the same period. Overall, the schoolwide chronic absenteeism rate has declined substantially from 11.1% in 2021-22 to 1.8% in 2024-25.

Student group results also reflect very low levels of chronic absenteeism. In 2024-25, English learners, homeless youth, and African American students had a reported rate of 0.0%. Students with disabilities decreased from 5.0% to 0.0% and socioeconomically disadvantaged students decreased from 3.8% to 0.0%. Hispanic or Latino students also declined to 0.0%, compared with a statewide rate of 20.1%. White students increased slightly from 5.0% to 5.6% but remained well below the statewide rate of 12.2%. Overall, the data demonstrate strong attendance outcomes across the reported student groups, with the Charter School's 2024-25 schoolwide chronic absenteeism rate substantially below the statewide rate and continued improvement among most reported student groups.

	CA School Dashboard Chronic Absenteeism Schoolwide			
	2021-22	2022-23	2023-24	2024-25
Charter School	11.1% No Change Level	1.9% Declined ▼ -9.2%	5.4% Increased ▲ +3.5%	1.8% Declined ▼ -3.7%
State	30.0% No Change Level	24.3% Declined Significantly ▼ -5.7%	18.6% Declined Significantly ▼ -5.7%	17.1% Declined ▼ -1.5%

CA School Dashboard Chronic Absenteeism by Student Group				
	2021-22	2022-23	2023-24	2024-25
Students with Disabilities				
Charter School	0.0% No Change Level	0.0% No Change Level	5.0% Increased ▲ +5.0 Points	0.0% Declined ▼ -5.0 Points
State	39.6% No Change Level	33.1% Declined Significantly ▼ -6.5%	26.3% Declined Significantly ▼ -6.8%	24.9% Declined ▼ -1.5%
Socioeconomically Disadvantaged				
Charter School	17.4% No Change Level	2.8% Declined ▼ -14.6%	3.8% Increased ▲ +1.0%	0.0% Declined ▼ -3.8%
State	37.4% No Change Level	29.9% Declined Significantly ▼ -7.5%	23.4% Declined Significantly ▼ -6.6%	21.7% Declined ▼ -1.6%

English learners, foster youth and homeless youth data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

CA School Dashboard Chronic Absenteeism by Student Ethnicity				
	2021-22	2022-23	2023-24	2024-25
Hispanic or Latino				
Charter School	17.6% No Change Level	3.4% Declined ▼ -14.2%	4.4% Increased ▲ +1.0%	0.0% Declined ▼ -4.4%
State	35.8% No Change Level	28.4% Declined Significantly ▼ -7.4%	21.7% Declined Significantly ▼ -6.7%	20.1% Declined ▼ -1.6%
White				
Charter School	0.0% No Change Level	0.0% Maintained — 0.0%	5.0% Increased ▲ +5.0%	5.6% Increased ▲ +0.6%
State	21.9% No Change Level	18.5% Declined Significantly ▼ -3.5%	13.5% Declined Significantly ▼ -4.9%	12.2% Declined ▼ -1.3%

African American, American Indian or Alaska Native, Asian, Filipino, Pacific Islander and Two or More Races data was not included because, 1) The school did not have enrollment, or 2) The enrollment was below 11 students and not reported

Alternative Metrics

During the first year of the charter term, an authorizing agency and a DASS charter school may mutually agree on alternative metrics that will be used to evaluate the school for renewal. In addition to the Charter School's performance on state and local indicators on the Dashboard, the chartering authority shall also consider the agreed upon alternative metrics.

Altus Schools Coastal and SDCOE entered into a Memorandum of Understanding (MOU) dated September 16, 2021, in the first year of its current charter term. The sections below identify each of the alternative metrics agreed upon between SDCOE and Altus Schools Coastal in the MOU.

California School Dashboard: ELA

The Charter School will either:

- a. Exceed the County DASS schools average (charter school and non-charter school), **or**
- b. Exceed the state DASS schools average (charter school and non-charter school)

Altus Schools Coastal met the established ELA performance metric each year from 2021-22 through 2024-25, exceeding both the County and State DASS averages every year. In 2024-25, the Charter School's ELA Distance From Standard was 11.2, compared with -81.61 for County DASS schools and -104.6 for State DASS schools. This represents a substantial advantage of 92.81 points over the County DASS average and 115.8 points over the State DASS average.

Overall, the Charter School's ELA performance fluctuated during the reporting period, declining from 16.3 in 2021-22 to -24.1 in 2023-24, before improving significantly to 11.2 in 2024-25. The 35.2 point improvement in 2024-25 resulted in the school moving above standard while both DASS comparison averages remained below standard. These results demonstrate that the school continues to perform substantially above comparable DASS schools and consistently meets the MOU target.

	CA School Dashboard ELA Performance Schoolwide			
	2021-22	2022-23	2023-24	2024-25
Charter School	16.3	-9.5	-24.1	11.2
County DASS Average	-92.0	-113.5	-101.5	-81.6
State DASS Average	-114.7	-118.2	-112.6	-104.6
MOU Target Met	Met	Met	Met	Met

Averages use a weighted method

California School Dashboard: Mathematics

The Charter School will either:

- a. Exceed the County DASS schools average (charter school and non-charter school), **or**
- b. Exceed the state DASS schools average (charter school and non-charter school)

Altus Schools Coastal met the established mathematics performance metric in each year from 2021-22 through 2024-25, exceeding both the County and State DASS averages in every year. In 2024-25, the Charter School's Math DFS was -86.2, compared with -160.5 for County DASS schools and -175.2 for State DASS schools. This represents a substantial advantage of 74.3 points over the County DASS average and 89.0 points over the State DASS average.

Overall, the school's mathematics performance fluctuated during the reporting period, improving from -95.8 in 2021-22 to -85.6 in 2022-23, declining to -93.9 in 2023-24, and then improving by 7.7 points to -86.2 in 2024-25. Although the Charter School's performance remained below standard, it was consistently stronger than both DASS comparison averages. These results demonstrate that the Charter School continues to perform substantially above comparable DASS schools and consistently meets the MOU target.

	CA School Dashboard Math Performance Schoolwide			
	2021-22	2022-23	2023-24	2024-25
Charter School	-95.8	-85.6	-93.9	-86.2
County DASS Average	-158	-186.9	-176.4	-160.5
State DASS Average	-164.6	-190	-183.1	-175.2
MOU Target Met	Met	Met	Met	Met

Averages use a weighted method

California School Dashboard: Local Indicators

Meet all Local Indicators on the California School Dashboard

Local Indicator	Status
Implementation of Academic Standards Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to their local governing board at a	Standard Met

Local Indicator	Status
regularly scheduled meeting and reports to educational partners and the public through the Dashboard.	
Access to a Broad Course of Study This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.	Standard Met
Basics: Teachers, Instructional Materials, Facilities This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean, and functional school facilities. <i>Additional information on staff credentialing can be found in the section below.</i>	Standard Met
Parent and Family Engagement This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes, and seeks input for decision-making.	Standard Met
Local Climate Survey This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.	Standard Met

California School Dashboard: DASS 1-Year Graduation Rate

The Charter School will either:

- a. Exceed the County DASS schools average (charter school and non-charter school), **or**
- b. Exceed the state DASS schools average (charter school and non-charter school)

CA School Dashboard DASS Graduation Rate Schoolwide			
2021-22	2022-23	2023-24	2024-25

Charter School	94.0%	90.8%	98.6%	97.7%
County DASS Average	77.7%	73.1%	78.2%	82.9%
State DASS Average	71.9%	68.8%	72.4%	75.3%
MOU Target Met	Met	Met	Met	Met

Averages use a weighted method

California School Dashboard: Suspension Rate

The Charter School will achieve a schoolwide suspension rate of 1.5% or less as reported on the California School Dashboard.

	CA School Dashboard Suspension Schoolwide			
	2021-22	2022-23	2023-24	2024-25
Charter School	0.0%	0.0%	0.1%	0.0%
MOU Target Met	Met	Met	Met	Met

California Dashboard: English Learner Progress

The Charter School will either:

- Exceed the County DASS schools average (charter school and non-charter school), **or**
- Exceed the state DASS schools average (charter school and non-charter school)

	CA School Dashboard English Learner Progress Schoolwide			
	2021-22	2022-23	2023-24	2024-25
Charter School	No Data	50.0%	58.3%	56.0%
County DASS Average	40.9%	37%	33.5%	39.7%
State DASS Average	40.6%	32.5%	32.7%	36.7%
MOU Target Met	-	Met	Met	Met

Averages use a weighted method

No Data = CDE did not report data either because there were no students to report, or there were fewer than 11 students.

California Assessment of Student Performance and Progress (CAASPP)

Subject	DASS Renewal Criteria
ELA Progress	The Charter School will meet this in one of two ways: 1. Exceed the County DASS schools average (charter school and non-charter school), or 2. Exceed the state DASS schools average (charter school and non-charter school)
Math Progress	The Charter School will meet this in one of two ways: 1. Exceed the County DASS schools average (charter school and non-charter school), or 2. Exceed the state DASS schools average (charter school and non-charter school)

Altus Schools Coastal met the established CAASPP ELA performance metric in each year from 2021-22 through 2024-25, exceeding both the County and State DASS averages in every year. In 2024-25, the school's ELA performance was 46.05%, compared with 26.8% for the County DASS average and 20.03% for the State DASS average. This represents a difference of 19.25 percentage points above the County DASS average and 26.02 percentage points above the State DASS average.

Overall, the school's ELA performance declined over the first three years of the reporting period, from 59.09% in 2021-22 to 31.43% in 2023-24, before increasing substantially by 14.62 percentage points to 46.05% in 2024-25. The 2024-25 result also exceeded the school's 2023-24 performance and remained well above both DASS comparison averages. These results demonstrate that the Charter School continues to perform comparatively strongly in ELA relative to other DASS schools and consistently meets the MOU target.

	CAASPP ELA Performance Schoolwide			
	2021-22	2022-23	2023-24	2024-25
Charter School	59.09%	43.84%	31.43%	46.05%
County DASS Average	27.8%	26.4%	26.1%	26.8%
State DASS Average	22.49%	19.52%	19.63%	20.03%
MOU Target Met	Met	Met	Met	Met

Averages use a weighted method

Altus Schools Coastal met the established CAASPP mathematics performance metric in each year from 2021-22 through 2024-25, exceeding both the County and State DASS averages in every year. In 2024-25, the school's mathematics performance was 19.48%, compared with 10.6% for the County DASS average and 7.58% for the State DASS average. This represents

a difference of 8.88 percentage points above the County DASS average and 11.90 percentage points above the State DASS average.

Overall, the school's mathematics performance fluctuated during the reporting period, declining from 20.00% in 2021-22 to 15.07% in 2022-23, followed by an increase to 20.76% in 2023-24 and a slight decline to 19.48% in 2024-25. Despite the 1.28-point decrease in the most recent year, the school continued to perform substantially above both DASS comparison averages. These results demonstrate comparatively strong mathematics performance relative to other DASS schools and consistent attainment of the MOU target.

	CAASPP Math Performance Schoolwide			
	2021-22	2022-23	2023-24	2024-25
Charter School	20.00%	15.07%	20.76%	19.48%
County DASS Average	8.1%	6.9%	8.2%	10.6%
State DASS Average	7.23%	4.40%	5.23%	7.58%
MOU Target Met	Met	Met	Met	Met

Averages use a weighted method

NWEA Performance

The Charter School will meet this renewal criteria with an average of 60% growth or higher in reading, language usage, and math for students in grades seven through eleventh and by all significant student groups.

	NWEA MAP Growth Summary			
	2021-22	2022-23	2023-24	2024-25
Reading	78%	81%	78%	81%
Language Usage	88%	76%	86%	89%
Mathematics	73%	66%	66%	79%
MOU Target Met	Met	Met	Met	Met

Altus Schools Coastal met the MOU target for Reading each year of the reporting period. Schoolwide performance increased from 78% in 2021-22 to 81% in 2022-23, declined to 78% in 2023-24, and increased again to 81% in 2024-25. Student-group results generally reflect strong performance. Hispanic students increased from 67% in 2021-22 to 81% in 2022-23 and maintained 81% in 2024-25. Socioeconomically disadvantaged students demonstrated substantial improvement over the period, increasing from 64% to 79%, while students with disabilities increased from 70% in 2023-24 to 72% in 2024-25. White students remained relatively strong, ranging from 83% to 87%, and English learners maintained from 80% in the

reportable years. Overall, reading results demonstrate consistently strong performance, with 81% of all students meeting the identified growth target in 2024-25.

	NWEA MAP Growth Reading by Student Group			
	2021-22	2022-23	2023-24	2024-25
All Students	78%	81%	78%	81%
Hispanic	67%	81%	78%	81%
White	No Data	87%	85%	83%
English Learner	No Data	80%	No Data	80%
Socioeconomically Disadvantaged	64%	77%	83%	79%
Students with Disabilities	No Data	78%	70%	72%
MOU Target Met	Met	Met	Met	Met

No Data indicates there were fewer than 11 students reported for the student group..

Altus Schools Coastal met the MOU target for Language Usage in each year of the charter term. Schoolwide performance fluctuated, declining from 88% in 2021-22 to 76% in 2022-23 before increasing to 86% in 2023-24 and 89% in 2024-25, the highest result of the reporting period. Student-group results were generally strong in 2024-25. English learners increased to 92%, Students with disabilities increased to 90%, and socioeconomically disadvantaged students maintained 88%. Hispanic students declined slightly from 88% to 84% in 2024-25 but remained above the 2022-23 result of 70%. Overall, the results indicate strong and improving language usage performance schoolwide.

	NWEA MAP Growth Language Usage by Student Group			
	2021-22	2022-23	2023-24	2024-25
All Students	88%	76%	86%	89%
Hispanic	88%	70%	88%	84%
White	No Data	86%	No Data	No Data
English Learner	No Data	No Data	No Data	92%
Socioeconomically Disadvantaged	80%	69%	88%	88%

	NWEA MAP Growth Language Usage by Student Group			
	2021-22	2022-23	2023-24	2024-25
Students with Disabilities	No Data	74%	84%	90%
MOU Target Met	Met	Met	Met	Met

No Data indicates there were fewer than 11 students reported for the student group.

Altus Schools Coastal met the MOU target for mathematics in each year. Schoolwide performance declined from 73% in 2021-22 to 66% in both 2022-23 and 2023-24, before increasing substantially to 79% in 2024-25. This 13-point increase represents the strongest year-over-year improvement among the three tested areas. Student-group results were mixed but generally improved in 2024-25. Socioeconomically disadvantaged students increased from 65% to 77%, and Students with disabilities increased from 57% to 75%. White students also demonstrated a substantial increase from 63% in 2023-24 to 88% in 2024-25. Hispanic students remained at 71% for the past two years, while English learner data were not reportable in 2024-25. Overall, the 2024-25 results demonstrate significant schoolwide improvement in mathematics and stronger performance among several reported student groups.

	NWEA MAP Growth Math by Student Group			
	2021-22	2022-23	2023-24	2024-25
All Students	73%	66%	66%	79%
Hispanic	75%	74%	71%	71%
White	No Data	60%	63%	88%
English Learner	No Data	70%	No Data	No Data
Socioeconomically Disadvantaged	74%	64%	65%	77%
Students with Disabilities	No Data	64%	57%	75%
MOU Target Met	Met	Met	Met	Met

No Data indicates there were fewer than 11 students reported for the student group.

CDE Data Quest

Expulsion Rate

The Charter School will meet this by achieving a schoolwide expulsion rate of 1% or less.

	Expulsion Rate Schoolwide			
	2021-22	2022-23	2023-24	2024-25
Charter School	0.0%	0.0%	0.0%	0.0%
MOU Target Met	Met	Met	Met	Met

Data Source: CDE DataQuest Expulsion Rate Report

One-Year Dropout Rate

Based on CDE's one-year dropout rate calculation methodology using California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 Report 8.1. The Charter School will meet this by maintaining a dropout rate of 5% or less.

	Dropout Rate Schoolwide			
	2021-22	2022-23	2023-24	2024-25
Charter School	0.6%	1.6%	2.5%	3.0%
MOU Target Met	Met	Met	Met	Met

Participation Rate (Attendance)

The Charter School will meet this by achieving a participation rate of 84% schoolwide and by significant student groups.

	Participation Rate by Student Group			
	2021-22	2022-23	2023-24	2024-25
All Students	91.1%	91.9%	95.7%	95.0%
Hispanic	88.7%	90.1%	95.6%	94.2%
White	92.3%	93.0%	97.5%	95.8%
English Learner	96.7%	90.6%	94.5%	94.1%
Socioeconomically Disadvantaged	88.9%	89.7%	95.4%	94.6%
Students with Disabilities	88.8%	89.5%	94.7%	93.8%
MOU Target Met	Met	Met	Met	Met

Local Climate Survey Results

The Charter School will achieve a 90% or higher on new student confidence levels as indicated on the Student Confidence Survey.

	Student Confidence Survey – Ability to Learn and Succeed			
	2021-22	2022-23	2023-24	2024-25
Charter School	96%	97%	97%	96%
MOU Target Met	Met	Met	Met	Met

	Student Confidence Survey – Skills to Learn and Succeed			
	2021-22	2022-23	2023-24	2024-25
Charter School	93%	94%	94%	95%
MOU Target Met	Met	Met	Met	Met

The Charter School will achieve a 90% or higher on the Student Safety Survey.

	Student Safety Survey			
	2021-22	2022-23	2023-24	2024-25
Charter School	100%	100%	100%	100%
MOU Target Met	Met	Met	Met	Met

The Charter School will achieve 90% or higher on the Parent Safety Survey.

	Parent Safety Survey			
	2021-22	2022-23	2023-24	2024-25
Charter School	100%	100%	97.1%	100%
MOU Target Met	Met	Met	Met	Met

Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

Staffing and Teacher Credentialing

EC 47605, 47605.6, and 47605.4 require charter school teachers to hold a California teaching credential required for their assignment. In addition to the annual SDCOE credential assignment reviews, state law requires charter schools to participate in annual teacher assignment monitoring through the California Statewide Assignment Accountability System (CALSAAS). CALSAAS identifies five types of credentials:

1. **Clear:** The staff member is authorized by a clear or preliminary credential or by a local assignment option.
2. **Intern:** The staff member is authorized by an intern credential.

3. **Out-of-Field:** The staff member is authorized by a General Education Limited Assignment Teaching Permit (GELAP), Special Education Limited Assignment Permit (SELAP), short-term waiver, emergency permit, or local assignment option.
4. **Ineffective:** The staff member does not hold a legal authorization, or emergency credential, variable term waiver, or substitute permit.
5. **Incomplete:** Missing or incorrect information was reported about the assignment, and CALSAAS could not make a determination.

The chart below shows results from CALSAAS over the charter term by percentage and full-time equivalent (FTE) of teachers in each credential type.

Total Teaching FTE is defined as the sum of FTE at the selected entity associated with any classroom-based teaching assignment. The FTE for administrator, pupil services, and non-classroom-based assignments are not included in these counts.

Data: CDE Teaching Assignment Monitoring Outcomes by FTE Report

Credential Type	2021-22	2022-23	2023-24
Total Teaching FTE	8.0	9.0	7.0
Clear	15.4%	35.5%	16.9%
Out-of-Field	83.9%	63.9%	83.3%
Intern	0.0%	0.0%	0.0%
Ineffective	0.0%	0.3%	0.0%
Incomplete	0.3%	0.4%	0.0%

Over the course of the charter term, the school's teacher credentialing data shows a majority of teaching FTE continued to be authorized through out-of-field assignments. These are the Local Assignment Options (LAO) all charter schools are allowed to use, per the Commission on Teacher Credentialing (CTC). LAOs are rules in state laws and regulations that let local school boards assign a fully credentialed teacher to a subject or setting outside their normal credential limits. Additionally, the school participates in many dual enrollment partnerships and must use LAOs for teachers of record in CALPADS which adds to their out-of-field assignment percentages.

Minimal amounts of teachers were identified as ineffective or incomplete in any year, with the most recent reportable year at zero in both categories. This indicates that all reported assignments received a determination through CALSAAS and that the school did not have teachers classified as lacking legal authorization.

Enrollment Demographics

EC Section 47605(c)(5)(G) requires a charter school to include in its charter petition a reasonably comprehensive description of 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 that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

Altus Schools Coastal is located within the boundaries of Carlsbad Unified School District. The chart below shows the Charter School's demographics as compared to the Carlsbad Unified School District.

Student Group	Charter School	Carlsbad USD
English Learners	10.9%	4.0%
Foster Youth	0.5%	0.1%
Homeless Youth	8.6%	0.7%
Migrant Education	0.0%	0.1%
Socioeconomically Disadvantaged	60.6%	21.9%
Students with Disabilities	25.3%	16.1%

Student Ethnicity	Charter School	Carlsbad USD
African American	4.1%	1.1%
American Indian or Alaska Native	1.8%	0.2%
Asian	1.4%	5.4%
Filipino	0.5%	0.9%
Hispanic or Latino	49.8%	25.9%
Pacific Islander	0.0%	0.2%
Two or More Races	6.3%	10.6%
White	36.2%	55.7%
Not Reported	0.0%	0.0%

Altus Schools Coastal serves many of the same student groups as Carlsbad Unified School District but enrolls proportionally larger populations of several higher-need student groups. English Learners, homeless youth, and students with disabilities each represent a greater

share of the Charter School's enrollment than the school districts. The most substantial difference is among socioeconomically disadvantaged students, who comprise 60.6% of the Charter School's enrollment compared with 21.9% of district enrollment. The Charter School also enrolls proportionally larger populations of African American, American Indian or Alaska Native, and Hispanic or Latino students.

Within the Renewal Petition, the Charter School describes a comprehensive recruitment and retention approach designed to maintain a student population reflective of the diversity in the communities it serves, as well as providing equitable access to its educational programs. The school's recruitment approach includes multilingual outreach, with an emphasis on Spanish-language outreach, digital advertising directed towards families with school-age children from historically underserved populations, open houses and campus tours, community engagement, and partnerships with local organizations (i.e., libraries, colleges, youth organizations, workforce agencies, social service providers, etc.).

Altus Schools Coastal annually monitors student enrollment and success. The Charter School's Local Control Accountability Plan (LCAP) specifically identifies English learners, foster youth, and socioeconomically disadvantaged students as priority populations for engagement. The Charter School has recognized that some of these student populations have been historically underrepresented in advanced academic programs and has developed informational campaigns to increase awareness of Honors, Advanced Placement, Early College Credit, Advancement Via Individual Determination (AVID), Gifted and Talented Education, and other advanced learning opportunities. Through communication, family outreach, and targeted recruitment efforts, the Charter School seeks to close opportunity gaps, increase participation in advanced academic programming, and improve college and career readiness outcomes for traditionally underserved student groups.

The California Department of Education (CDE) does not publish district comparison data for special education enrollment by disability type. Students with disabilities account for 16.9% of the overall student population in San Diego County. California recognizes 14 categories of disability. In San Diego County, 93% of students with disabilities fall under one of four disability types: Autism, Other Health Impairment, Specific Learning Disability, or Speech or Language Impairment.

The table below shows the Altus Schools Coastal's students with disabilities data by disability type. This data is collected annually on the CALPADS Fall I Census Day. Data is suppressed for student groups fewer than 10 students. Between 2024-25 and 2025-26, an average of 79.02% of the Charter School's students with disabilities identified as autistic, or have a specific learning disability, speech or language impairment, or other health impairment. Averages were not taken for 2022-23 and 2023-24 because a majority or all student group reporting was suppressed due to the student group size. The Charter School's data is in alignment with students with disabilities across San Diego County.

Data source: CDE Special Education Enrollment by Disability Type

Disability Type	2022-23	2023-24	2024-25	2025-26
Autism	*	*	25.53%	26.32%
Emotional Disturbance	*	*	No Data	*
Intellectual Disability	*	*	*	*
Multiple Disabilities	*	*	No Data	*
Orthopedic Impairment	*	*	*	No Data
Other Health Impairment	*	*	25.53%	21.05%
Specific Learning Disability	30.43%	*	29.79%	29.82%
Speech or Language Impairment	*	*	*	*

To protect student privacy, data may be suppressed () on the special education downloadable files based on a combination of factors, including but not limited to the cell sizes at certain aggregation levels and within selected student populations that are 10 or fewer. "No Data" cells indicate that no students were reported under that disability category for the specified school year.*

Special education disability data is not available prior to the 2022-23 school year.

Financial Condition

SDCOE assesses the Charter School's financial condition at each financial reporting period. A charter school's financial condition is defined as:

1. Will meet all financial obligations for the current and two subsequent fiscal years
2. May not meet its financial obligations for the current or two subsequent fiscal years
3. Will not meet its financial obligations for the current or two subsequent fiscal years

Over the course of the current charter term, Altus Schools Coastal has consistently met all financial obligations and has been free of audit findings as indicated in the following sections.

Historical Financial Sustainability

A charter school's budget is comprised of both unrestricted and restricted revenue sources. Unrestricted revenues, such as Local Control Funding Formula (LCFF) funding, may be used to support virtually any aspect of a charter school's operations, including personnel, instructional programs, facilities, and other ongoing operating expenses. As a result, unrestricted funds provide the greatest flexibility and are the primary source used to sustain the day-to-day operations and long-term fiscal viability of the school.

In contrast, restricted revenues are provided for specific purposes and may only be used in accordance with the requirements of the funding source. Examples include Assembly Bill (AB) 602 special education funding and federal Title program funding. Restricted funds often support targeted programs or services, may be one-time in nature, and in some cases require continued application, eligibility, and reporting to receive future allocations. Because these

funds cannot generally be redirected to support core operations or offset unrestricted operating shortfalls, they provide limited insight into a charter school's overall fiscal solvency.

Accordingly, while both unrestricted and restricted revenues are important components of a charter school's budget, the school's ability to maintain financial stability and sustain ongoing operations is primarily dependent on the adequacy of its unrestricted resources. For this reason, the following financial summary focuses primarily on the unrestricted portion of the budget when assessing fiscal health and solvency.

Fiscal Indicator	2021-22 Unaudited Actuals	2022-23 Unaudited Actuals	2023-24 Unaudited Actuals	2024-25 Unaudited Actuals	2025-26 Second Interim
Annual Unrestricted Surplus/(Deficit) Indicates whether the Charter School's expenditures were more or less than what it received in revenue in a fiscal year	(\$63,002)	\$283,149	\$1.78 million	\$1.37 million	\$91,940
Unrestricted Ending Fund Balance Represents the fund balance remaining after the surplus or deficit is combined with the beginning fund balance	\$2.17 million	\$2.45 million	\$4.24 million	\$5.60 million	\$5.70 million
Reserve for Economic Uncertainties (REU) The Charter School is required to maintain an REU of 5% per the memorandum of understanding between SDCOE and the Charter School	48.41%	59.13%	103.53%	131.61%	116.37%
Cash Balance Cash balance as of June 30	\$1 million	\$2.7 million	\$4.4 million	\$5.0 million	\$5.0 million
Days of Cash on Hand The charter school sector recommends a charter school maintain between 30 and 60 days of cash on hand	82 Days	233 Days	391 Days	430 Days	369 Days

Financial Audit Performance

A charter school is required to contract with an eligible auditor for an annual financial audit. The following chart summarizes the Charter School's audit results over the charter term. Due to the final audit not being issued until December following the audited fiscal year, the latest audit year available is the 2024-25 fiscal year.

Audit Indicator	2021-22	2022-23	2023-24	2024-25
Timely Audit Submission A charter school is required to annually submit their audit report on or before Dec. 15 (EC 47605 prior to AB 126)	Yes	Yes	Yes	Yes
Audit Opinion “Unmodified” indicates the financial statements fairly represent the charter school’s financial position in accordance with accounting standards “Modified” or “Qualified” opinion indicates a material issue or insufficient evidence in a specific are of the financial statements, while the remainder are considered reliable	Unmodified	Unmodified	Unmodified	Unmodified
Material Weakness(es) <i>Number of Findings</i> A deficiency in internal controls that creates a reasonable possibility that a material error in the financial statements could occur and go uncorrected	None	None	None	None
Significant Deficiency <i>Number of Findings</i> A significant deficiency is a flaw in internal controls that is less severe than a material weakness but still merits attention	None	None	None	None

Audit Indicator	2021-22	2022-23	2023-24	2024-25
Statutory Compliance <i>Number of Findings</i> Adherence to specific state and federal laws and regulations that govern operations, funding, and program requirements within the scope of the audit	None	None	None	None
Restated Audit Findings <i>Number of Findings</i> Indicates the number of restated audit findings from the prior audit year	None	None	None	None

Projected Long-Term Sustainability

The Charter School submitted assumptions, a proposed budget, and multiyear projection with the Renewal Petition. SDCOE has analyzed the multiyear projection, assumptions, and other financial documentation available for reasonableness.

The primary source of revenue for charter schools is the LCFF which is reliant on a charter school's average daily attendance (ADA), or how often enrolled students attend school, and enrollment of higher need student populations (e.g., foster youth, homeless youth, socioeconomically disadvantaged). As a result, student enrollment at a charter school can be a critical factor in fiscal sustainability.

Throughout the current charter term, the Charter School has had steady growth until 2025-26. There was a decline of 18 students (7.5%) from the prior year which was attributed to first semester graduates.

Enrollment	2021-22	2022-23	2023-24	2024-25	2025-26
Grade TK	0	0	0	0	0
Grade K	0	0	0	0	0
Grade 1	0	0	0	0	0
Grade 2	0	0	0	0	0
Grade 3	0	0	0	0	0
Grade 4	0	0	0	0	0
Grade 5	0	0	0	0	0

Enrollment	2021-22	2022-23	2023-24	2024-25	2025-26
Grade 6	6	5	8	5	9
Grade 7	7	15	16	12	8
Grade 8	10	9	14	23	20
Grade 9	52	50	34	36	55
Grade 10	41	70	88	98	69
Grade 11	36	23	33	23	29
Grade 12	35	47	44	42	31
Total Enrollment	187	219	237	239	221
Change Year-Over-Year #		32	18	2	-18
Change Year-Over-Year %		17.1%	8.2%	0.8%	-7.5%

Historically, the charter school's average annual growth has been 4.65%. The Charter School is projecting enrollment increases from 282 students in 2027-28 to 361 students in 2031-32, representing approximately 28% growth over five years, and an average annual growth of 6.35%, which is slightly higher than the historical average annual growth, but reasonable.

Proposed Enrollment	2027-28	2028-29	2029-30	2030-31	2031-32
Grade TK	0	0	0	0	3
Grade K	0	0	0	0	3
Grade 1	0	0	0	0	3
Grade 2	0	0	0	0	3
Grade 3	0	0	0	0	3
Grade 4	0	0	0	0	3
Grade 5	0	0	0	0	3
Grade 6	10	11	13	15	20
Grade 7	17	18	20	21	23
Grade 8	17	19	20	22	24
Grade 9	59	62	64	67	69
Grade 10	59	62	64	67	69

Proposed Enrollment	2027-28	2028-29	2029-30	2030-31	2031-32
Grade 11	60	62	65	67	69
Grade 12	60	62	65	68	69
Total Enrollment	282	296	311	327	361
Change Year-Over-Year #		14	15	16	34
Change Year-Over-Year %		4.9%	5.0%	5.1%	10.4%

Based on the financial projections submitted, the Charter School has used reasonable assumptions in its multiyear projection and projects a surplus throughout the projection period. Altus Schools Coastal is projected to meet all financial obligations for the 2027-28 and two subsequent fiscal years (2028-29 and 2029-30), as shown in the table below.

Fiscal Indicator	2027-28 Proposed	2028-29 Proposed	2029-30 Proposed
Annual Unrestricted Surplus/(Deficit) Indicates whether the Charter School's expenditures were more or less than what it received in revenue in a fiscal year	\$325,057	\$308,998	\$296,912
Unrestricted Ending Fund Balance Represents the fund balance remaining after the surplus or deficit is combined with the beginning fund balance	\$6.44 million	\$6.75 million	\$7.06 million
Reserve for Economic Uncertainties (REU) The charter school is required to maintain a REU of 4% per the MOU between SDCOE and the Charter School	134.61%	130.88%	127.33%
Cash Balance Cash balance projected as of June 30	\$5.39 million	\$5.54 million	\$5.74 million
Days Cash on Hand The charter school sector recommends a charter school maintain between 30 and 60 days of cash on hand.	408	391	378

Altus Schools Coastal has several positive financial indicators, including an unrestricted ending fund balance of \$6.44 million in 2027-28 that is projected to increase to \$7.06 million by 2029-30, projected unrestricted surpluses in each of the three years, and a REU ranging

from approximately 127.33% to 134.61%, exceeding the required 5%. Projected cash balances above \$5 million, representing approximately 378 to 408 days of cash on hand.

The Charter School has met all financial obligations during the current charter term and has received unmodified audit opinions with no material weaknesses, significant deficiencies, statutory compliance findings, or restated findings. The projected positive operating results support the financial position as presented for the renewal period. Based on the financial projections and available historical financial information, the Charter School is projected to meet its financial obligations for 2027-28 and the two subsequent fiscal years.

Governance

Governance is a foundational element of a charter school's ability to successfully implement and sustain its educational program. Through oversight of academic performance, fiscal operations, and organizational compliance, the governing board is responsible for ensuring the school remains aligned with its mission and applicable legal requirements. As part of ongoing oversight and the renewal review process, SDCOE evaluates the Charter School's governance structure and practices to determine whether they support the continued successful operation of the school.

Altus Schools Coastal is under the umbrella of a charter management organization, Altus Schools Southern California. Altus Schools Southern California is a 501(c)(3) non-profit organization and operates 10 charter schools in California, including Altus Schools Coastal. Related-party relationships are disclosed, and the Charter School's governing board demonstrates awareness of its responsibility to review and oversee these relationships. There is one new related party in 2025-26, Altus Schools Coachella Valley, as well as the continued disclosure of the following related parties:

1. Altus Schools Southern California: Charter management organization
2. Altus Schools Charter School of San Diego: Charter management organization operating charter schools under San Diego Unified School District.
3. Charter schools organized under Altus Schools Southern California, in addition to Altus Schools Coastal:
 - a. Altus Schools North County
 - b. Altus Schools East County
 - c. Altus Schools South Bay
 - d. Altus Schools Mirus
 - e. Altus Schools Riverside County
 - f. Altus Schools Coachella Valley

Altus Schools Coastal Board Members

Board Member	Current Term	Position on Board
Wayland Myers	Board Chairperson	Oct. 2021 – June 30, 2027
Chris Gordon	Board Member	Jan. 1, 2023 – June 30, 2029
Jim Herr	Board Member	Jan. 1, 2023 – June 30, 2029
Christina Stevens	Board Member	July 1, 2024 – June 30, 2030

Board Composition	
Minimum Number of Board Members	3
Current Number of Board Members	4
Regular Board Meeting Frequency	Quarterly
Virtual Access to Meeting Available	Yes
Board Meeting Compliance	
The Charter School is compliant with EC 47604.2 board meeting locations and participation.	Met
The Charter School posts agendas publicly.	Met
The Charter School is compliant with The Brown Act.	Met
Conflict of Interest	
The Charter School has adopted a conflict to interest policy that is legally compliant	Met
The Charter School has submitted and received approval of their conflict of interest policy from the San Diego County Board of Supervisors or the Fair Political Practices Commission.	Met
Eligible charter school employees have annually filed a Statement of Economic Interests (Form 700).	Met

The charter school is compliant with Brown Act, California Public Records Act, and Conflict of Interest as required by EC Section 47604.1. The governing board's structure, roles, and responsibilities are clearly defined through board-adopted governance policies. Meetings are conducted in alignment with open meeting requirements including physical meeting locations and two-way teleconference capabilities at each resource center.

The Charter School's governing board meets monthly. The Charter School staff present the board with organizational updates, financial, and instructional progress throughout the year. The organizational structure supports administrative, fiscal, and instructional oversight, and the board receives periodic updates to inform decision making.

Overall, the governing board demonstrates an appropriate foundation for effective charter school governance, including compliance with open meeting requirements and receipt of information necessary to support oversight of the educational program and operations.

Notices of Concern and/or Notices of Violation

There were no notices of concern or violation issued to Altus Schools Coastal during the charter term.

Monitoring Conditions of Initial Approval, or Last Renewal

The Charter School did not have any monitoring conditions with its last renewal.

Is the Renewal Petition Reasonably Comprehensive?

EC Section 47605, requires a charter petition to contain specific information, including 15 elements. This section will provide a summary of information required in a charter petition. The summary chart below identifies each statutorily required item of a charter petition and whether each item was Met, Substantively Met, or Not Met.

1. **Met:** Renewal Petition requirement is reasonably comprehensive and contains all statutorily required information
2. **Substantively Met:** Renewal Petition requirement is mostly comprehensive, but may have a deficiency worth noting, but does not indicate a serious issue that would likely inhibit renewal
3. **Not Met:** The Renewal Petition is not reasonably comprehensive and/or contains significant deficiencies

Additional information related to items that are Substantively Met, or Not Met, will be identified and linked below the summary chart.

Petition Requirement	Requirement Status
Renewal Petition Requirements	
Has the Renewal Petition been updated with all new requirements of charter schools since the last approval? Summary/Analysis Link	Substantively Met
A reasonably comprehensive description of all required elements.	

Petition Requirement	Requirement Status
Educational Program (EC 47605(c)(5)(A))	Met
Measurable Student Outcomes (EC 47605(c)(5)(B))	Met
Student Progress Measurement (EC 47605(c)(5)(C))	Met
Governance (EC 47605(c)(5)(D))	Met
Employee Qualifications (EC 47605(c)(5)(E))	Met
Health and Safety (EC 47605(c)(5)(F))	Met
Racial/Ethnic Balance (EC 47605(c)(5)(G))	Met
Admissions (EC 47605(c)(5)(H))	Met
Suspension/Expulsion (EC 47605(c)(5)(I))	Met
Retirement Systems (EC 47605(c)(5)(J))	Met
Attendance Alternatives (EC 47605(c)(5)(K))	Met
Post-Employment Rights (EC 47605(c)(5)(L))	Met
Dispute Resolution (EC 47605(c)(5)(M))	Met
Closure Procedures (EC 47605(c)(5)(N))	Met
Other Required Information	
Does the Renewal Petition contain the necessary affirmations and assurances of the Charter Schools Act?	Met
Does the Renewal Petition contain a declaration of whether the Charter School shall be deemed the exclusive public employer of the Charter School's employees?	Met
Information regarding the proposed operation and potential effects of the charter: 1. The facilities to be used by the Charter School, including specifically where the Charter School intends to locate 2. The manner in which administrative services of the Charter School are to be provided	Met

Petition Requirement	Requirement Status
3. Potential civil liability effects of the Charter School on the authorizing agency 4. Financial Statements including first-year operational budget, startup costs, cashflow, and a three-year financial projection 5. If the Charter School is operated by, or as, a nonprofit public benefit corporation, the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing board of the Charter School	

Renewal Petition Updated Legal Requirements

AB 446 (Quirk-Silva): Pupil Instruction: Handwriting

Beginning Jan.1, 2024, charter schools are required to include instruction in cursive or joined italics for grades 1 through 6 inclusive. The petition did not contain this element within the instructional program, nor the course listings.

On October 16, 2026, SDCOE Charter School Services staff met with Altus Schools Coastal for clarification on elements of the renewal documents and Petition submitted. The Charter School shared that over the course of the last charter term they have not served grades first through sixth; however, as a school network they have adopted Handwriting Without Tears as their cursive handwriting curriculum, and have fully implemented it in network schools with students in first through sixth grade. Cursive handwriting is offered at least once from first through sixth grade. When new students enroll at the Charter School, it may be unclear whether the student previously received cursive handwriting. As a result, the Charter School also offers cursive handwriting twice during the sixth-grade year to ensure that students have received the required instruction.

SDCOE recommends updating the Petition to include cursive handwriting, to be offered at least once between first and sixth grade.

Senate Bill 858 (Perez): Pupil Safety, School Employee Misconduct: Child Abuse Prevention

This bill expands the description of offenses to include sex offense, that, if flagged during a background check, prevents the potential employee from being hired at a local educational agency. On page 156 of the Renewal Petition, the Charter School states that “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 EC Sections 44830.1 and 45122.1. While the Charter School has stated it will comply with EC sections 44830.1 and 45122.1; the text prior to this has not included the updated language from SB 858 to include “...or of a sex offense...”.

On October 16, 2026, SDCOE Charter School Services staff met with Altus Schools Coastal for clarification on elements of the renewal documents and Petition submitted. As part of the

Charter School’s ongoing hiring practices, background checks and screening specifically for sex offense have always been in practice. While this has been an ongoing standard practice at Altus School’s Coastal, SDCOE recommends updating the Petition language to include “...or of a sex offense...” to ensure consistency between petition language and compliance with EC sections 44830.1 and 45122.1.

Is the Charter School Serving All Pupils Who Wish to Attend?

EC Section 47607(e) states that a chartering authority may deny renewal of a charter school if it finds that the Charter School is not serving all pupil who wish to attend, as documented by student enrollment data provided by CDE, or substantiated complaints that the Charter School has not complied with suspension and expulsion requirements per EC Section 47605(c)(5)(J).

California Department of Education Enrollment Data

CDE provides data sets for the cumulative student enrollment, students who exited the school midyear, and students who exited the school from one year to the next.

The chart below shows the cumulative enrollment for the Charter School. Cumulative enrollment includes any student who was enrolled at the Charter School for any period of time during the school year.

Student Group	Cumulative Enrollment			
	2021-22	2022-23	2023-24	2024-25
Total Cumulative Enrollment	647	636	682	569
English Learner	2.9%	4.4%	5.6%	8.6%
Foster Youth	0.0%	0.0%	0.0%	0.0%
Homeless	3.2%	3.8%	4.1%	5.3%
Migrant Education	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	32.3%	35.8%	39.0%	42.9%
Students with Disabilities	9.6%	13.2%	18.2%	18.3%

African American	0.0%	2.4%	2.9%	2.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%
Asian	2.9%	1.9%	2.2%	1.9%
Filipino	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	29.8%	34.9%	39.3%	36.6%
Pacific Islander	0.0%	0.0%	0.0%	0.0%

Student Group	Cumulative Enrollment			
	2021-22	2022-23	2023-24	2024-25
White	55.5%	51.1%	45.3%	49.9%
Two or More Races	8.7%	8.3%	8.5%	7.0%
Not Reported	0.0%	0.0%	0.0%	0.0%

The following chart displays data for students who enrolled between the start of the school year and Census Day and were not enrolled at the end of the year. Below are the definitions for the data provided:

1. **Percentage of Students:** Number of students who exited midyear divided by cumulative enrollment.
 - a. As a DASS charter school, students on average are enrolled with the Charter School for 18 months. Students may transition back to their school of residence at semester intervals midyear.
2. **Number of Students with CAASPP Results in Prior Year:** This only includes students with CAASPP results from Altus Schools Coastal in the prior year. There may be a difference between the number of students who exited midyear and the number of those students with prior year CAASPP results. This may be attributable to, including but not limited to, the following:
 - a. The student may not be in grade three through eight, or eleventh. CAASPP only tests in grades three through eight, and eleventh.
 - b. The number of students with prior year CAASPP results, are only inclusive of those students who tested with the Charter School. If a student tested at a different school in the prior year, they would not be included in this count.
 - c. The student did not complete testing due to a medical emergency, or a parent opt out.
 - d. The student did not attempt both the non-performance task and performance task portions of the exam.
 - e. The student did not meet the threshold of questions answered to obtain a score.
 - f. The student was an English learner who entered a US school less than one year ago.
 - g. Students were not enrolled at the school on Census Day.
3. **ELA and Math:** The difference between the average DFS of unretained students (midyear exits) and the schoolwide average DFS.

	Midyear Exits		
	2022-23	2023-24	2024-25
Percentage of students enrolled between the start of the school year and Census Day and were not enrolled at the end of the year.	14.78% 94 of 636 students	20.53% 140 of 682 students	25.13% 143 of 569 students
Number of students with CAASPP test results from the prior year	ELA: 7 Math: 7	ELA: 9 Math: 9	ELA: 18 Math: 18
ELA: Difference between average DFS of unretained students and schoolwide average	Unretained -26.14 DFS Schoolwide -9.5 DFS	Unretained -54.56 DFS Schoolwide -24.1 DFS	Unretained -78.67 DFS Schoolwide 11.2 DFS
Math: Difference between average DFS of unretained students and schoolwide average	Unretained -149.29 DFS Schoolwide -85.6 DFS	Unretained -94.56 DFS Schoolwide -93.9 DFS	Unretained -103 DFS Schoolwide -86.2 DFS

The chart below displays data for students who were enrolled at least 90 days in the prior school year, and who were not enrolled as of Census Day in the following school year. Below are the definitions for the data provided:

1. **Percentage of Students:** Number of students who exited from one year to the next, divided by cumulative enrollment.
 - a. The number of students who exited from one year to the next does not include students enrolled in the highest grade level served by the Charter School. Altus Schools Coastal's highest grade served is twelfth grade.
 - b. As a DASS charter school, students on average are enrolled with the Charter School for 18 months.
 - c. Some charter schools also experience a decline in students from eighth grade to ninth grade, as some families are looking for a traditional high school model for various reasons (i.e., sports, extracurricular activities, specialized academic programming, etc.).
2. **Number of students with CAASPP results in prior year:** This only includes students with CAASPP results from Altus Schools Coastal in the prior year. There may be a difference between the number of students who exited midyear and the number of those students with prior year CAASPP results. This may be attributable to, including but not limited to, the following:

- a. The student may not be in grade three through eight, or eleventh. CAASPP only tests in grades three through eight, and eleventh.
 - b. The number of students with prior year CAASPP results, are only inclusive of those students who tested with the Charter School. If a student tested at a different school in the prior year, they would not be included in this count.
 - c. The student did not complete testing due to a medical emergency, or a parent opt out.
 - d. The student did not attempt both the non-performance task and performance task portions of the exam.
 - e. The student did not meet the threshold of questions answered to obtain a score.
 - f. The student was an English Learner who entered a U.S. school less than one year ago.
 - g. Students were not enrolled at the school on Census Day.
3. **ELA and Math:** The difference between the average DFS of unretained students (midyear exits) and the schoolwide average DFS.

	Year-to-Year Exits		
	2022-23	2023-24	2024-25
Percentage of pupils enrolled in the prior school year, who were not enrolled as of Census Day in the following school year <i>(excludes pupils in the highest grade served by the Charter School)</i>	5.56% 36 of 647 prior year students	13.68% 87 of 636 prior year students	13.93% 95 of 682 prior year students
Number of students with CAASPP test results from the prior year	ELA: 8 Math: 8	ELA: 23 Math: 23	ELA: 31 Math: 32
ELA: Difference between average DFS of unretained students and schoolwide average	Unretained -10.88 DFS Schoolwide -9.5 DFS	Unretained -33.78 DFS Schoolwide -24.1 DFS	Unretained -37.84 DFS Schoolwide 11.2 DFS
Math: Difference between average DFS of unretained students and schoolwide average	Unretained -67.0 DFS Schoolwide	Unretained -99.91 DFS Schoolwide	Unretained -99.25 DFS Schoolwide

	Year-to-Year Exits		
	2022-23	2023-24	2024-25
	-85.6 DFS	-93.9 DFS	-86.2 DFS

Substantiated Complaints Related to Noncompliance with Suspension/Expulsion Requirements

SDCOE has not received any substantiated complaints related to noncompliance with the suspension and/or expulsion requirements for Altus Schools Coastal during the current charter term.

CONCLUSION

Altus Schools Coastal has not received any 30-day notices with regard to severe fiscal or governance concerns, or not serving pupils who wish to attend the Charter School.

To summarize, the Board has the following options for a DASS charter school in accordance with EC section 47607:

1. GRANT the Renewal Petition in accordance with Education Code Section 47607 for a charter term of five years.
2. GRANT the Renewal Petition in accordance with Education Code Section 47607 for a charter term of five years; provided that the Charter School enters into an MOU with SDCOE, prior to July 1, 2027, to address reconcile and resolve the findings presented in the Staff Report.
3. The San Diego County Board of Education FINDS,
 - a. Closure of the Charter School is in the best interest of pupils
 And DENIES the Renewal Petition in accordance with Education Code Section 47607 and ADOPTS the findings presented in the Staff Report.

If the Renewal Petition is denied by the Board, the Charter School petitioner may submit the Renewal Petition to the State Board of Education on appeal (EC Section 47605).